Anne Arundel County Public Schools

Bridge to Excellence
RACE TO THE TOP
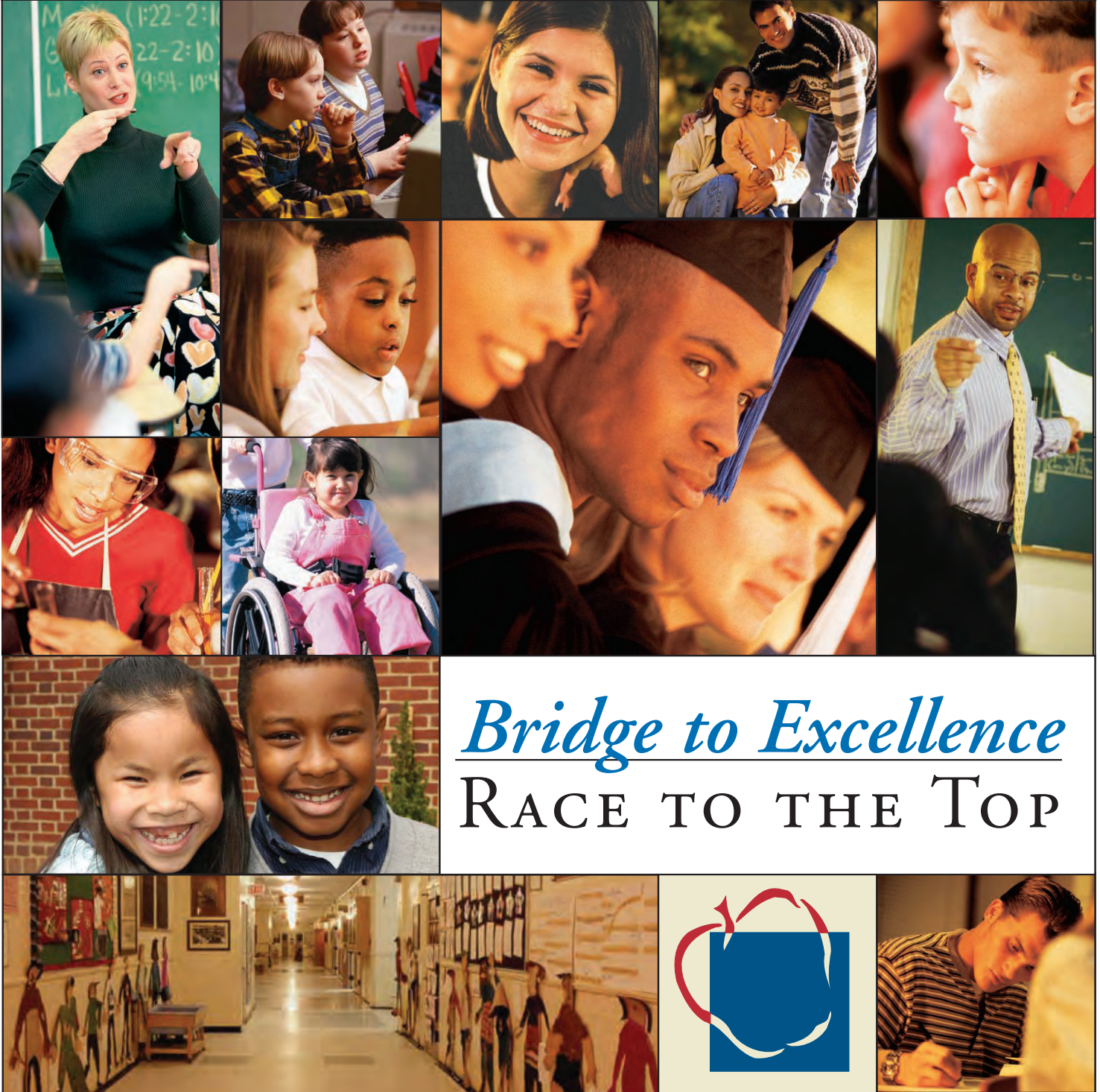
2015 Five Year Comprehensive Master Plan
(Include this page as a cover to the submission indicated below.)

Five Year Comprehensive Master Plan Part I

Due: October 15, 2015

Local Education Agency Submitting this Report:
Anne Arundel County Public Schools

Address:
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Annapolis, MD 21401

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Five Year Comprehensive Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence, Elementary and Secondary Education Act (ESEA) and if applicable, Race to the Top (RTTT) programs. We further certify that this five year comprehensive master plan 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 Five Year Comprehensive Master Plan.

_____   10-15-15
Signature of Local Superintendent of Schools   Date
or Chief Executive Officer

_____   10/15/15
Signature of Local Point of Contact   Date

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Anne Arundel County Public Schools, cont.

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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.

I.B

Finance Section

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

Revenue Category					**FY 16 Budget**	
Local Appropriation					$ 620,575,900	
Other Local Revenue					57,253,800	
State Revenue					337,854,900	
Federal Revenue	84.010	Title I - Improving Basic Programs			10,481,100	
	84.027	IDEA, Part B - Grants to States-Passthrough			15,592,800	
	84.173	IDEA, Part B - Preschool Grants			407,300	
	84.181	IDEA, Part C - Infants and Families			1,095,500	
	84.395	Race to the Top			-	
Other Federal Funds					12,686,400	
Other Resources/Transfers						
Total					**$ 1,055,947,700**	

Instructions: Itemize FY 2016 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

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

Expenditures:		**Source**			**Amount**		**FTE**
Curriculum - Assessment Development		Unrestricted			295,000		
Educational Research		Unrestricted			476,330		6.0
					$ 771,330		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**
RTTT - Technology Data Systems Technology Support		CFDA: 84.395			-		
Instructional Data		Unrestricted			520,129		2.0
Office of Student Data		Unrestricted			1,690,296		11.0
Testing & Evaluation		Unrestricted			1,708,678		8.0
Special Education Technology		Unrestricted			360,316		3.0
Technology - Programming Services		Unrestricted			194,600		-
					$ 4,474,019		24.0

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			886,400		-
Special Education - Medicaid		Restricted			36,500		-
Human Resources		Unrestricted			1,124,082		4.5
Instructional Technology & Online Learning		Unrestricted			1,001,080		7.0
Professional Growth & Development		Unrestricted			1,647,819		7.0
Right Start Advisors		Unrestricted			3,322,416		47.0
Tuition Allowances & NBC Stipends		Unrestricted			3,724,200		-
					$ 11,742,497		65.5

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

Expenditures:	Source	Amount	FTE
Alternative Programs	Unrestricted	124,085	2.0
AYP Performance & Assignment Stipends	Unrestricted	6,128,050	-
Behavior Supports & Interventions	Unrestricted	236,191	1.0
Elevating All Students	Unrestricted	328,300	-
Equity & Accelerated Student Achievement	Unrestricted	547,907	5.0
Summer Bridge Programs	Unrestricted	119,396	-
		$ 7,483,929	8.0

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	1,134,000	14.0
Judy Center	Restricted	322,000	3.0
Non-Public Placements	Restricted	628,800	-
Perkins Technology	Restricted	565,000	-
Title I	CFDA: 84.010	10,481,100	112.0
Special Education - IDEA Part B Passthrough	CFDA: 84.027	15,592,800	239.0
Special Education - IDEA Part B Preschool	CFDA: 84.173	407,300	5.0
Special Education - Infants & Toddlers Part C	CFDA: 84.181	1,095,500	8.0
Special Education - Infants & Toddlers State	Restricted	1,155,400	12.0
Special Education - Medicaid	Restricted	4,225,500	28.0
Title III	Restricted	589,000	1.0
Academic Achievement for All	Unrestricted	6,901,709	85.0
Advanced Studies & Programs	Unrestricted	15,595,065	118.0
Alternative Education	Unrestricted	365,744	4.0
Alternative Programs	Unrestricted	7,685,111	105.0
Basic Classroom Instructional Materials & Textbooks	Unrestricted	19,391,724	-
Business Operations	Unrestricted	8,965,363	82.0
Charter Schools	Unrestricted	14,150,000	-
Contract Schools	Unrestricted	9,029,781	-
Curriculum & Instruction	Unrestricted	21,081,888	84.0
English Language Acquisition	Unrestricted	7,424,623	111.0
Facilities, Planning & Construction	Unrestricted	3,425,400	38.0
Fixed Charges	Unrestricted	187,145,419	-
Fixed Charges - Employee/Retiree Contributions to Health Care Fund	Unrestricted	44,638,700	-
Guidance	Unrestricted	18,557,093	254.0

Mandatory Cost of Doing Business: (Continued)

Human Resources	Unrestricted	4,733,484	50.5
Maintenance	Unrestricted	17,400,700	143.0
Operations	Unrestricted	64,284,200	789.0
Professional Growth & Development	Unrestricted	302,000	6.0
School & Family Partnerships	Unrestricted	232,290	2.0
School Management	Unrestricted	409,613,600	6,608.0
School System Oversight	Unrestricted	2,270,753	16.0
Special Education	Unrestricted	44,694,722	190.0
Student Services	Unrestricted	15,020,704	124.0
Systemic Initiatives	Unrestricted	543,055	6.0
Technology	Unrestricted	23,781,040	135.0
Transportation	Unrestricted	49,145,357	138.0
		$ 1,032,575,925	9,510.5

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	**Source**	**Amount**	**FTE**
Administrative Fees from Grants	Unrestricted	(1,100,000)	-
		$ (1,100,000)	-

Total

		$ 1,055,947,700	9,614.0

*Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Revenue. All other federal funds can be consolidated into the Other Federal Funds line. Add lines if necessary.

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

Revenue

Source:			FY 2015 Original Budget 7/1/2014	FY 2015 Final Budget 6/30/2015	Change	% Change
Local Appropriation			$ 603,483,300	$ 603,483,300	$ -	0.0%
Other Local Revenue			23,015,000	59,383,200	36,368,200	158.0%
State Revenue			329,022,400	334,303,400	5,281,000	1.6%
Federal ARRA Funds	84.395	RTTT	1,000,000	3,474,390	2,474,390	247.4%
Other Federal Funds	84.010	Title I	10,100,400	11,117,240	1,016,840	10.1%
Other Federal Funds	84.027	IDEA Grants to States - Passthrough	15,042,500	16,615,850	1,573,350	10.5%
Other Federal Funds	84.173	IDEA Part B - Preschool	390,000	393,350	3,350	0.9%
Other Federal Funds	84.181	IDEA Part C - Infants and Families	824,000	1,440,300	616,300	74.8%
Other Federal Funds	Restricted			2,650,000	2,650,000	0.0%
Other Federal Funds			8,940,100	11,441,270	2,501,170	28.0%
Total			**$ 991,817,700**	**$ 1,044,302,300**	**$ 52,484,600**	**5.3%**

Change in Expenditures

Section/Reform Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Section B - Standards and Assessments	84.412	RTTT - Early Learning Challenge	-	98,442		-
Section B - Standards and Assessments	Unrestricted	Curriculum - Assessment Development	513,590	376,875		
Section B - Standards and Assessments	Unrestricted	Educational Research	463,580	359,860	6.0	6.0
			977,170	835,177	6	6
Section C - Data Systems to support instruction	84.395	RTTT - Technology support	1,000,000	2,684,120	-	-
Section C - Data Systems to support instruction	Unrestricted	Instructional Data	249,356	356,560	2.0	2.0
Section C - Data Systems to support instruction	Unrestricted	Office of Student Data	1,587,776	1,503,247	11.0	11.0
Section C - Data Systems to support instruction	Unrestricted	Testing & Evaluation	1,945,034	1,721,422	8.0	7.0
Section C - Data Systems to support instruction	Unrestricted	Special Education Technology	323,398	295,992	2.0	2.0
Section C - Data Systems to support instruction	Unrestricted	Technology - Programming Services	194,600	262,137	-	-
			5,300,164	6,823,478	23.0	22.0

Section D: Great Teachers and Leaders	84.395	RTTT - 84.395 - Professional Development	-	177,940	-	-
Section D: Great Teachers and Leaders	84.395	RTTT - 84.395 - Teacher Principal Evaluation	-	41,917	-	-
Section D: Great Teachers and Leaders	84.395	RTTT - 84.395 - Professional Development World Languages	-	45,083	-	-
Section D: Great Teachers and Leaders	84.395	RTTT - 84.395 - ESOL Certification	-	2,375	-	-
Section D: Great Teachers and Leaders	Restricted	Improving Teacher Quality	880,300	865,944	-	-
Section D: Great Teachers and Leaders	Restricted	Medicaid - Professional Development	89,600	19,545	-	-
Section D: Great Teachers and Leaders	Unrestricted	Human Resources	1,128,281	1,320,338	5.0	4.5
Section D: Great Teachers and Leaders	Unrestricted	Professional Growth & Development	1,634,320	1,589,260	7.1	7.1
Section D: Great Teachers and Leaders	Unrestricted	Tuition Allowances & NBC Stipends	3,837,500	2,526,012	-	-
Section D: Great Teachers and Leaders	Unrestricted	Right Start Advisors	3,330,067	3,182,507	46.1	46.6
Section D: Great Teachers and Leaders	Unrestricted	Instructional Technology & Online Learning	1,068,528	907,102	6.6	6.6
			11,968,596	10,678,023	64.8	64.8
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Alternative Programs	180,295	118,629	2.0	2.0
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	AYP Performance & Assignment Stipends	6,183,500	4,509,624	-	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Continuous School Improvement	860,314	-	7.0	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Elementary Network Support	1,017,554	-	15.0	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Elevating All Students	215,000	209,902	-	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Equity & Accelerated Student Achievement	654,547	677,198	5.0	5.0
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Behavior Supports & Interventions	235,325	226,199	1.0	1.0
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Summer Bridge Programs	76,812	159,941	-	-
			9,423,347	5,901,493	30.0	8.0

Mandatory Cost of Doing Business	84.010	Title I	10,100,400	10,505,641	104.8	107.5
Mandatory Cost of Doing Business	84.010	Title I - Targeted/School Grants		357,812		-
Mandatory Cost of Doing Business	84.027	Special Education - IDEA Part B Passthrough	15,042,500	16,579,486	239.2	236.3
Mandatory Cost of Doing Business	84.173	Special Education - IDEA Part B Preschool	390,000	494,048	5.0	4.5
Mandatory Cost of Doing Business	84.181	Special Education - Infants & Toddlers Part C	824,000	876,267	7.3	6.6
Mandatory Cost of Doing Business	84.395	Race to the Top Technology	-	2,192	-	-
Mandatory Cost of Doing Business	Other Federal Funds	Federal STEM	-	6,337	-	-
Mandatory Cost of Doing Business	Restricted	Special Education - Infants & Toddlers State	1,212,000	1,155,360	12.7	12.3
Mandatory Cost of Doing Business	Restricted	Improving Teacher Quality	1,142,300	1,156,053	14.0	14.0
Mandatory Cost of Doing Business	Restricted	Judy Center	322,000	329,949	3.0	3.3
Mandatory Cost of Doing Business	Restricted	Non-Public Placements	419,000	808,114	-	-
Mandatory Cost of Doing Business	Restricted	Other Grants		2,164,539		6.6
Mandatory Cost of Doing Business	Restricted	Perkins Technology	584,900	565,114	-	-
Mandatory Cost of Doing Business	Restricted	Special Education - Medicaid	3,378,000	3,514,576	21.5	27.6
Mandatory Cost of Doing Business	Restricted	Title III	515,000	238,374	1.0	-
Mandatory Cost of Doing Business	Unrestricted	Academic Achievement for All	6,001,441	6,661,958	77.3	81.9
Mandatory Cost of Doing Business	Unrestricted	Advanced Studies & Programs	15,400,184	16,317,550	128.9	118.6
Mandatory Cost of Doing Business	Unrestricted	Alternative Education	332,782	362,912	3.1	3.6
Mandatory Cost of Doing Business	Unrestricted	Alternative Programs	7,915,164	7,912,363	108.0	100.6
Mandatory Cost of Doing Business	Unrestricted	Basic Classroom Instructional Materials & Textbooks	19,905,400	15,704,435	-	-
Mandatory Cost of Doing Business	Unrestricted	Business Operations	9,104,155	8,519,334	83.0	78.0
Mandatory Cost of Doing Business	Unrestricted	Charter Schools	13,900,000	14,633,235	-	96.0
Mandatory Cost of Doing Business	Unrestricted	Continuous School Improvement	166,829	-	2.0	-
Mandatory Cost of Doing Business	Unrestricted	Contract Schools	5,267,533	6,401,531	-	41.4
Mandatory Cost of Doing Business	Unrestricted	Curriculum & Instruction	20,609,209	14,945,723	78.2	80.9

Mandatory Cost of Doing Business	Unrestricted	English Language Acquisition	7,114,198	7,176,029	109.5	110.5
Mandatory Cost of Doing Business	Unrestricted	Facilities, Planning & Construction	3,392,208	3,225,480	38.0	39.0
Mandatory Cost of Doing Business	Unrestricted	Fixed Charges	184,229,008	183,751,668	-	-
Mandatory Cost of Doing Business	Unrestricted	Guidance	18,552,314	18,139,296	253.7	254.7
Mandatory Cost of Doing Business	Unrestricted	Human Resources	4,958,176	4,798,094	48.8	46.8
Mandatory Cost of Doing Business	Unrestricted	Maintenance	16,885,900	16,911,077	143.0	133.0
Mandatory Cost of Doing Business	Unrestricted	Operations	61,370,000	61,241,359	788.5	780.8
Mandatory Cost of Doing Business	Unrestricted	Professional Growth & Development	300,290	268,671	6.0	6.0
Mandatory Cost of Doing Business	Unrestricted	School & Family Partnerships	229,095	224,416	2.0	2.0
Mandatory Cost of Doing Business	Unrestricted	School Management	402,948,778	403,701,554	6,512.5	6,489.6
Mandatory Cost of Doing Business	Unrestricted	School System Oversight	2,351,288	2,247,617	17.0	16.0
Mandatory Cost of Doing Business	Unrestricted	Special Education	43,879,592	46,192,728	204.5	188.6
Mandatory Cost of Doing Business	Unrestricted	Student Services	14,346,041	14,691,024	117.8	119.4
Mandatory Cost of Doing Business	Unrestricted	Systemic Initiatives	533,283	504,584	6.0	5.8
Mandatory Cost of Doing Business	Unrestricted	Technology	22,558,986	26,504,933	132.0	130.5
Mandatory Cost of Doing Business	Unrestricted	Transportation	49,066,469	47,638,513	138.0	140.3
Mandatory Cost of Doing Business	84.010	Transfer		253,787		
Mandatory Cost of Doing Business	84.027	Transfer		36,364		
Mandatory Cost of Doing Business	84.173	Transfer		(100,698)		
Mandatory Cost of Doing Business	84.181	Transfer		564,033		
Mandatory Cost of Doing Business	84.395	Transfer		520,763		
Mandatory Cost of Doing Business	84.412	Transfer		(98,442)		
Mandatory Cost of Doing Business	Internal Service Fund[1]	Transfer		37,935,700		
Mandatory Cost of Doing Business	Unrestricted	Transfer		14,983,597		
			965,248,423	1,021,525,050	9,406.3	9,482.6

Other	Unrestricted	Administrative Fees - Charter Schools		(301,034)		
Other	Unrestricted	Administrative Fees - Contract Schools		(106,811)		
Other	Unrestricted	Administrative Fee - Grants	(1,100,000)	(1,053,076)		
			(1,100,000)	(1,460,921)	-	-
Total			$ 991,817,700	$ 1,044,302,300	9,530.1	9,583.4

[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.*

Revenue and Expenditure Analysis:

1. **Did actual FY 2015 revenue meet expectations as anticipated in the Master Plan Update for 2014? If not, identify the changes and the impact any changes had on the FY 2015 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 $52,484,600 over the approved budget for FY15, of which $37,935,700 is related to the Maryland State Board of Education Opinion 14-16 which requires the Internal Service Fund to budget within the Current Expense Budget all revenues and expenses. However, it should be noted that there will never be any actual revenues and expenses recorded in the Current Expense this source.

   The $10.8 million increase in federal funding includes $2.6 million related to Opinion 14-16 and restricted grants increasing by $2.5 million for RTTT grants, $1 million for Title I, $2.2 in special education grants, and $2.5 million in small miscellaneous grants.

   The $5.3 million increase in state funding includes $2.3 million from Quality Teacher Incentive Act, $2.7 million for Non-Public Tuition, and $0.3 million in miscellaneous grants. The Local Appropriation from the county government remained unchanged. The $36.3 million increase in local funding includes $35.3 million related to Opinion 14-16, $0.7 million in rebates, and $0.3 million in small miscellaneous grants.

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 under budget by about $142,000 largely due to a vacancy.

   Section C/Reform Area 2 expenses were over budget by about $1.5 million due to the allocation of additional RTTT funds.

   Section D/Reform Area 3 expenses were under budget by about $1.3 million due to less than expected tuition reimbursement.

   Section E/Reform Area 4 will be under spent by about $3.4 million because less funding was needed for AYP Performance & Assignment stipends due to schools' achievement status and the realignment of the Continuous School Improvement office and the Elementary Network Support Office. The funding for the Continuous School Improvement Office and the Elementary Network Support Office were realigned to School Management and Curriculum & Instruction to reflect the functions of the new offices.
   Mandatory Cost of Doing Business will be over budget by $2.2 million, of which 1.8 is due to the reallocation of the Continuous School Improvement and Elementary Network Support office. The remaining $0.4 million is spread among various programs and activities.

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

   AACPS continues to improve functionality, amount of relevant information and employee's access to the AACPS Intranet. Increased access was made possible by having this as the default homepage on every AACPS computer. This allows the Intranet to become more effective communication tool for all employees.

   Employees may access important job information and professional development opportunities, memos, forms, workflow process charts and the employee directory much more often and easily. Additionally, employees may access information and continuing updates relating to systemic initiatives such as the Teaching & Learning model, Eliminating the Achievement Gap /Elevating All Students, Winning at Wellness, and Power Teacher Help Site. AACPS has made this the "one-stop shopping site" for information.

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

   AACPS made a very conscience decision to limit the use of ARRA funding toward one-time spending such as professional development, technology, instructional supplies and stipends in order to limit the impact of the funding cliff. The few permanent positions funded by ARRA were eliminated in FY12, or other positions have been eliminated so as to allow them to continue with no increase in total general unrestricted funded positions or increase in salary costs.

Universal Design for Learning (UDL)

As required in the Code of Maryland Regulations (COMAR), AACPS had been certified and is currently preparing for recertification to reaffirm that its instructional programming meets, at a minimum, the requirements of the UDL regulations. The challenges AACPS has faced in implementing UDL with fidelity in all classrooms for all students include providing staff development on what UDL is and how to implement it to all teachers, including UDL across all curricular documents and all assessments, and maintaining technology and materials of instruction to ensure equitable student access. Early challenges entailed including a variety of examples in all curriculum guides as links and currently continuing to provide support to all levels of staff as UDL is incorporated in planning and implemented in the classroom to benefit all learners. Teachers continue to learn how to best use a variety of formative assessments and interpret the data resulting from those assessments to better know their students so they can diagnose and prescribe appropriate instructional strategies aligned to student needs. We remain committed to supporting the incorporating UDL practices into our instruction and building teacher capacity with the appropriate methods, materials, and assessments.

Specifically, AACPS has ensured Universal Design for Learning (UDL) principles and Differentiated Instruction (DI) are an integral part of all new curricular and assessment documents and that UDL is at the forefront of all curriculum development and assessment decisions. AACPS provided UDL and DI training for Academy participants on multiple occasions throughout 2013 and 2014 (Winter/Spring/Summer 2013 and Winter/Spring/Summer 2014). Learning Strategy Specialists (LSSs) are an integral part of curriculum writing to provide support to curriculum writers so that UDL and DI principles are embedded in all new curriculum and assessment documents. One LSS worked with each curriculum and assessment writing team overseeing the inclusion of principles to support UDI and DI within each. Furthermore, a Curriculum/Assessment Writing Framework was developed to ensure mandatory monitoring of the inclusion of UDL and DI principles and student options. In addition, a system UDL website, accessible by all stakeholders was created with regular updates throughout the year (www.aacps.org/udl/). AACPS developed an individualized IEP SMART Goal/CCRS framework that reinforces the use of UDL principles as conditions. The Director of Professional Growth and Development, Andrea Zamora, and the Director of Curriculum, Walter Lee, continue to collaborate ensuring sustained professional development opportunities across the system, enhancing connections to the UDL framework to reinforce UDL and DI practices within all grades and content areas so that all students experience instruction geared to their achievement.

The on-going performance process completed in each secondary school and some elementary schools by the Department of Special Education incorporates an analysis of the use of UDL strategies. Based on the outcomes, schools incorporate the recommendations made into their School Improvement Plan and use this data to assist in identifying professional development needs of their staff. Professional workshops are sponsored throughout the year to strengthen teacher's skills and some of these topics are included in the August Conference as well.

SYSTEMATIC INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING	
UDL Principle/Mode	**Representation - CONTENT**
Means of Representation: providing the learner various ways of acquiring information and knowledge. *Differentiate* the content for advanced learners.	• Materials and media to provide auditory equivalent for visual information • Multiple Means of Representation identified in new curriculum documents • Instructional Technology Resources identified with training usage on LSS intranet • Software tools available on instructional images for each grade level with tutorials on LSS Intranet • Differentiated Instruction trainings throughout LSS with accompanying DI Blackboard site • Kurzweil access with LSS created materials contained in a library for access by all teachers • TEAM Teaching Guide and trainings to embed strategies in instruction • UDL web pages for information and professional development • [for advanced learners] A broad spectrum of resources provide platforms for increased levels of depth and complexity while being age appropriate • [for advanced learners] a variety of print-based resources are provided to teach, apply, and extend conceptual understandings
Means for Engagement: *tap into learners interests, challenge them appropriately, and motive them to learn.* *Differentiate* the process for advanced learners.	**Multiple Options for Engagement – PROCESS** • Multiple Means for Expression identified in new curriculum • Differentiated Instruction trainings throughout LSS with accompanying DI Blackboard site • TEAM teaching Guide and trainings to embed strategies in instruction • UDL web pages for information and professional development • Software tools available on instructional images for each grade level • Student access to varied technology hardware tools including ability to modify tools as needed • [for advanced learners] the unique interests, abilities, and strengths of learners are maximized and supported through multiple methods of instruction (i.e. pacing, grouping, questioning, seminars, mentoring, collaboration, seeking relevance); student choice of process

	• [for advanced learners] access to the tools and strategies that provide flexibility in presenting information and demonstrating knowledge is provided
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know).* *Differentiate* the product for advanced learners.	**Expression/Action - PRODUCT**
	• Multiple Means for Engagement identified in new curriculum documents • Instructional Technology Resources identified with training usage on LSS Intranet • Software tools available on instructional images for each grade level with tutorials on LSS Intranet • Differentiated Instruction trainings throughout LSS with accompanying DI Blackboard site • TEAM Teaching Guide and trainings to embed strategies in instruction • UDL web pages for information and professional development • Allow for embedded modeling • [for advanced learners] learners consider and select optimal ways to demonstrate and/or communicate their refined skills, strategies, or conceptual understandings to intended stakeholders; student choice of product • [for advanced learners] learners advance their products to address authentic issues and solve real-world problems

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	17157	15864	92.5	17674	16216	91.8	16529	14907	90.2	8709	7897	90.7	8984	8103	90.2	8394	7356	87.6	8448	7967	94.3	8690	8113	93.4	8135	7551	92.8
Hispanic/Latino of any race	1597	1430	89.5	1733	1508	87.0	1831	1546	84.4	773	672	86.9	842	719	85.4	925	751	81.2	824	758	92.0	891	789	88.6	906	795	87.7
American Indian or Alaska Native	63	58	92.1	50	41	82.0	32	20	62.5	31	27	87.1	26	19	73.1	16	7	43.8	32	31	96.9	24	22	91.7	16	13	81.3
Asian	608	568	93.4	607	572	94.2	583	552	94.7	281	255	90.7	289	265	91.7	288	269	93.4	327	313	95.7	318	307	96.5	295	283	95.9
Black or African American	3365	2845	84.5	3527	2957	83.8	3235	2617	80.9	1723	1419	82.4	1758	1431	81.4	1643	1246	75.8	1642	1426	86.8	1769	1526	86.3	1592	1371	86.1
Native Hawaiian or Other Pacific Islander	55	48	87.3	65	59	90.8	62	56	90.3	30	25	83.3	33	29	87.9	30	26	86.7	25	23	92.0	32	30	93.8	32	30	93.8
White	10476	10004	95.5	10644	10117	95.0	9766	9180	94.0	5395	5068	93.9	5525	5179	93.7	4982	4603	92.4	5081	4936	97.1	5119	4938	96.5	4784	4577	95.7
Two or more races	993	911	91.7	1048	962	91.8	1019	935	91.8	476	431	90.5	511	461	90.2	510	454	89.0	517	480	92.8	537	501	93.3	509	481	94.5
Special Education	1580	1177	74.5	1631	1192	73.1	1486	1008	67.8	1115	834	74.8	1123	826	73.6	1012	683	67.5	465	343	73.8	508	366	72.0	474	325	68.6
Limited English Proficient (LEP)	744	579	77.8	677	498	73.6	687	474	69.0	402	304	75.6	372	277	74.5	385	251	65.2	342	275	80.4	305	221	72.5	302	223	73.8
Free/Reduced Meals (FARMS)	5596	4798	85.7	5864	4935	84.2	5525	4472	80.9	2832	2363	83.4	2934	2408	82.1	2790	2143	76.8	2764	2435	88.1	2930	2527	86.2	2735	2329	85.2

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	16749	14353	85.7	16831	14766	87.7	16275	13351	82.0	8670	7154	82.5	8580	7287	84.9	8208	6353	77.4	8079	7199	89.1	8251	7479	90.6	8067	6998	86.7
Hispanic/Latino of any race	1407	1114	79.2	1508	1237	82.0	1561	1172	75.1	742	565	76.1	755	610	80.8	771	548	71.1	665	549	82.6	753	627	83.3	790	624	79.0
American Indian or Alaska Native	53	45	84.9	52	45	86.5	63	48	76.2	22	18	81.8	24	18	75.0	29	19	65.5	31	27	87.1	28	27	96.4	34	29	85.3
Asian	550	481	87.5	585	536	91.6	579	522	90.2	270	223	82.6	284	250	88.0	273	236	86.4	280	258	92.1	301	286	95.0	306	286	93.5
Black or African American	3548	2612	73.6	3538	2714	76.7	3424	2347	68.5	1878	1270	67.6	1860	1320	71.0	1767	1066	60.3	1670	1342	80.4	1678	1394	83.1	1657	1281	77.3
Native Hawaiian or Other Pacific Islander	44	39	88.6	39	36	92.3	34	26	76.5	17	15	88.2	16	15	93.8	17	12	70.6	27	24	88.9	23	21	91.3	17	14	82.4
White	10339	9378	90.7	10210	9402	92.1	9713	8496	87.5	5329	4731	88.8	5192	4690	90.3	4933	4148	84.1	5010	4647	92.8	5018	4712	93.9	4780	4348	91.0
Two or more races	808	684	84.7	899	796	88.5	901	740	82.1	412	332	80.6	449	384	85.5	418	324	77.5	396	352	88.9	450	412	91.6	483	416	86.1
Special Education	1536	824	53.6	1531	796	52.0	1476	619	41.9	1035	542	52.4	1045	537	51.4	1000	406	40.6	501	282	56.3	486	259	53.3	476	213	44.7
Limited English Proficient (LEP)	241	87	36.1	314	151	48.1	296	97	32.8	127	42	33.1	152	75	49.3	156	46	29.5	114	45	39.5	162	76	46.9	140	51	36.4
Free/Reduced Meals (FARMS)	5047	3662	72.6	5214	3975	76.2	5238	3559	67.9	2667	1808	67.8	2691	1935	71.9	2671	1622	60.7	2380	1854	77.9	2523	2040	80.9	2567	1937	75.5

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	5109	4471	87.5	5188	4523	87.2	5153	4551	88.3	2591	2185	84.3	2587	2156	83.3	2568	2174	84.7	2518	2286	90.8	2601	2367	91.0	2585	2377	92.0
Hispanic/Latino of any race	309	247	79.9	353	281	79.6	388	308	79.4	161	123	76.4	178	132	74.2	200	152	76.0	148	124	83.8	175	149	85.1	188	156	83.0
American Indian or Alaska Native	21	18	85.7	21	18	85.7	9	7	77.8	13	10	76.9	13	12	92.3	3	3	100.0	8	8	100.0	8	6	75.0	6	4	66.7
Asian	165	144	87.3	201	181	90.0	172	157	91.3	79	68	86.1	98	83	84.7	83	73	88.0	86	76	88.4	103	98	95.1	89	84	94.4
Black or African American	1129	866	76.7	1046	786	75.1	1074	813	75.7	570	405	71.1	535	379	70.8	518	356	68.7	559	461	82.5	511	407	79.6	556	457	82.2
Native Hawaiian or Other Pacific Islander	11	10	90.9	8	7	87.5	10	10	100.0	5	4	80.0	5	4	80.0	4	4	100.0	6	6	100.0	3	3	100.0	6	6	100.0
White	3282	3013	91.8	3407	3106	91.2	3332	3102	93.1	1676	1501	89.6	1681	1474	87.7	1669	1504	90.1	1606	1512	94.1	1726	1632	94.6	1663	1598	96.1
Two or more races	192	173	90.1	152	144	94.7	168	154	91.7	87	74	85.1	77	72	93.5	91	82	90.1	105	99	94.3	75	72	96.0	77	72	93.5
Special Education	394	220	55.8	331	181	54.7	351	158	45.0	276	145	52.5	243	134	55.1	234	96	41.0	118	75	63.6	88	47	53.4	117	62	53.0
Limited English Proficient (LEP)	48	16	33.3	54	11	20.4	54	8	14.8	23	5	21.7	33	4	12.1	31	3	9.7	25	11	44.0	21	7	33.3	23	5	21.7
Free/Reduced Meals (FARMS)	969	751	77.5	1053	796	75.6	1076	862	80.1	450	336	74.7	502	361	71.9	505	378	74.9	519	415	80.0	551	435	78.9	571	484	84.8

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	17142	15982	93.2	17666	16092	91.1	16971	14771	87.0	8704	8056	92.6	8978	8109	90.3	8632	7434	86.1	8438	7926	93.9	8688	7983	91.9	8339	7337	88.0
Hispanic/Latino of any race	1592	1458	91.6	1735	1519	87.6	1908	1502	78.7	769	700	91.0	844	731	86.6	969	755	77.9	823	758	92.1	891	788	88.4	939	747	79.6
American Indian or Alaska Native	63	59	93.7	50	41	82.0	31	21	67.7	31	28	90.3	26	21	80.8	18	11	61.1	32	31	96.9	24	20	83.3	13	10	76.9
Asian	608	586	96.4	608	577	94.9	613	569	92.8	281	270	96.1	289	275	95.2	305	281	92.1	327	316	96.6	319	302	94.7	308	288	93.5
Black or African American	3363	2841	84.5	3526	2875	81.5	3364	2501	74.3	1725	1447	83.9	1758	1410	80.2	1723	1237	71.8	1638	1394	85.1	1768	1465	82.9	1641	1264	77.0
Native Hawaiian or Other Pacific Islander	55	51	92.7	64	59	92.2	68	62	91.2	30	28	93.3	32	29	90.6	33	29	87.9	25	23	92.0	32	30	93.8	35	33	94.3
White	10470	10065	96.1	10635	10059	94.6	9972	9219	92.4	5393	5153	95.5	5518	5185	94.0	5075	4675	92.1	5077	4912	96.8	5117	4874	95.3	4897	4544	92.8
Two or more races	991	922	93.0	1048	962	91.8	1015	897	88.4	475	430	90.5	511	458	89.6	509	446	87.6	516	492	95.3	537	504	93.9	506	451	89.1
Special Education	1578	1121	71.0	1628	1015	62.3	1523	800	52.5	1114	815	73.2	1121	727	64.9	1035	585	56.5	464	306	65.9	507	288	56.8	488	215	44.1
Limited English Proficient (LEP)	742	628	84.6	683	528	77.3	758	456	60.2	400	344	86.0	375	295	78.7	424	261	61.6	342	284	83.0	308	233	75.6	334	195	58.4
Free/Reduced Meals (FARMS)	5590	4842	86.6	5864	4854	82.8	5827	4399	75.5	2829	2439	86.2	2934	2392	81.5	2959	2190	74.0	2761	2403	87.0	2930	2462	84.0	2868	2209	77.0

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	16707	13528	81.0	16832	12429	73.8	16277	10543	64.8	8640	6833	79.1	8587	6075	70.7	8228	5177	62.9	8067	6695	83.0	8245	6354	77.1	8049	5366	66.7
Hispanic/Latino of any race	1413	1040	73.6	1511	961	63.6	1572	807	51.3	745	530	71.1	759	466	61.4	782	410	52.4	668	510	76.3	752	495	65.8	790	397	50.3
American Indian or Alaska Native	53	44	83.0	52	37	71.2	61	30	49.2	22	15	68.2	24	17	70.8	29	14	48.3	31	29	93.5	28	20	71.4	32	16	50.0
Asian	550	498	90.5	590	524	88.8	579	470	81.2	270	238	88.1	285	246	86.3	271	210	77.5	280	260	92.9	305	278	91.1	308	260	84.4
Black or African American	3531	2214	62.7	3541	1866	52.7	3396	1405	41.4	1865	1097	58.8	1862	891	47.9	1753	679	38.7	1666	1117	67.0	1679	975	58.1	1643	726	44.2
Native Hawaiian or Other Pacific Islander	45	38	84.4	39	32	82.1	35	21	60.0	17	14	82.4	16	13	81.3	17	10	58.8	28	24	85.7	23	19	82.6	18	11	61.1
White	10310	9034	87.6	10202	8332	81.7	9744	7235	74.3	5311	4606	86.7	5193	4124	79.4	4961	3589	72.3	4999	4428	88.6	5009	4208	84.0	4783	3646	76.2
Two or more races	805	660	82.0	897	677	75.5	890	575	64.6	410	333	81.2	448	318	71.0	415	265	63.9	395	327	82.8	449	359	80.0	475	310	65.3
Special Education	1528	757	49.5	1527	492	32.2	1457	313	21.5	1028	518	50.4	1047	337	32.2	986	230	23.3	500	239	47.8	480	155	32.3	471	83	17.6
Limited English Proficient (LEP)	246	116	47.2	325	118	36.3	320	57	17.8	129	54	41.9	159	54	34.0	167	31	18.6	117	62	53.0	166	64	38.6	153	26	17.0
Free/Reduced Meals (FARMS)	5026	3266	65.0	5220	2843	54.5	5224	2249	43.1	2648	1644	62.1	2698	1336	49.5	2671	1092	40.9	2378	1622	68.2	2522	1507	59.8	2553	1157	45.3

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

Subgroup	All Students 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Male 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.	Female 2012 # Tested	# Prof.	% Prof.	2013 # Tested	# Prof.	% Prof.	2014 # Tested	# Prof.	% Prof.
All Students	4886	4444	91.0	5018	4625	92.2	4973	4569	91.9	2510	2236	89.1	2516	2267	90.1	2484	2257	90.9	2376	2208	92.9	2502	2358	94.2	2489	2312	92.9
Hispanic/Latino of any race	295	249	84.4	345	297	86.1	365	315	86.3	157	129	82.2	177	145	81.9	193	163	84.5	138	120	87.0	168	152	90.5	172	152	88.4
American Indian or Alaska Native	19	17	89.5	19	17	89.5	9	7	77.8	12	10	83.3	12	12	100.0	3	3	100.0	7	7	100.0	7	5	71.4	6	4	66.7
Asian	150	142	94.7	188	182	96.8	159	152	95.6	73	69	94.5	88	84	95.5	80	76	95.0	77	73	94.8	100	98	98.0	79	76	96.2
Black or African American	1112	895	80.5	1036	846	81.7	1044	856	82.0	570	433	76.0	538	422	78.4	512	404	78.9	542	462	85.2	498	424	85.1	532	452	85.0
Native Hawaiian or Other Pacific Islander	7	6	85.7	7	6	85.7	10	9	90.0	4	3	75.0	5	4	80.0	3	3	100.0	3	3	100.0	2	2	100.0	7	6	85.7
White	3120	2964	95.0	3279	3141	95.8	3227	3083	95.5	1608	1515	94.2	1623	1533	94.5	1608	1532	95.3	1512	1449	95.8	1656	1608	97.1	1619	1551	95.8
Two or more races	183	171	93.4	144	136	94.4	159	147	92.5	86	77	89.5	73	67	91.8	85	76	89.4	97	94	96.9	71	69	97.2	74	71	95.9
Special Education	420	210	50.0	381	201	52.8	360	183	50.8	302	149	49.3	281	153	54.4	241	127	52.7	118	61	51.7	100	48	48.0	119	56	47.1
Limited English Proficient (LEP)	42	26	61.9	47	28	59.6	49	24	49.0	22	14	63.6	27	15	55.6	29	17	58.6	20	12	60.0	20	13	65.0	20	7	35.0
Free/Reduced Meals (FARMS)	949	789	83.1	1031	884	85.7	1065	927	87.0	449	363	80.8	490	412	84.1	506	436	86.2	500	426	85.2	541	472	87.2	559	491	87.8

Table 2.7: Maryland School Assessment Performance Results - Science - Elementary

Subgroup	All Students 2012			2013			2014			Male 2012			2013			2014			Female 2012			2013			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	5591	4329	77.4	5813	4474	77.0	5921	4521	76.4	2803	2143	76.5	2960	2257	76.3	3010	2277	75.6	2788	2186	78.4	2853	2217	77.7	2911	2244	77.1
Hispanic/Latino of any race	499	342	68.5	537	355	66.1	638	384	60.2	240	170	70.8	258	174	67.4	312	187	59.9	259	172	66.4	279	181	64.9	326	197	60.4
American Indian or Alaska Native	21	15	71.4	25	18	72.0	15	8	53.3	9	5	55.6	13	9	69.2	8	5	62.5	12	10	83.3	12	9	75.0	7	3	42.9
Asian	201	168	83.6	204	172	84.3	210	170	81.0	89	76	85.4	99	80	80.8	103	83	80.6	112	92	82.1	105	92	87.6	107	87	81.3
Black or African American	1097	585	53.3	1189	651	54.8	1173	623	53.1	570	289	50.7	598	320	53.5	597	299	50.1	527	296	56.2	591	331	56.0	576	324	56.3
Native Hawaiian or Other Pacific Islander	13	8	61.5	10	5	50.0	24	20	83.3	6	3	50.0	6	2	33.3	13	12	92.3	7	5	71.4	4	3	75.0	11	8	72.7
White	3430	2947	85.9	3520	3021	85.8	3508	3033	86.5	1734	1479	85.3	1845	1563	84.7	1804	1555	86.2	1696	1468	86.6	1675	1458	87.0	1704	1478	86.7
Two or more races	330	264	80.0	328	252	76.8	353	283	80.2	155	121	78.1	141	109	77.3	173	136	78.6	175	143	81.7	187	143	76.5	180	147	81.7
Special Education	498	192	38.6	591	230	38.9	563	215	38.2	342	143	41.8	408	171	41.9	367	154	42.0	156	49	31.4	183	59	32.2	196	61	31.1
Limited English Proficient (LEP)	170	52	30.6	153	40	26.1	155	31	20.0	90	37	41.1	91	29	31.9	81	18	22.2	80	15	18.8	62	11	17.7	74	13	17.6
Free/Reduced Meals (FARMS)	1797	1036	57.7	1945	1147	59.0	1952	1101	56.4	894	516	57.7	994	584	58.8	975	540	55.4	903	520	57.6	951	563	59.2	977	561	57.4

Table 2.8: Maryland School Assessment Performance Results - Science - Middle

Subgroup	All Students 2012			2013			2014			Male 2012			2013			2014			Female 2012			2013			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	5546	4452	80.3	5633	4494	79.8	5565	4402	79.1	2887	2295	79.5	2936	2327	79.3	2794	2174	77.8	2659	2157	81.1	2697	2167	80.3	2770	2228	80.4
Hispanic/Latino of any race	449	310	69.0	493	339	68.8	528	359	68.0	241	171	71.0	256	176	68.8	263	184	70.0	208	139	66.8	237	163	68.8	265	175	66.0
American Indian or Alaska Native	15	13	86.7	18	12	66.7	19	16	84.2	6	5	83.3	9	6	66.7	10	8	80.0	9	8	88.9	9	6	66.7	9	8	88.9
Asian	191	170	89.0	183	151	82.5	198	179	90.4	94	80	85.1	96	73	76.0	92	84	91.3	97	90	92.8	87	78	89.7	106	95	89.6
Black or African American	1164	716	61.5	1210	760	62.8	1195	723	60.5	613	350	57.1	645	399	61.9	621	347	55.9	551	366	66.4	565	361	63.9	574	376	65.5
Native Hawaiian or Other Pacific Islander	17	15	88.2	12	9	75.0	15	11	73.3	7	6	85.7	4	3	75.0	7	5	71.4	10	9	90.0	8	6	75.0	8	6	75.0
White	3455	3028	87.6	3439	3001	87.3	3323	2876	86.5	1800	1582	87.9	1780	1556	87.4	1665	1431	85.9	1655	1446	87.4	1659	1445	87.1	1658	1445	87.2
Two or more races	255	200	78.4	278	222	79.9	286	238	83.2	126	101	80.2	146	114	78.1	136	115	84.6	129	99	76.7	132	108	81.8	150	123	82.0
Special Education	469	179	38.2	541	222	41.0	466	153	32.8	318	130	40.9	371	166	44.7	303	106	35.0	151	49	32.5	170	56	32.9	163	47	28.8
Limited English Proficient (LEP)	84	19	22.6	106	28	26.4	116	33	28.4	51	12	23.5	54	16	29.6	53	16	30.2	33	7	21.2	52	12	23.1	63	17	27.0
Free/Reduced Meals (FARMS)	1603	993	61.9	1679	1043	62.1	1733	1061	61.2	870	550	63.2	898	547	60.9	857	504	58.8	733	443	60.4	781	496	63.5	876	557	63.6

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

Subgroup	All Students 2012			2013			2014			Male 2012			2013			2014			Female 2012			2013			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	5022	4327	86.2	5149	4495	87.3	5104	4552	89.2	2540	2188	86.1	2579	2254	87.4	2554	2251	88.1	2482	2139	86.2	2570	2241	87.2	2550	2301	90.2
Hispanic/Latino of any race	289	234	81.0	340	285	83.8	374	317	84.8	149	122	81.9	172	143	83.1	196	164	83.7	140	112	80.0	168	142	84.5	178	153	86.0
American Indian or Alaska Native	21	17	81.0	22	19	86.4	9	7	77.8	13	10	76.9	14	14	100.0	3	3	100.0	8	7	87.5	8	5	62.5	6	4	66.7
Asian	160	145	90.6	198	186	93.9	165	157	95.2	77	69	89.6	96	90	93.8	82	75	91.5	83	76	91.6	102	96	94.1	83	82	98.8
Black or African American	1115	801	71.8	1049	730	69.6	1069	794	74.3	559	393	70.3	543	388	71.5	516	371	71.9	556	408	73.4	506	342	67.6	553	423	76.5
Native Hawaiian or Other Pacific Islander	9	8	88.9	7	6	85.7	11	11	100.0	5	4	80.0	5	4	80.0	4	4	100.0	4	4	100.0	2	2	100.0	7	7	100.0
White	3238	2956	91.3	3382	3130	92.5	3311	3112	94.0	1651	1516	91.8	1673	1546	92.4	1663	1552	93.3	1587	1440	90.7	1709	1584	92.7	1648	1560	94.7
Two or more races	190	166	87.4	151	139	92.1	165	154	93.3	86	74	86.0	76	69	90.8	90	82	91.1	104	92	88.5	75	70	93.3	75	72	96.0
Special Education	391	195	49.9	352	202	57.4	350	184	52.6	281	137	48.8	270	161	59.6	232	124	53.4	110	58	52.7	82	41	50.0	118	60	50.8
Limited English Proficient (LEP)	33	16	48.5	43	19	44.2	44	18	40.9	16	7	43.8	26	10	38.5	26	10	38.5	17	9	52.9	17	9	52.9	18	8	44.4
Free/Reduced Meals (FARMS)	947	707	74.7	1037	773	74.5	1063	857	80.6	439	336	76.5	492	370	75.2	501	399	79.6	508	371	73.0	545	403	73.9	562	458	81.5

Table 3.1: HSA Test Participation and Status - English 2014
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	5386	77.3	4165	18.5	999	4.1	222	2713	72.6	1970	22.6	612	4.8	131	2673	82.1	2195	14.5	387	3.4	91
Hispanic/Latino of any race	483	59.8	289	22.8	110	17.4	84	244	54.9	134	25.0	61	20.1	49	239	64.9	155	20.5	49	14.6	35
American Indian or Alaska Native	21	81.0	17	19.0	4	0.0	0	10	70.0	7	30.0	3	0.0	0	11	90.9	10	9.1	1	0.0	0
Asian	201	86.6	174	8.0	16	5.5	11	100	84.0	84	10.0	10	6.0	6	101	89.1	90	5.9	6	5.0	5
Black or African American	1102	58.9	649	36.3	400	4.8	53	558	52.5	293	43.2	241	4.3	24	544	65.4	356	29.2	159	5.3	29
Native Hawaiian or Other Pacific Islander	13	100.0	13	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0
White	3307	85.1	2814	12.8	422	2.1	71	1672	80.6	1348	16.4	274	3.0	50	1635	89.7	1466	9.1	148	1.3	21
Two or more races	259	80.7	209	18.1	47	1.2	3	124	79.8	99	18.5	23	1.6	2	135	81.5	110	17.8	24	0.7	1
Special Education	365	31.8	116	64.1	234	4.1	15	233	29.2	68	67.4	157	3.4	8	132	36.4	48	58.3	77	5.3	7
Limited English Proficient (LEP)	108	2.8	3	21.3	23	75.9	82	65	1.5	1	20.0	13	78.5	51	43	4.7	2	23.3	10	72.1	31
Free/Reduced Meals (FARMS)	1404	57.2	803	33.0	463	9.8	138	716	51.8	371	37.2	266	11.0	79	688	62.8	432	28.6	197	8.6	59

Table 3.2: HSA Test Participation and Status - English 2014
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4757	87.4	4158	11.9	568	0.7	31	2322	84.1	1952	15.2	353	0.7	17	2435	90.6	2206	8.8	215	0.6	14
Hispanic/Latino of any race	370	77.3	286	18.9	70	3.8	14	185	76.2	141	20.0	37	3.8	7	185	78.4	145	17.8	33	3.8	7
American Indian or Alaska Native	10	80.0	8	20.0	2	0.0	0	3	33.3	1	66.7	2	0.0	0	7	100.0	7	0.0	0	0.0	0
Asian	205	90.7	186	9.3	19	0.0	0	99	87.9	87	12.1	12	0.0	0	106	93.4	99	6.6	7	0.0	0
Black or African American	955	75.3	719	23.9	228	0.8	8	439	67.0	294	32.1	141	0.9	4	516	82.4	425	16.9	87	0.8	4
Native Hawaiian or Other Pacific Islander	18	100.0	18	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0	10	100.0	10	0.0	0	0.0	0
White	2992	92.1	2757	7.6	227	0.3	8	1497	89.5	1340	10.2	152	0.3	5	1495	94.8	1417	5.0	75	0.2	3
Two or more races	207	88.9	184	10.6	22	0.5	1	91	89.0	81	9.9	9	1.1	1	116	88.8	103	11.2	13	0.0	0
Special Education	286	54.2	155	44.4	127	1.4	4	201	53.2	107	45.8	92	1.0	2	85	56.5	48	41.2	35	2.4	2
Limited English Proficient (LEP)	45	2.2	1	62.2	28	35.6	16	23	4.3	1	60.9	14	34.8	8	22	0.0	0	63.6	14	36.4	8
Free/Reduced Meals (FARMS)	1137	75.7	861	22.9	260	1.4	16	532	68.4	364	30.1	160	1.5	8	605	82.1	497	16.5	100	1.3	8

Table 3.3: HSA Test Participation and Status - English 2014
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4899	90.5	4435	9.5	464	0.0	0	2386	87.9	2098	12.1	288	0.0	0	2513	93.0	2337	7.0	176	0.0	0
Hispanic/Latino of any race	363	81.8	297	18.2	66	0.0	0	182	79.1	144	20.9	38	0.0	0	181	84.5	153	15.5	28	0.0	0
American Indian or Alaska Native	9	77.8	7	22.2	2	0.0	0	3	100.0	3	0.0	0	0.0	0	6	66.7	4	33.3	2	0.0	0
Asian	171	91.2	156	8.8	15	0.0	0	82	87.8	72	12.2	10	0.0	0	89	94.4	84	5.6	5	0.0	0
Black or African American	988	78.9	780	21.1	208	0.0	0	455	73.8	336	26.2	119	0.0	0	533	83.3	444	16.7	89	0.0	0
Native Hawaiian or Other Pacific Islander	10	100.0	10	0.0	0	0.0	0	4	100.0	4	0.0	0	0.0	0	6	100.0	6	0.0	0	0.0	0
White	3199	94.9	3036	5.1	163	0.0	0	1577	92.6	1461	7.4	116	0.0	0	1622	97.1	1575	2.9	47	0.0	0
Two or more races	159	93.7	149	6.3	10	0.0	0	83	94.0	78	6.0	5	0.0	0	76	93.4	71	6.6	5	0.0	0
Special Education	250	57.2	143	42.8	107	0.0	0	155	54.8	85	45.2	70	0.0	0	95	61.1	58	38.9	37	0.0	0
Limited English Proficient (LEP)	48	14.6	7	85.4	41	0.0	0	27	7.4	2	92.6	25	0.0	0	21	23.8	5	76.2	16	0.0	0
Free/Reduced Meals (FARMS)	998	82.2	820	17.8	178	0.0	0	454	77.3	351	22.7	103	0.0	0	544	86.2	469	13.8	75	0.0	0

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2014
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	5127	88.0	4514	10.5	537	1.5	76	2586	86.6	2240	11.7	302	1.7	44	2541	89.5	2274	9.2	235	1.3	32
Hispanic/Latino of any race	461	73.8	340	18.4	85	7.8	36	233	72.1	168	18.9	44	9.0	21	228	75.4	172	18.0	41	6.6	15
American Indian or Alaska Native	20	100.0	20	0.0	0	0.0	0	10	100.0	10	0.0	0	0.0	0	10	100.0	10	0.0	0	0.0	0
Asian	186	93.5	174	2.7	5	3.8	7	95	90.5	86	5.3	5	4.2	4	91	96.7	88	0.0	0	3.3	3
Black or African American	1060	74.2	787	25.0	265	0.8	8	531	71.8	381	27.5	146	0.8	4	529	76.7	406	22.5	119	0.8	4
Native Hawaiian or Other Pacific Islander	14	92.9	13	0.0	0	7.1	1	5	80.0	4	0.0	0	20.0	1	9	100.0	9	0.0	0	0.0	0
White	3144	94.1	2960	5.2	163	0.7	21	1593	93.2	1485	6.1	97	0.7	11	1551	95.1	1475	4.3	66	0.6	10
Two or more races	242	90.9	220	7.9	19	1.2	3	119	89.1	106	8.4	10	2.5	3	123	92.7	114	7.3	9	0.0	0
Special Education	360	48.3	174	50.8	183	0.8	3	229	48.5	111	51.1	117	0.4	1	131	48.1	63	50.4	66	1.5	2
Limited English Proficient (LEP)	103	15.5	16	45.6	47	38.8	40	62	12.9	8	46.8	29	40.3	25	41	19.5	8	43.9	18	36.6	15
Free/Reduced Meals (FARMS)	1360	75.3	1024	21.8	297	2.9	39	689	74.0	510	22.4	154	3.6	25	671	76.6	514	21.3	143	2.1	14

Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2014
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4543	92.8	4217	7.0	317	0.2	9	2231	92.3	2059	7.5	168	0.2	4	2312	93.3	2158	6.4	149	0.2	5
Hispanic/Latino of any race	346	86.7	300	12.4	43	0.9	3	172	85.5	147	14.0	24	0.6	1	174	87.9	153	10.9	19	1.1	2
American Indian or Alaska Native	10	90.0	9	10.0	1	0.0	0	3	66.7	2	33.3	1	0.0	0	7	100.0	7	0.0	0	0.0	0
Asian	192	96.9	186	2.6	5	0.5	1	94	95.7	90	3.2	3	1.1	1	98	98.0	96	2.0	2	0.0	0
Black or African American	916	82.1	752	17.8	163	0.1	1	425	78.6	334	21.4	91	0.0	0	491	85.1	418	14.7	72	0.2	1
Native Hawaiian or Other Pacific Islander	15	100.0	15	0.0	0	0.0	0	7	100.0	7	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0
White	2871	96.6	2772	3.3	95	0.1	4	1445	96.7	1397	3.2	46	0.1	2	1426	96.4	1375	3.4	49	0.1	2
Two or more races	193	94.8	183	5.2	10	0.0	0	85	96.5	82	3.5	3	0.0	0	108	93.5	101	6.5	7	0.0	0
Special Education	281	58.7	165	41.3	116	0.0	0	197	61.9	122	38.1	75	0.0	0	84	51.2	43	48.8	41	0.0	0
Limited English Proficient (LEP)	42	38.1	16	54.8	23	7.1	3	22	27.3	6	68.2	15	4.5	1	20	50.0	10	40.0	8	10.0	2
Free/Reduced Meals (FARMS)	1086	85.6	930	14.1	153	0.3	3	510	83.9	428	15.9	81	0.2	1	576	87.2	502	12.5	72	0.3	2

Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2014
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4703	94.5	4445	5.5	258	0.0	0	2291	94.9	2174	5.1	117	0.0	0	2412	94.2	2271	5.8	141	0.0	0
Hispanic/Latino of any race	342	88.0	301	12.0	41	0.0	0	176	86.9	153	13.1	23	0.0	0	166	89.2	148	10.8	18	0.0	0
American Indian or Alaska Native	9	77.8	7	22.2	2	0.0	0	3	100.0	3	0.0	0	0.0	0	6	66.7	4	33.3	2	0.0	0
Asian	157	96.2	151	3.8	6	0.0	0	78	96.2	75	3.8	3	0.0	0	79	96.2	76	3.8	3	0.0	0
Black or African American	943	87.2	822	12.8	121	0.0	0	438	87.4	383	12.6	55	0.0	0	505	86.9	439	13.1	66	0.0	0
Native Hawaiian or Other Pacific Islander	10	90.0	9	10.0	1	0.0	0	3	100.0	3	0.0	0	0.0	0	7	85.7	6	14.3	1	0.0	0
White	3092	97.4	3013	2.6	79	0.0	0	1516	98.0	1485	2.0	31	0.0	0	1576	97.0	1528	3.0	48	0.0	0
Two or more races	150	94.7	142	5.3	8	0.0	0	77	93.5	72	6.5	5	0.0	0	73	95.9	70	4.1	3	0.0	0
Special Education	250	67.2	168	32.8	82	0.0	0	155	74.2	115	25.8	40	0.0	0	95	55.8	53	44.2	42	0.0	0
Limited English Proficient (LEP)	45	48.9	22	51.1	23	0.0	0	26	57.7	15	42.3	11	0.0	0	19	36.8	7	63.2	12	0.0	0
Free/Reduced Meals (FARMS)	979	90.0	881	10.0	98	0.0	0	449	90.4	406	9.6	43	0.0	0	530	89.6	475	10.4	55	0.0	0

Table 3.7: HSA Test Participation and Status - Biology 2014
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	5322	85.8	4567	11.1	589	3.1	166	2686	85.3	2291	11.2	300	3.5	95	2636	86.3	2276	11.0	289	2.7	71
Hispanic/Latino of any race	473	72.3	342	14.0	66	13.7	65	239	72.4	173	13.0	31	14.6	35	234	72.2	169	15.0	35	12.8	30
American Indian or Alaska Native	20	85.0	17	10.0	2	5.0	1	10	90.0	9	0.0	0	10.0	1	10	80.0	8	20.0	2	0.0	0
Asian	194	90.7	176	3.6	7	5.7	11	99	85.9	85	7.1	7	7.1	7	95	95.8	91	0.0	0	4.2	4
Black or African American	1092	70.5	770	26.2	286	3.3	36	551	69.5	383	27.0	149	3.4	19	541	71.5	387	25.3	137	3.1	17
Native Hawaiian or Other Pacific Islander	14	100.0	14	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0	9	100.0	9	0.0	0	0.0	0
White	3276	92.3	3024	6.2	204	1.5	48	1660	91.9	1526	6.3	105	1.7	29	1616	92.7	1498	6.1	99	1.2	19
Two or more races	253	88.5	224	9.5	24	2.0	5	122	90.2	110	6.6	8	3.3	4	131	87.0	114	12.2	16	0.8	1
Special Education	364	51.4	187	44.8	163	3.8	14	232	54.3	126	41.4	96	4.3	10	132	46.2	61	50.8	67	3.0	4
Limited English Proficient (LEP)	102	10.8	11	24.5	25	64.7	66	61	8.2	5	29.5	18	62.3	38	41	14.6	6	17.1	7	68.3	28
Free/Reduced Meals (FARMS)	1389	71.5	993	22.9	318	5.6	78	706	72.4	511	21.4	151	6.2	44	683	70.6	482	24.5	167	5.0	34

Table 3.8: HSA Test Participation and Status - Biology 2014
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4688	91.2	4277	8.2	385	0.6	26	2286	91.8	2098	7.7	175	0.6	13	2402	90.7	2179	8.7	210	0.5	13
Hispanic/Latino of any race	355	85.1	302	12.4	44	2.5	9	173	88.4	153	8.7	15	2.9	5	182	81.9	149	15.9	29	2.2	4
American Indian or Alaska Native	11	100.0	11	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0
Asian	201	94.5	190	5.0	10	0.5	1	100	93.0	93	6.0	6	1.0	1	101	96.0	97	4.0	4	0.0	0
Black or African American	941	79.8	751	19.4	183	0.7	7	432	78.9	341	20.6	89	0.5	2	509	80.6	410	18.5	94	1.0	5
Native Hawaiian or Other Pacific Islander	17	100.0	17	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0	9	100.0	9	0.0	0	0.0	0
White	2957	95.4	2820	4.4	129	0.3	8	1479	95.7	1416	4.0	59	0.3	4	1478	95.0	1404	4.7	70	0.3	4
Two or more races	206	90.3	186	9.2	19	0.5	1	91	92.3	84	6.6	6	1.1	1	115	88.7	102	11.3	13	0.0	0
Special Education	281	69.4	195	29.9	84	0.7	2	197	71.1	140	27.9	55	1.0	2	84	65.5	55	34.5	29	0.0	0
Limited English Proficient (LEP)	40	22.5	9	47.5	19	30.0	12	20	25.0	5	40.0	8	35.0	7	20	20.0	4	55.0	11	25.0	5
Free/Reduced Meals (FARMS)	1117	81.2	907	17.5	195	1.3	15	524	84.0	440	14.7	77	1.3	7	593	78.8	467	19.9	118	1.3	8

Table 3.9: HSA Test Participation and Status - Biology 2014
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	# of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4846	91.3	4422	8.7	424	0.0	0	2371	90.9	2156	9.1	215	0.0	0	2475	91.6	2266	8.4	209	0.0	0
Hispanic/Latino of any race	349	87.1	304	12.9	45	0.0	0	178	86.5	154	13.5	24	0.0	0	171	87.7	150	12.3	21	0.0	0
American Indian or Alaska Native	9	77.8	7	22.2	2	0.0	0	3	100.0	3	0.0	0	0.0	0	6	66.7	4	33.3	2	0.0	0
Asian	164	95.1	156	4.9	8	0.0	0	81	91.4	74	8.6	7	0.0	0	83	98.8	82	1.2	1	0.0	0
Black or African American	974	77.9	759	22.1	215	0.0	0	451	76.3	344	23.7	107	0.0	0	523	79.3	415	20.7	108	0.0	0
Native Hawaiian or Other Pacific Islander	11	100.0	11	0.0	0	0.0	0	4	100.0	4	0.0	0	0.0	0	7	100.0	7	0.0	0	0.0	0
White	3183	95.4	3035	4.6	148	0.0	0	1572	95.3	1498	4.7	74	0.0	0	1611	95.4	1537	4.6	74	0.0	0
Two or more races	156	96.2	150	3.8	6	0.0	0	82	96.3	79	3.7	3	0.0	0	74	95.9	71	4.1	3	0.0	0
Special Education	248	63.7	158	36.3	90	0.0	0	154	66.2	102	33.8	52	0.0	0	94	59.6	56	40.4	38	0.0	0
Limited English Proficient (LEP)	39	41.0	16	59.0	23	0.0	0	23	39.1	9	60.9	14	0.0	0	16	43.8	7	56.3	9	0.0	0
Free/Reduced Meals (FARMS)	985	82.1	809	17.9	176	0.0	0	450	81.8	368	18.2	82	0.0	0	535	82.4	441	17.6	94	0.0	0

Table 3.10: HSA Test Participation and Status - Government 2014
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	5395	73.1	3944	12.7	683	14.2	768	2718	71.5	1943	13.1	356	15.4	419	2677	74.7	2001	12.2	327	13.0	349
Hispanic/Latino of any race	483	56.3	272	13.5	65	30.2	146	244	57.8	141	9.0	22	33.2	81	239	54.8	131	18.0	43	27.2	65
American Indian or Alaska Native	20	75.0	15	10.0	2	15.0	3	9	88.9	8	0.0	0	11.1	1	11	63.6	7	18.2	2	18.2	2
Asian	201	73.1	147	6.5	13	20.4	41	100	73.0	73	7.0	7	20.0	20	101	73.3	74	5.9	6	20.8	21
Black or African American	1102	56.8	626	23.0	253	20.2	223	558	53.6	299	24.6	137	21.9	122	544	60.1	327	21.3	116	18.6	101
Native Hawaiian or Other Pacific Islander	14	71.4	10	7.1	1	21.4	3	5	60.0	3	20.0	1	20.0	1	9	77.8	7	0.0	0	22.2	2
White	3315	81.0	2684	9.5	316	9.5	315	1678	79.1	1328	10.5	176	10.4	174	1637	82.8	1356	8.6	140	8.6	141
Two or more races	260	73.1	190	12.7	33	14.2	37	124	73.4	91	10.5	13	16.1	20	136	72.8	99	14.7	20	12.5	17
Special Education	366	29.8	109	45.9	168	24.3	89	234	31.6	74	42.7	100	25.6	60	132	26.5	35	51.5	68	22.0	29
Limited English Proficient (LEP)	108	1.9	2	10.2	11	88.0	95	65	0.0	0	6.2	4	93.8	61	43	4.7	2	16.3	7	79.1	34
Free/Reduced Meals (FARMS)	1410	53.0	747	22.5	317	24.5	346	718	51.3	368	21.9	157	26.9	193	692	54.8	379	23.1	160	22.1	153

Table 3.11: HSA Test Participation and Status - Government 2014
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	4850	10.2	496	9.1	442	80.7	3912	2371	11.2	265	10.2	242	78.6	1864	2479	9.3	231	8.1	200	82.6	2048
Hispanic/Latino of any race	377	11.4	43	11.9	45	76.7	289	187	15.5	29	10.2	19	74.3	139	190	7.4	14	13.7	26	78.9	150
American Indian or Alaska Native	11	27.3	3	0.0	0	72.7	8	3	33.3	1	0.0	0	66.7	2	8	25.0	2	0.0	0	75.0	6
Asian	211	9.5	20	6.2	13	84.4	178	102	9.8	10	4.9	5	85.3	87	109	9.2	10	7.3	8	83.5	91
Black or African American	978	13.9	136	15.0	147	71.1	695	453	16.3	74	18.8	85	64.9	294	525	11.8	62	11.8	62	76.4	401
Native Hawaiian or Other Pacific Islander	18	27.8	5	11.1	2	61.1	11	8	25.0	2	12.5	1	62.5	5	10	30.0	3	10.0	1	60.0	6
White	3040	8.6	261	7.1	215	84.3	2564	1523	8.7	132	8.1	124	83.2	1267	1517	8.5	129	6.0	91	85.5	1297
Two or more races	215	13.0	28	9.3	20	77.7	167	95	17.9	17	8.4	8	73.7	70	120	9.2	11	10.0	12	80.8	97
Special Education	288	18.1	52	36.1	104	45.8	132	203	19.7	40	34.0	69	46.3	94	85	14.1	12	41.2	35	44.7	38
Limited English Proficient (LEP)	46	0.0	0	26.1	12	73.9	34	24	0.0	0	20.8	5	79.2	19	22	0.0	0	31.8	7	68.2	15
Free/Reduced Meals (FARMS)	1150	13.0	150	17.0	195	70.0	805	539	15.8	85	19.5	105	64.7	349	611	10.6	65	14.7	90	74.6	456

Table 3.12: HSA Test Participation and Status - Government 2014
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	5066	62.5	3168	7.8	394	29.7	1504	2476	59.9	1483	7.4	182	32.8	811	2590	65.1	1685	8.2	212	26.8	693
Hispanic/Latino of any race	379	49.6	188	11.1	42	39.3	149	188	46.8	88	12.2	23	41.0	77	191	52.4	100	9.9	19	37.7	72
American Indian or Alaska Native	9	44.4	4	22.2	2	33.3	3	3	0.0	0	33.3	1	66.7	2	6	66.7	4	16.7	1	16.7	1
Asian	179	64.8	116	3.9	7	31.3	56	88	55.7	49	5.7	5	38.6	34	91	73.6	67	2.2	2	24.2	22
Black or African American	1026	42.6	437	16.3	167	41.1	422	478	36.6	175	15.9	76	47.5	227	548	47.8	262	16.6	91	35.6	195
Native Hawaiian or Other Pacific Islander	11	81.8	9	0.0	0	18.2	2	4	100.0	4	0.0	0	0.0	0	7	71.4	5	0.0	0	28.6	2
White	3292	70.0	2305	5.2	172	24.8	815	1629	68.3	1112	4.5	74	27.2	443	1663	71.7	1193	5.9	98	22.4	372
Two or more races	170	64.1	109	2.4	4	33.5	57	86	64.0	55	3.5	3	32.6	28	84	64.3	54	1.2	1	34.5	29
Special Education	257	14.4	37	14.8	38	70.8	182	157	17.8	28	14.0	22	68.2	107	100	9.0	9	16.0	16	75.0	75
Limited English Proficient (LEP)	49	0.0	0	34.7	17	65.3	32	28	0.0	0	28.6	8	71.4	20	21	0.0	0	42.9	9	57.1	12
Free/Reduced Meals (FARMS)	1034	41.1	425	14.4	149	44.5	460	479	34.0	163	14.6	70	51.4	246	555	47.2	262	14.2	79	38.6	214

Table 3.13: Rising Seniors Who Have Not Yet Met the Graduation Requirement 2014											
	Enrolled	Met		Not Yet Met							
				Needing to Pass 3		Needing to Pass 2		Needing to Pass 1		Total	
	#	#	%	#	%	#	%	#	%	#	%
All Students	4871	4494	92.3	153	3.1	130	2.7	94	1.9	377	7.7
Male	2380	2169	91.1	79	3.3	74	3.1	58	2.4	211	8.9
Female	2491	2325	93.3	74	3.0	56	2.2	36	1.4	166	6.7

* Since these students were not required to pass the Government assessment nobody needed to pass 4 assessments to meet requirements.

Standards and Assessments

Progress Towards Meeting Academic Targets

With greater accountability on learning and achievement, it is clear that we have to explore practices to effective improve student achievement. As part of the 2015 Bridge to Excellence Master Plan Five Year Comprehensive Master Plan, local school systems are required to analyze their historical academic State and local assessment data, and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for **all** subgroups and specialized populations. Please use the 2012, 2013, and 2014 Maryland School Assessment (MSA) and 2014 High School Assessment (HSA), and formative local assessment data, and/or other standardized research based data to respond to the following Questions:

Data tables (2.1-3.12) Data Overview

Anne Arundel County Public Schools is committed to enhancing educational opportunities and achievement of all students.   The Division of Academic and Strategic Initiatives (ASI) remains focused on advancing all students along their journey to college and career readiness. Curriculum offers direct alignment to assessments in order to drive instruction in the classroom. Universal Designs for Learning (UDL) is a thread throughout the curriculum to address diverse learners through identification of strategies, materials, assessments, and tools. Specifically, the new Kindergarten and First Grade curriculum outlines UDL strategies promoting transdisciplinary learning through explicit literacy learning blocks to provide our youngest students authentic and rich experiences. Additional elements unique to the curriculum include the unique inquiry-based *Mission Launch* to the instructional day's initiation. The K/1 curriculum also includes cross-cutting concepts (Literacy, Play, Social/Emotional Learning, Engagement, and Empowerment) and recognizes the role of movement, and healthy minds and bodies in the learning process. Research is clear - engagement/cognitive arousal is ignited with movement and social interaction. Beyond improved literacy for our youngest students and elimination of gaps in the primary years, these efforts will have significant impact and contribute to eliminating complex gaps in achievement as students move from one grade to the next. Moreover, the elimination of gaps in literacy among student groups during the early years will open doors and remove barriers for all students to reach higher levels of rigor and advanced learning opportunities as they become college and career ready.

ASI is committed to providing the structures, programming, and resource allocation necessary to implement an accountability measure from the district level to the classroom level.   Through a more effective approach to teaching and learning, there is a shift to implementation of quarterly assessment so teachers are provided timely feedback on student performance allowing them to better meet the instructional needs of students. Quarterly assessments are streamlined and offer a systematic focus on critical thinking, problem solving, and extensive writing.   This approach to

monitoring student progress makes testing more meaningful and ensures access, opportunity and excellence for all students.

With a shared philosophy and beliefs that all students can reach their potential, each division, department and office works toward a common goal – elevate all student and eliminate all gaps, a mission that drives decisions, including those involving structures, staffing and programs.

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as a priority in terms of student achievement? Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your system-wide thinking?

Elementary Reading/Language Arts: Academic Data Review

Historical MSA data shows a pattern of fewer students reaching proficiency from 2012 to 2014 among all student groups. Between 2012 and 2014 all groups saw a gradual decrease in MSA proficiency. ALL students dropped from 92.5 in 2012 to 90.2 in 2014. African American (84.5 – 80.9), Special Education (74.5-67.8), Limited English Proficiency (77.8-69.0), and FARMS (85.7-80.9) student groups also fell in percentages of proficiency between 2012 and 2014. Fewer males within these groups earned proficiency with a reduction of 6.6% for both African American and Farms students, 7.3% fewer for Special Ed and 10.4 % fewer LEP males scoring proficient between 2012 and 2014. This data, as well as the data representing older students in all student groups demonstrates the urgent need for a new approach to early literacy.

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. Spring 2015 F&P data revealed 32% of our students in Grades K-2 are reading below grade level, demonstrating the need for a sharper focus on early literacy.

New F&P data provides us with additional information about our students as readers, allowing our teachers to take a diagnostic approach to reading instruction. 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 will provide teachers immediate feedback and will allow them to tailor their remediation plans.

In addition, because 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 Kindergarten and First Grade curriculum to address the needs of the whole child to 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. Additionally, opportunities for students to engage with texts occur throughout other content blocks such as science and social studies. This curriculum also has a strong focus on learning through play.

The Office of School Performance has declared an intentional focus for school improvement for each level of schools. The intentional focus for elementary schools is to have every child reading on grade level by the end of second grade. As a result, several action steps are being implemented. First, six low performing elementary schools are being trained and coached by a consultant along with special educators to provide Guided Reading with fidelity. In addition, monthly "Reading Symposiums" are held to train every reading teacher in the county in Guided Reading. Substitutes are provided for all K-1 teachers to continual training in the new curriculum and literacy blocks. Presently, over 50 educators to include curriculum coordinators, resource teachers and classroom teachers are writing the second grade curriculum modeled after the interdisciplinary curriculum in kindergarten and first grade. Planning is ongoing to rewrite grade 3 with a continued emphasis on literacy.

Finally, we are working 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. This model will support implementation of the curriculum as teachers will have an opportunity to access immediate and local support.

Middle School Reading/Language Arts: Academic Data Review

Although the 2013 MSA in Reading showed a slight increase in achievement overall, achievement for Hispanic/Latino, Black or African American, FARMS, Special Education and LEP student groups, especially for males in those groups, continues to be a challenge. The White and All student groups scored 87.5 % and 82% proficient on the 2014 Reading MSA. Males in other student groups scored lower than their peers with 60.3 of African American males, 40.6 of Special Ed males, 29.5 % of LEP males and 60.7% FARMS males scoring proficient. Our 2014-2015 benchmark assessments showed similar trends for student groups scoring lower than their peers, although the disparity was not as significant as it was in the MSA.   Certainly the transition to PARCC played a role in the MSA data. However, we remain keenly aware that we must address learning needs and achievement of and for these students.

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

The curriculum was redesigned to align with the Common Core Standards and contains strategies to meet the needs of all learners embedded within the document. Universal Design for Learning (UDL) options for extension and scaffolding as well as strategies for English Language Learners are included in each lesson seed immediately available for application in the classroom.

Formative assessments are also are provided within the documents to assess student learning along the way, and opportunities for re-teaching using the data derived from those formative assessments is embedded and available. In addition, Teachers have options within each lesson to vary the materials to best meet the diverse needs of all students.

Staffing the sections of reading interventions is also a challenge for many of our middle schools. Moreover, current interventions cannot meet the needs of schools with transient populations because many of the transient students are not enrolled long enough to benefit from these offerings. Caps on maximum student enrollment mandated by the reading intervention models create sections with small student enrollments, creating a burden and large classes in other sections due to staffing allocations in some schools.

Currently, seven middle schools are piloting the Language Live intervention program to address reading deficiencies. In its second year, results of the Language Live intervention show that the intervention is particularly effective for 6th graders, special education and ESOL students. We are also investigating the use of Fountas and Pinnell to assess reading levels, identify root causes for reading difficulties and to develop and implement appropriate reading strategies for middle school learners.

High School English 10: Academic Data Review

Although student achievement on the English HSA 14-15 gradually increased, gaps still existed for Hispanic/Latino, Black or African American, FARMS, and Special Education student groups, with the largest gap for male students. The most recent data from AACPS high school English 2014-2015 benchmark assessments, which were aligned with the College and Career Readiness (CCR) Standards, reveal learning gaps across the board. Student scores on benchmark assessments illustrate a lack of proficiency with the CCR standards; specifically, the writing standards (primarily narrative writing) and the language standards. For example, only 45% of African American students, 44% of Hispanic students, 39% of FARM students and 24% of special education students earned passing scores on the AACPS benchmark assessments. Further, within the subgroup populations, females outperformed boys by an average of 10%, illustrating the need to consider the unique needs of male learners when examining subgroup differences. Contributing factors to the students' low performance levels include teachers' inexperience with the new standards, insufficient content-specific professional development

targeting the instruction of the standards, subgroups of students reading below grade level, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

English teachers need more time to improve their own understanding of the CCR standards in a collaborative setting where implementation techniques are developed and refined. In addition, efforts to identify students who are reading below grade level must continue and those students will be followed closely as they progress through a reading intervention program.

AACPS efforts in 2015 to address the achievement gaps and promote growth included refining and, for some grade levels, restructuring the high school English curriculum to meet the demands of the CCRS-aligned quarterly assessments. Multiple opportunities for narrative writing and writing to source have been identified across the grade level curricula, where instruction of the writing process has been emphasized. With the assistance of Learning Support Specialists, UDL strategies have been embedded in all of the English 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 (ELLs) and extension activities for advanced learners.

Elementary Mathematics: Academic Data Review

In reviewing historical data from MSA 2012-1014, the advanced/proficient percentages for all students decreased in Grades 3, 4, and 5. Grade 3 showed a decrease of 7%, Grade 4 had a decrease of 5.3% and Grade 5 decreased by 6.4%. Formative local assessments reflect similar data in these grades. The decrease during that time frame may be attributed to the implementation of the Maryland College and Career Ready Standards even though students were still assessed on the Maryland State Curriculum. The decline may also reflect the need for continued professional development so teachers continue to grow in their content and pedagogy for elementary mathematics. The greatest gap of 7% in grade 3 may be linked to the greater rigor of the Grade 3 curriculum.

When disaggregated, the data shows that while some subgroups have not achieved proficiency, certain groups have made progress. The scores of the LEP population increased in Grades 3, 4, and 5 by 19.6%, 23.3%, and 37.9% respectively. In addition, Title I scores in Grade 3 increased by 17.3%, and Special Education scores in Grades 4 and 5 increased by 20.7% and 21.7% respectively. However, Code 504 scores in all three grades posted very low increases (2.9%, 3.1%, 6.4%), which is of concern. For African American students, the decrease in scores for proficient in Grades 3 and 5 was slight (3.8% and 1.9%). However, in Grade 4 those scores increased by 12.6%. In the Advanced category for African American students, scores decreased significantly in Grades 3, 4, and 5. (10.4%, 20.1%, and 7.5%). This decline may be attributed to teaching two sets of standards in 2014.

Local formative assessments have been rewritten/revised during the past three years. Therefore, the data does not reflect a consistency in which to determine long-term decisions, even though the questions were psychometrically valid.

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

- Providing high quality professional development for Title I/AAA resource teachers and mathematics lead teachers. A needs assessment for Title I/AAA resource teachers will determine the current degree of content related knowledge to enhance student achievement and will inform the plan for moving forward. PD will include a book study and training for resource teachers on effective school-based coaching. Plans for classroom-based lead teachers include topics that challenge teachers (teaching fractions) deeper analysis, and writing PARCC-like assessments
- Increasing motivation for fluency with research based programs
- Implementing curriculum with fidelity
- Implementing the Math Continuum with the Office of Special Education
- Focusing on early numeracy in kindergarten through Grade 2 within the new integrated curriculum
- Promoting attendance at the Anne Arundel Community College partnership courses for Grades 3, 4 and 5
- Encouraging increased teacher attendance at the Make Math Matter quarterly content trainings.

Middle School Mathematics: Academic Data Review

The 2014 proficiency rate for middle school students in mathematics represents a decrease in all student groups over the countywide proficient rate from the previous year. Scores for all student groups fell with some groups showing greater declines than others. The all student group fell from 81% proficient in 2012 to 73.8% in 2013 and to 64.8% in 2014. Proficiency scores for White students dropped 87.6% to 81.7% to 74.3%. Proficiency rates for some student groups in 2014 were far below their peers: African American males (38.7%), Special Education males (23.3%) and females (17.6%), LEP (17.8%), Farms (43.1%). These general decreases can be attributed in part to the implementation of the new College and Career Readiness State Standards that are not the assessed standards on MSA. Grades 6 and 8 were in the third year of full implementation of the College and Career Readiness Standards; whereas Grade 7 is on its second year of implementation of the College and Career Readiness Standards. The County continues to struggle with the transition and the gaps that continue to exist in performance within our FARMS, Special Education, LEP, and African American student groups.

High School Algebra/Data Analysis: Academic Data Review

Although student achievement on the Algebra HSA had gradually increased prior to the transition to the PARCC assessment, gaps still existed for Hispanic/Latino, Black or African American, FARMS, and Special Education student groups. Pass rate for the Algebra HSA for students within these groups who have taken all assessments varies. Data shows that students in these groups averaged five to ten percent below white students in terms of meeting required overall score for meeting graduation status. Students receiving special education services and students who are identified with limited English proficiency performed below (30-50%) their peers. For those 10th graders who tested 88% of all students, 73.8 % Hispanic/Latino, 74.2% African American, 48.3%, Special Ed, 75.3% FARMS, and 15.5% LEP students passed the 2014 HSA. Data from our 2014-2015 unit assessments and benchmark assessments, which were aligned with the Common Core (CC) Standards, showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the CC standards. 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.

Algebra teachers need more time to improve their own understanding of the CC standards in a collaborative setting where implementation techniques are developed and refined. In addition, efforts to identify students who are performing below grade level must continue and those students will be followed closely as they progress through the school year. Teachers will use county created quarterly assessments as a foundation for data collection in order to monitor and remediate students as needed. Data from the assessments will also be reviewed so remediation materials can be created by resource staff. Additionally, content weaknesses will be reviewed and reassessed on subsequent assessments. New questions will be developed as need is indicated by scanned assessment data.

AACPS efforts in 2015 to address the achievement gaps and promote growth included refining and, for some grade levels, restructuring the high school mathematics curriculum to meet the demands of the CC-aligned quarterly assessments. With the assistance of Learning Support Specialists, UDL strategies have been embedded in all of the CC 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.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next five years to address and support students' needs to ensure improved student achievement.
2. Describe your school system's process 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
3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See Instructions, Section I.B, page 4.)

Elementary Reading Language Arts: Moving Forward

1. For the 2015-16 school year the following changes are in place to help ensure progress with literacy for all students and for our transition and success on the PARCC assessment

   - Refine curriculum documents for grades 2-5 to include:
     o Generic lesson planning templates
     o Exemplar guided reading plans
     o Diagnostic reading checklists
     o Background knowledge for grade level standards
     o Lesson seeds
     o Writing to source prompts
     o Vertical alignment documents
     o Variety of texts to include multi-media, images, videos, and more
     o PARCC-like assessments
     o Learning activities that simulate Task Generation Models
     o Standard-based question stems
     o Formative assessment strategies

   - Monitor progress for all K-5 using a variety of formative and summative assessment measures
   - Develop and administer focused quarterly PARCC-like reading assessment in grades 2-5
   - Provide early access to quarterly assessments to teachers and instructional coaches to determine instructional implications and backward mapping
   - Progress monitor students in grades K-2 (and below level readers in Grade 3) using the Fountas & Pinnell Benchmark Assessment System
   - Use a psychometric review of questions to measure the rigor of alignment of assessments following the administration of county-wide assessments
   - Revise the K and 1 (and eventually 2-5) curriculum with a whole-child integrated approach with the focus of literacy

- Train each teacher on the philosophy and components of the Kindergarten and First Grade curriculum through 12 hours of mandatory Professional Development prior to the end of the school year
- Provide teachers with the curriculum prior to the summer to ensure adequate time for planning and preparation

2. 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 2015-2016 school year are reserved for systemic professional development. In Grades K-2, those days will be dedicated toward Guided Reading professional development. Led by their school-based Reading Teachers through the trainer-of-trainer model, classroom teachers 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 Grades 3-5, teachers will have an opportunity to analyze data from the county-wide Reading Assessments through a guided, systematic approach.

   Additionally, the following changes and adjustments will help to ensure successful implementation:

   - Monitor the implementation of new (grades K-1) and revised (grades 2-5) curriculum written to the College and Career Readiness Standards
   - Provide training for instructional staff on a variety of interventions in September and October
   - Provide on-going professional development for Reading Teachers – trainer-of-trainer model at Reading Teacher Meetings
   - Increase the number of Reading Teacher Symposiums from bi-monthly to monthly
   - Meet with first-year Reading Teachers bi-monthly
   - Communicate with parents the changes in curriculum and assessments as aligned with College and Career Ready Standards through Back-to-School night presentations, brochures and newsletters
   - Advocate with administrators in the schools to allow time for Reading Teachers to collaboratively plan, provide professional development, and coach teachers
   - Embed professional development in the curriculum through the use of podcasts and webinars
   - Partner with University of Maryland Department of Counseling, Higher Education & Special Education to evaluate the effectiveness of the literacy blocks in the new K-1 curriculum

3. All Elementary Reading and Language Arts initiatives, projects, and efforts are focused on meeting the school system's goals while supporting the needs of teachers and students. Plans for continual professional development in the area of early literacy is important and relevant. Guided reading, shared reading, interactive reading, literacy centers, increase teacher capacity both to diagnose and to remedy reading difficulties in the classroom. Plans to

address all learners for Elementary Reading and Math will continue throughout the next 5 years and may expand based upon future identified needs. Curriculum and professional development strive to assist staff and community members to comprehend the systemic initiatives and goals.

Resources allocated for the above include:
Fountas & Pinnell Administration and Data Analysis $72,000.00
Professional Development $130,000.00

Middle School Reading/Language Arts: Moving Forward

1. Using the historical data, middle schools will receive additional support as warranted to increase the use of reading strategies in the classroom to specifically address the needs of their students.

The following adjustment are in place to promote sufficient progress for all students:
- Implementation of a revised curriculum written to the College and Career Readiness Standards by classroom teachers.
- Options provided within the curricular document with resources for implementing effective strategies to reach struggling learners, including ELL students.
- Inclusion of Task Generation Models (TGMs) within the curricular documents to provide students with authentic practice in reading, writing and thinking to be successful on PARCC.
- Quarterly Assessments written and vetted with teachers.
- Quarterly Assessments reviewed by a PARCC consultant.
- Collaborative groups using the posted curriculum and quarterly assessments to backward map for instruction.
- Analysis of common formative assessments by collaborative planning groups.
- Support and modeling for school teams and individual teachers in the use of data to identify specific needs and in the use of varied instructional strategies to address those needs.
- Use of the background information for teachers embedded in the documents to raise the teacher capacity and provide instructional strategies unique to specific standards.
- Use of podcasts and materials embedded in the document for additional professional development.
- Sharing best practices through weekly newsletter and at department meetings.
- Continued support of literacy coaches in targeted schools.
- Professional development and mentoring for teachers on balancing the various areas of language arts effectively within the time allotted.

- Professional development for teachers to encourage the consistent use of Monitored Reading to increase stamina and independence in reading.
- 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.
- Implementation of a pilot of a reading intervention (Language Live) that will increase the class enrollment cap and allow for enrollment for transient populations.
- 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.

2. Middle School Language Arts 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 are in place to ensure sufficient progress in Middle School:
   - Monitoring the implementation of revised curriculum written to the College and Career Readiness Standards.
   - Support and modeling by the literacy coaches and resource team for school teams and individual teachers in the use of data to identify specific needs and in the use of varied instructional strategies to address those needs.
   - Professional development and mentoring for teachers on balancing the various areas of language arts effectively within the time allotted.
   - Advocating with administrators in the schools to minimize the use of the language arts time for activities not related to language arts instruction.
   - 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 posted in the shared folder on the One Drive for professional development.

- Professional development seminars after school.
- Continued implementation of summer reading program to address the summer reading gap.
- Collaboration with a university partner to offer on site in the district a graduate level course in grammar and grammar instruction for teachers.
- Collaboration with resource teachers and literacy coaches across content areas to increase literacy in all contents.
- Implementation of a pilot of a reading intervention that will increase the cap and allow for use with transient populations.
- 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.

3. All Middle School Reading/Language Arts initiatives, projects, and efforts are focused on meeting the school system's goals while supporting the needs of teachers and students. Curriculum and professional development strive to assist staff and community members to comprehend the systemic initiatives and goals.

Resources allocated for the above strategies include:
- Professional development (daily substitutes) $23,000
- Professional development (stipends) $23,000
- Materials of Instruction $40,000
- Reading program to address the "summer reading gap" $20,000
- Intervention pilot $35,000
- Curriculum and assessment writing/revision $20,000

High School English 10: Moving Forward

1. The review of historical data has informed the following initiatives/interventions/ programs to address and support student needs and improve achievement.

- A newly developed curriculum, written by classroom teachers and English content specialists, which is aligned to the CCR Standards. This curriculum includes:
  o UDL options, strategies for ELLs, and extension/compacting activities for advanced learners
  o Task Generation Models to emphasize authentic student practice with their reading, writing and thinking skills in preparation for success on PARCC assessments
  o Video and digital resources to motivate and engage learners
  o Background information intended to increase teacher capacity with regards to knowledge of high school English

- CCRS-aligned quarterly assessments created by classroom teachers and revised by content specialists

- Opportunities for data analysis, remediation, and intervention include:
  - Assessment review clinic for English teachers and content specialists facilitated by a PARCC English/Language Arts consultant
  - English assessment item banks for classroom instruction and assessment use
  - Sharing of best practices and aligned instructional strategies through department and team leader meetings
  - English-Content Office support to individual high schools to refine the implementation of reading and writing strategies
  - Targeted English standards-based professional learning opportunities for department and team leaders to promote effective instructional practices
  - Summer reading program to address the summer literacy lapse
  - READ180 intervention program in most high schools to target student reading difficulties in a small-group setting

2. The English Office will focus on two 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 and professional learning to support effective, standard-based, literary analysis and writing instruction.
   - Professional development for department chairs and grade level team leaders focused on standards-based instruction, differentiation, development and use of formative assessments, data use, effective instructional practices, and the format and expectations of the PARCC assessments
   - Professional development for team leaders and English teachers on the implementation of the new curriculum
   - Electronic resources available to all teachers including local professional development podcasts on various instructional strategies
   - Collaboration between the English Office and the school-based English departments to support the teaching and learning cycle, effective lesson planning, instruction to support literary analysis and the writing process, and consistent scoring practices of student work
   - Collaboration within the school-based English department to support the teaching and learning cycle, effective lesson planning, instruction to support literary analysis and the writing process, and consistent scoring practices of student work
   - Collaboration between 8th grade middle and 9th grade high school department chairs to plan vertically through the progressions of the CCR standards
   - Collaboration across content areas to incorporate best practices with the curriculum and the delivery of instruction for developing writing skills; unlocking text, especially informational text; expanding vocabulary; and developing stamina and independence in reading
   - New CCRS-aligned anthologies for students in both English 9 and English 11
   - Training and continued professional development for new and experienced teachers of the Read 180 intervention program

- Development of stronger communication between teachers of Read 180 and teachers of English 9 and English 10
- Professional development facilitated by outside professional organizations for Resource Teachers/Teacher Specialists to increase their knowledge and skills in literary analysis, the writing process, and assessment writing

3. Resources allocated for the above initiatives and practices include:

• Professional development (daily substitutes)	$17,000
• Professional development (stipends)	$ 6,500
• Materials of Instruction	$50,000
• Consultant and Supply Fees	$ 2,500
• Annual maintenance costs for Read 180/System 44	$88,000
• Curriculum and assessment writing/revision	$20,000

Elementary Math: Moving Forward

1. Focused attention on the instructional strategies necessary to foster the acquisition of mathematics skills and vocabulary are occurring through the district-wide 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/AAA resource teachers, and other instructional leaders. Emphasis will be placed on teaching the skills for mastery through the CRA model, making connections among the standards, using rich mathematical tasks, 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 and differentiated instruction 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 (Make Math Matter) for all grade levels.

   As elementary mathematics moves forward addressing systemic needs for the PARCC assessment program, several strategies will be implemented to ensure student achievement:

- Single Text Adoption for Grades 3, 4, and 5: This will take place in the fall of 2015 so that the selected program may be available for writing the integrated Grade 3 curriculum in the spring of 2016. Focused attention will be given to problem solving, differentiated instruction, and fluency. New curriculum will be written to address the new resource.
- Reading and writing in mathematics will be professional development sessions to encourage teacher to use strategies which will continue to help our struggling learners.
- Professional development in writing PARCC-like formative assessment will begin in the fall of 2015. These sessions will be ongoing so teachers may become proficient with the process and incorporate formative assessments into their instruction for continued student achievement

- Collaborate with the Office of Special Education for an intervention program that will meet the needs of our Code 504 students, as well as other students who need to reach proficiency.

To support mastery of CCSS 2.OA.B.1 (know from memory all sums of two one-digit numbers) and 3.OA.C.7 (know from memory all products of two one-digit numbers), the Office of Elementary Mathematics is continuing the implementation of a district-wide basic facts program that provides direct classroom instruction of strategies for conceptual understanding, literature connections, and interactive games for practice. Additionally, two research based computer programs, Fastt Math and First in Math, are provided to schools for the purpose of fact retention and ongoing fluency.

2. The Office of Elementary Mathematics will continue to focus future curriculum development and professional learning opportunities for teachers on project-based learning to bridge the gap from concrete to abstract and have students experience mathematics in a real world setting. At least 32 professional development offerings are currently planned for the 2015-2016 school year. The e-curriculum provides an opportunity for more integration of other content areas, and the new curriculum for kindergarten and Grade 1 focus on the development of early numeracy. The Office of Elementary Mathematics has provided numerous research based text and online resources to enhance the teacher's ability to provide appropriate academic experiences for all learners. Examples include *Teaching Student Centered Mathematics, Number Talks*, and *Hands on Standards*. *Ready Common Core* will provide teachers and parents a comprehensive look at the Maryland College and Career Readiness Standards with clear illustrations of strategies for conceptual understanding of skills. In addition, lessons are differentiated to allow teachers to work with students on content in a variety of ways to ensure success. In addition, parent letters are provided for each unit, and direct links to "The Language of Math" to support English Language Learners is included in the e-curriculum. Looking forward, the district will rewrite the Grade 4 and 5 curriculum in 2016-2017 with implementation the following school year.

New to the schools systems' process to meet the needs of all learners is the implementation of the early literacy integrated curriculum for kindergarten and Grade 1, with Grade 2 being implemented in 2016-2017. In mathematics, the focus is on early numeracy, problem solving using the structures embedded in the Maryland College and Career Ready Standards, Universal Design for Learning, and creating independent thinkers who can use mathematics to solve problems in their home, school, and communities. The Office of Elementary Mathematics collaborated with the Office of Advanced Learners to provide opportunities for all students in Grades 1-5 with Mentoring Young Mathematicians (M^2) and E^3. Providing strategies that are embedded in these programs enhances mathematical thinking and discourse within the classroom setting.

Additionally, the school system, in partnership with Anne Arundel Community College, has implemented three graduate level courses focused on multiplication, division, and fractions, for teachers in Grades 3-5. These are content areas that teachers struggle to teach as indicated by informal survey information and formative assessments. The

courses were implemented in the spring of 2015, and will continue in the 2015-2016 school year. These courses have been very well received and have had a direct impact on the classroom. Plans to address all learners for Elementary Math will
continue throughout the next 5 years and may expand based upon future identified needs.

3. 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.

Local Funds

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

Middle School Mathematics: Moving Forward

1. Based upon a review of historical data we evaluate curriculum and instruction with the aim of better meeting the needs of our students. Anne Arundel County continues to implement a series of courses and curricula in the middle school mathematics program – including newly revised curriculum and instructional resources to create the appropriate support for the teaching and learning of mathematics, particularly to reduce the wide achievement gap. The redesigned curriculum raises expectations for student learning through implementation of the rigorous content and practice standards outlined in the College and Career Readiness Standards. Support for intervention has also been expanded in middle schools in order to provide a real-time safety net for students. The intervention, Performance and Mathematics (PAM), is focused on readiness content and skills necessary for learning the new grade level mathematics content. In the 2015-16 school year, a computer enhanced curriculum continues to be implemented in grades 6 through 8 which provides additional practice and opportunities for intervention to all learners. Instructional materials appropriate for this intervention have been identified and provided to all middle schools. Three intervention teachers have been reallocated to schools demonstrating the greatest instructional needs.

Additionally, the assignment of resource teachers has been streamlined, and aligned to schools' performance indicators identified in the schools' performance improvement plans. This means that every school will receive direct support from a mathematics resource teacher in order to facilitate the support and enhancement of basic instructional functions through collaborative planning. These resource and intervention teachers work to build teacher capacity and work with school leadership in problem-solving and decision-making.

2. An assessment structure based on quarterly assessments, designed around the major content clusters for each course, provide school system with opportunity to progress monitor to adjust instruction. Teachers have access to a variety of data sources to inform their decisions related to learning mathematics. The mathematics curriculum and instructional materials focus on problem-based learning with a strong, consistent use of a variety of representations to help bridge the gap from the concrete to the abstract. The instructional approach will power inquiry and understanding by representing knowledge in a graphic/nonlinguistic format as well as providing links to real-world connections for students on a daily basis. Project based learning experiences have been developed throughout each of the new curricula for students to engage in STEM practices and real world situations. In addition, the curriculum provides instructional tools for differentiation in order for teachers to work with students on content using a variety of ways to ensure success.

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. These professional learning opportunities include the expansion of the AACC "Focus on the Core" professional development series from one to two semesters; the redesign of embedded professional supports to Department Chairs through collaborative planning and common formative assessments; and the use of professional learning communities should provide this audience with the necessary supports to move student outcomes in a more positive direction.

Professional learning opportunities for teachers and school-based leadership will continue to focus attention on instructional strategies that build a language-rich classroom and foster the acquisition of content-specific vocabulary and the Standards for Mathematical Practices. District resource personnel will provide targeted support to classroom teachers and school teams on the use of appropriate strategies through collaborative planning and the use of the coaching cycle. Across the county, the mathematics department is emphasizing the use of the Standards of Mathematical Practices and full implementation of the College and Career Readiness State Standards to allow students a new richness in their mathematics learning, understanding, and classroom dialogue. However, professional learning participation is a challenge as budget realities negatively impacts both the time and accessibility of these opportunities. Moreover, a new course providing school-based leadership with the tools to support mathematics instruction is being designed for the County.

3. **Resources Allocated for Middle School Mathematics:**

All Middle School Mathematics Arts initiatives, projects, and efforts are focused on meeting the school system's goals while supporting the needs of teachers and students. Curriculum and professional development strive to assist staff and community members to comprehend the systemic initiatives and goals.

Resources allocated for the above include:

<pre>
          Local Funds
Professional development (subs) $ 17,200
Professional Development (stipends) $ 5,785
MOI $ 50,130
Curriculum and Assessment Revision $ 6,875
AACC Cohort $101,250

                                      $181,240
</pre>

High School Algebra/Data Analysis: Moving Forward

1. The review of historical data has informed the following initiatives/interventions/ programs to address and support student needs and improve achievement:

   - Curriculum aligned to the CC Standards written by classroom teachers and mathematics content specialists which include
   - UDL options, strategies for ELLs, and extension/compacting activities for advanced learners
   - Project Based Learning to emphasize authentic student practice with their mathematical content and reasoning and utilization of mathematical practices in preparation for success on PARCC assessments
   - Increased access to technology and opportunities for building conceptual understanding to motivate and engage learners
   - Background information intended to increase teacher content capacity on content and assessment as it aligns to CC standards and PARCC assessments
   - CC/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists
   - Assessment review clinic for teachers and content specialists facilitated by a PARCC mathematics consultant
   - Assessment item banks for classroom instruction and assessment use
   - 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

2. The Mathematics Office will focus on two 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 and professional learning to support effective mathematical instruction that begins by building conceptual understanding prior to building mathematical fluency and application.

   - 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

- Professional development for department chairs and content teachers on the implementation of the new curriculum
- School based coaching and support from resource teachers and department chairs to address team/individual needs for improving student centered learning experiences within classrooms
- Electronic resources available to all teachers on content and various instructional strategies provided via content curriculum portal
- Collaboration between the mathematics office and the school-based departments to support the teaching and learning cycle, effective lesson planning, instruction to support literary analysis and the writing process, and consistent scoring practices of student work
- Collaboration between 8th grade middle and 9th grade high school department chairs to plan vertically through the progressions of the CC standards
- Adoption of new Algebra text and supplementary materials to better align with CC standards and instructional practices.

3. Resources allocated for the above initiatives and practices include:

- Professional development (daily substitutes) $ 13,760
- Professional development (stipends) $ 7,714
- Materials of Instruction $65,000
- Annual maintenance costs for Cognitive Tutor $56,000
- Curriculum and assessment writing/revision $23,200
- AACC Cohort $16,875

Limited English Proficiency/English Language Learners: Moving Forward
See also: Limited English Proficiency

Beyond new curriculum, teacher training, and UDL techniques employed in every classroom that will serve all struggling students, additional supports are in place for ELLs.
New, project based language development curricula has been implemented to guide a more rigorous and balanced approach to language and literacy instruction aligned with College and Career Readiness Standards expectations.

To meet the needs of the secondary student, the English Language Acquisition Office has implemented new, more rigorous curricula focused on project based learning and academic language, including the language of mathematics, science, social studies, and language arts. English Language Acquisition teachers are trained to participate in collaborative planning with classroom teachers in an effort to infuse the components of language development.

Students with Disabilities: Moving Forward
See also: Special Education

Beyond new curriculum, teacher training and UDL techniques employed in every classroom that will serve all struggling students, additional supports are in place for students with disabilities.

The Department of Special Education staff members work closely with colleagues from content offices to ensure that curriculum being developed includes meaningful formative assessments, differentiated practices and a variety of strategies. In working closely with the Language Arts and Math Departments around professional development opportunities we are seeing greater collaboration between general and special education teachers at the school level.

We continue to recognize the need to increase the use of effective pre and re-teaching as well as specialized instruction. The Division of Special Education continues to recognize that the diverse learners identified as requiring specialized instruction must have access to content standards, instructional delivery that is strategic/strategy infused (DI/UDL), and individualized (accommodations/modifications may be required to meaningfully engage and master academic achievement standards).

In all curricular areas, the on-going performance process review within the Department of Special Education assists content teachers and leaders in schools in celebrating successes, identifying areas of needed improvement and assisting in goal setting. The specific data and recommendations provided in collaboration with department staff help measure and guide growth. Many schools use the Instructional Coaching Tool or a variation of it to inform their work.

Annual Measurable Objectives

<u>Science</u>

1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.
*Data tables (2.7 – 2.8)

   According to the MSA science grade five data, there was a slight decrease in student achievement from 2013 to 2014. The female student data is slightly higher than the males, but there is no significant difference in their performance. There was also a slight decrease in the overall achievement data for grade 8 science. The female student data was also slightly higher than the males.

   There was a slight increase in performance for FARMS students from 2012 to 2013 school year in grade 5 and 8 however, in 2014 the numbers decreased in 2014. There has been a slight decline in performance for the ELL subgroup from 2012 to 2014 in grade 5. The ELL student performance increased in grade 8 from 2013 to 2014. The Science Special Education subgroup performance decreased in both grades 5 and 8. The achievement gap for Special Education and ELL students remains large.

   According to data, the achievement for American Indian/Alaska Native and Asian population decreased from last year in grade 5 and increased in grade 8. The Hispanic/Latino and African American student performance when comparing 2013 and 2014 also decreased in grades 5 and 8. Achievement for students of two or more races increased from 2013 to 2014.

   The gap between all students and Hispanic students remains. White student achievement decreased slightly in 2014, however the white students continue to outperform the Hispanic/Latino and African American students in both grades.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

Elementary School Science
One of three science resource teachers from Central Office is devoted to professional development and assistance to our elementary teachers. Curriculum and professional learning opportunities are developed within our office and shared with teachers.

We will continue to provide professional learning opportunities to the Science Lead Teachers at the Elementary Level. We will have three scheduled Science Lead Teacher Training sessions this year. There is one Science Lead Teacher identified from each elementary school in our system who will attend the professional learning sessions and will also be enrolled in our elementary science lead teacher blackboard site. These individuals are responsible for sharing information and providing training to teachers at their schools (train the trainer model).

The third, fourth and fifth grade curriculum includes additional College and Career Readiness Standards support in language arts and mathematics. Each school was issued a Picture Perfect Science book, which includes lessons that link literacy with science. The science lead teachers received training on using this resource.

The kindergarten and first grade curriculum was revised and now aligns with the Next Generation Science Standards. The Kindergarten and first grade curriculum is focused on literacy using science and social studies as the driving themes. The science/social studies block will now be taught daily in grades K and 1. The grade 2 curriculum will be revised this school year.

Quarterly assessments are now available for grades 3, 4 and 5. The quarterly assessments in grades 4 and 5 include task generation models which support preparation for the PARCC assessments. The third and fourth grade curriculum also include learning activities for students that are aligned to the current science standards but mirror the PARCC assessment task generation models. The quarterly assessments will be administered at the end of each quarter and scanned into performance matters. Data from these assessments will be used to monitor student learning and allow us to target schools that need support.

Through the lens of College and Career Readiness Standards and Student Learning Outcomes, will help all elementary teachers' target key learning and help them assess the effectiveness of their teaching to specific student groups. Using specific examples of differentiation and principles of UDL along with Project Based Learning and Required Labs should increase student engagement and participation leading to increased student achievement. We will use examples of released items from PARCC to help teachers practice and implement standards from College and Career Readiness Standards and the literacy frameworks. We will continue to use research-based strategies from the book, Creating the Opportunity to Learn (ASCD, 2011) to address the need to increase achievement for students in minority populations. This would include 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.

Environmental literacy has been infused into the new Grade K, 1, 3, 4 and Grade 5 science curriculum. Arlington Echo is continuing to train teachers with the Environmental Literacy lessons. These integrated lessons will address content needs among all student subgroups with a heavy emphasis on hands-on learning and communication of observations, designs, and information.

Again, science is the "S" in STEM. We continue to collaborate with our STEM colleagues to embed STEM activities such as projects that are included in the curriculum units of all 3rd, 4th and 5th grade science units. This is an additional tool to help teachers engage students.

The Generation STEM (GenSTEM – the coalescence of Next Gen and STEM) initiative in AACPS positions the system as a national leader in implementing the Next Generation Science Standards (NGSS). In fact, the integration of NGSS in our schools will accelerate our journey in elevating all students and eliminating all gaps. GenSTEM is a collaboration between the Science and STEM offices. GenSTEM is a coordinated platform from which to launch a full implementation of the culturally relevant NGSS that meets the needs of diverse learners while creating a generation of STEM-proficient students and communities. The core component of GenSTEM is the creation of STEM Leadership Learning Communities. This initiative will create a cadre of 100 GenSTEM teacher leaders in AACPS, representing all clusters and academic levels of education (ES, MS, HS). Educators will also be inclusive of representatives from the special education, media services, equity, and ESOL offices. GenSTEM teacher leaders will act as trainers and ambassadors to the system as a whole. This effort fully aligns with our implementation of the College and Career Readiness Standards (CCRS) in Mathematics & Literacy. Connections/coherence is further noted in the alignment of Standards for Literacy in Science. Additionally, GenSTEM reinforces the States expectation of a Local School System's TPE system and the development of teacher SLO's in student growth.

We will continue to work with our special education colleagues at Central Office to help ensure that

- Special Educators are part of collaborative planning at the Elementary level.
- Special Educators are part of the co-teaching team.
- Teachers recognize the role of accommodations and set reasonable targets for progress monitoring so that special education students are encouraged but not discouraged.
- We emphasize that both Special Education and Regular Education teachers have a shared responsibility for the achievement of special education students. Through workshops, we will also help teachers focus on the most valuable learning.

Additional strategies for improving achievement for special education students are described below under Grade 8.

We will also continue to collaborate with the ELL instructors will help teachers improve instruction to meet the needs of the students in science.
We will continue to use the *SIOP Model for Teaching Science to English Learners* (Pearson, 2011). We will bring specific strategies to teachers through the Science Lead Teacher Program as well as embed strategies during one-on-one and face-to-face meetings with science teachers who have ELL students. Professional Learning will include strategies that deal with
- academic vocabulary
- oral discourse
- questioning techniques
- differentiation - especially for newcomers, and early beginning proficiency levels.

We will share sample lesson plans in order to help to move students from lower levels of English proficiency to advanced proficiency levels.

Additional strategies include those described below for students in middle school (Grade 8). A Blackboard community offers support substantial materials and resources for teachers of Elementary Science.

Resource Allocation for Elementary Science

Reallocation of existing resources with the fiscal year 2016 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above.

Middle School Science

According to the MSA science grade 8 data there was a slight decrease in the overall achievement data for grade 8 science. The female student performance data was slightly higher than the males.

There was a slight increase in performance for FARMS students from 2012 to 2013 school year in grade 8 however, in 2014 the numbers decreased in 2014. The ELL student performance increased in grade 8 from 2013 to 2014. The Science Special Education subgroup performance decreased in 8. The achievement gap for Special Education and ELL students remains large. According to data, the achievement for American Indian/Alaska Native and Asian population decreased from last year in grade 8. The Hispanic/Latino and African American student performance when comparing 2013 and 2014 also decreased in 8. Achievement for students of two or more races increased from 2013 to 2014.
The gap between all students and Hispanic students remains. White student achievement decreased slightly in 2014, however the white students continue to outperform the Hispanic/Latino and African American students in both grades.

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

Data analysis of district assessments, along with suggestions for addressing the needs of individual groups (ELL, African American, FARMS, Special Education), are shared through, school visits and department chairperson meetings. Multiple adjustments have already been put into place to help target engagement of all students, but particularly those that may be disenfranchised or need additional supports to achieve success.

In order to provide the most substantial assistance to middle school students, the allocation of resource teacher assistance is targeted at those schools that show the most need according to achievement data. This targeting in the Office of Science resource will help increase time to the neediest schools.

Along with the transition to the Next Generation Science Standards, department chair training sessions will focus on review of school data and discussing strategies needed to meet the needs of all students.

Quarterly assessments are now available for grades 6, 7 and 8. The quarterly assessments in grades 6 and 7 include task generation models which support preparation for the PARCC assessments. The sixth and seventh grade curriculum also include learning activities for students that are aligned to the current science standards but mirror the PARCC assessment task generation models. The eighth grade assessments mirror the Maryland State Assessment format for science. The quarterly assessments will be administered at the end of each quarter and scanned into performance matters. Data from these assessments will be used to monitor student learning and allow us to target schools that need support.

The grade 6, 7 and 8 grade curriculum have been rewritten to align with the Next Generation Science Standards. The new curriculum will be piloted in three schools in grade 6. The feedback from the pilot schools will be used to make revisions to the new curriculum in grades 6, 7 and 8.

We continue to collaborate with our STEM colleagues to embed STEM activities such as projects that are included in the curriculum units of all middle school units across all grades. This is an additional tool to help teachers engage students. The Generation STEM (GenSTEM) initiative will create a cadre of 100 GenSTEM teacher leaders in AACPS, representing all clusters and academic levels of education (ES, MS, HS). (Additional information about this initiative is highlighted in the elementary science section.)

A Blackboard community offers support substantial materials and resources for teachers of Elementary and Middle School Science.
In order to enhance student achievement of special education students, we continue to collaborate with our special education colleagues. Differentiation allows students to progress towards mastery of the outcome. During workshops and Science Department Chairperson meetings we will focus on applying the following strategies using specific strategies from curriculum documents as exemplars and role playing to model these strategies.
- Plan for differentiated instruction to meet the needs of a variety of learners. Use strategies of UDL. This includes planning and collaboration among regular and special educators. Be specific about student learning outcomes to provide students a clear learning goal. Use multiple formative assessment strategies throughout the lesson and at the end of the lesson to monitor the progress of student learning.
- Utilize various instruction models- class, small group, and individual.
- Include a variety of methods to demonstrate learning.
- Anticipate individual needs before each lesson.
- Incorporate differentiation strategies through three modes:
    - content (what students learn),
    - process (how students make sense of content), and
    - product (how students demonstrate what they have learned).

The Department of Special Education staff work closely with colleagues from content offices to ensure that curriculum being developed includes meaningful formative assessments, differentiated practices and a variety of strategies. In working closely with the Language Arts and Math Departments around professional development opportunities we are seeing greater collaboration between general and special education teachers at the school level.

We continue to recognize the need to increase the use of effective pre and re-teaching as well as specialized instruction. Though our use of formative assessments has increased, we only see specialized instruction 26% of the time that we would expect to see it occurring. Focused grant work on building the capacity of our teachers when they identify students who are struggling with the content will contribute to improved student performance as we work to narrow the achievement gap.

We will also unpack and model the following cognitive techniques from our Teaching and Learning Cycle:

- Provide five seconds of "wait time" when asking questions.
- Call on students randomly, and with purpose utilizing a variety of methods.
- Use probes and follow-ups. (Why? Can you explain? Do you agree? How do you know? Give an example.)
- Cue responses to open-ended questions. (There is not a single correct answer. Consider all alternatives.)
- Periodically ask for summaries of the learning.
- Require students to defend their reasoning. (Survey for agreement/disagreement. Ask why.)
- Provide opportunities for student generated questions.
- Pose meta-cognitive reflective questions. How do you know what you know? Explain your process for gaining understanding.

The following strategies will be emphasized with all teachers during professional development but will pay extra dividends for teachers of ELL students. Use College and Career Readiness Standards for Reading and Writing in Science in order to:

- Build student capacity to interpret, communicate with, and draw meaning from the content vocabulary.
- Activate Before, During, and After Reading Strategies.
- Model effective reading practices in all content areas and classes.
- Teach text features and revisit frequently.
- Employ the Science portion of the AACPS website developed for teaching literacy in the content areas, Cross-Disciplinary Toolkit.

Continue to scaffold student learning based on the needs of the student. Science lends itself to many of these strategies including hands on activities and activities such as classifying. The internet is a huge source of pictorial support. Also use pictures from books, magazines, travel brochures, and photographs. Give pictorial support by using video and snippets of video. Bring in experts from the field to relate experiences. Use real objects whenever possible rather than

talking about objects. Use clip art to illustrate key concepts. Use literacy, poetry, and music to reinforce key points. Develop field trips whenever possible in the instructional program.

In addition, we will help teachers develop pedagogical effectiveness by sharing and modeling specific strategies such as the following (ASCD Express. *Helping ELLs Acquire Academic Content* 2009)

1. Use academic language in meaningful contexts and following difficult words with synonymous terms. Using synonymous tags. Use academic language (non-content-specific "fancy" words), and then buffer it with a synonymous tag that makes the meaning clear to students. For example, say, "What are some ideas for categorizing your words? How can you make categories, or different groups?"
2. Embed in meaningful contexts. Use academic language in such a way that the meaning of the words is obvious to students because of the context, as in, "I'm sorry that you injured your knee. Let's get a bandage."
3. Scan the text for words with multiple meanings, metaphors, idioms, or any other language that a language learner could misinterpret. For example, when students see a phrase like, "The larger the factory," they may think the passage is about a "larger" and not a factory. Prior to reading, extract instances of complicated usage from the text and discuss them with students.
4. Have students write down, in their own words and drawings, the meanings of these grammatical structures to reference while they read. Students can also put the information in their personal word walls or dictionaries. This is a great way to activate students' learning and get them ready for making predictions, completing an anticipation guide, or a filling out a KWHL chart.
5. In a comparing and contrasting, include such prompts as "similar," "alike," "both," "however," "although," and "in contrast" so that students feel prepared and confident.

The following initiatives are focused on these African American and Hispanic student groups but will pay dividends for many students:

We will continue to focus on practices from our Teaching and Learning cycle that make explicit multidisciplinary connections:
- Apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience.
- Connect disciplines to create meaning, significance and relevance.
- Ask questions to encourage critical thinking, make connections, and apply concepts in real-life.
- Make career connections whenever possible.

Resource Allocation for Middle School Science

Reallocation of existing resources with the fiscal year 2016 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above.

Social Studies

1. **In the 2014 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.**

Challenges continue to be:
- Inconsistent program implementation at the elementary level.
- Lack of a shared understanding by teachers and school and district administrators of the responsibility of social Studies teachers to implement CCSS
- Rewriting curriculum (44 courses) to align with CCSS, State and National standards and district initiatives
- Rewriting assessments to align with the requisite criteria and format of District, State and Federal Testing guidelines
- Teacher capacity to plan for and implement differentiated instruction for all students in all courses.
- Teacher capacity to implement a data-driven assessment process within the classroom.

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

For the 2015-2016 school year the following changes are in place to help ensure progress with our transition:
- Continue to develop Podcasts and webinars to assist schools with the transition to CCSS and supplement the face-to-face opportunities at all levels.
- Develop TGMs and PBLs, aligned with PARCC format for grades 3-11 and high school electives.
- Provide interdisciplinary PBLs with technology applications at the elementary level to facilitate "test-taking" experiences (drag & click, multiple answers, manipulating text, etc.).
- Develop CCSS-based skills assessments for progress monitoring in selected high school electives.
- Develop curriculum documents for grades 2-3 to support the redesign of elementary K-3 integrated learning
- Training of department chairs at the secondary level in the use of a variety of strategic interventions continues this year. This Trainer-of-Trainers model will provide specific instructional strategies and interventions to support underperforming students.
- On-going professional development for multiple topics is planned in a variety of formats, to include face-to-face, webcasts, webinar, and hybrid models, throughout the year.
- Training through collaboration with other content departments continues for Social Studies Teachers to build capacities to deliver literacy instruction.

Training is provided in large group and smaller teams as necessary and appropriate.

- Curriculum redesign provides options with resources and strategies for implementing UDL and effective strategies to reach all learners

- Curriculum redesign provides resources and strategies for implementing effective strategies to accelerate student learning for advanced learners.

Reallocation of existing resources with the fiscal year 2016 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above. District funding to support a comprehensive elementary curriculum redesign is inclusive of all content areas, both core and cultural arts.

3. If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

All initiatives, projects, and efforts are focused on meeting the school system's goals while supporting the needs of teachers and students. Curriculum, assessments, and professional development strive to assist staff and community members to comprehend the connections among and between the priorities. Several strategies listed above are continued from the 2014-2015 year but are adjusted to serve different content areas and/or grade levels.

Biology

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.
   *Data table (2.9)

Biology HSA scores have continued to increase since 2008 however decreased slightly in the past two years. There is no significant difference between the performance of males and females.

There was a slight decline in every race except the American Indian/Alaska Native. Over 80% of all students performed at a proficient level except the Hispanic/Latino and the Black/African American. The achievement gap between all students and African American and Hispanic students still exists.

There was a significant decrease in Special education and Limited English Proficiency student scores and a slight decrease in FARMS student scores from 2013 to 2014.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate and include timelines, and method(s) of measuring student progress where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

Quarterly Assessments for the biology and honors biology course were reviewed and revised this summer. These assessments will be administered at the end of every quarter, data will be entered into performance matters and used to monitor student learning. Data analysis of these assessments along with suggestions for addressing the needs of individual groups (ELL, African American, FARMS, Special Education), will be shared through staff meetings content notes, school visits, school department meetings and science department chairperson training sessions.

The biology curriculum was updated this summer to align with the Next Generation Science Standards. The updated curriculum will still include College and Career Readiness Science Literacy Standards and mathematics practices, real world connections, UDL, DI, greater emphasis on hands-on/minds-on instruction and digital resources will help engage all students. Science College Board Standards for College Success (College Board 2009) have been embedded throughout the Honors Biology curriculum to address the needs of advanced students. This articulates with the College Board standards embedded in middle school science throughout grades 6-8. This curriculum will be implemented during the 2016/2017 school year. During the 2015/2016 school year, the curriculum will be shared with biology

teachers for feedback, and training will be provided so teachers are ready to implement during the 2016/2017 school year.

We will continue to address the need to build teacher capacity in biology due to the turnover in school staff teaching this course. The Science Teacher Specialist from Central Office is devoted to professional development and assistance of our high school science 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 curriculum. 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 needy teachers and attends Biology school-led biology team meetings as needed. A Blackboard community offers support materials and resources for Biology teachers. Data analysis of district assessments, along with suggestions for addressing the needs of individual groups (ELL, African American, FARMS, Special Ed), are shared through school visits and department chairperson meetings.

The Office of Science will continue to collaborate with the special education office to offer workshops on differentiated instruction. We will continue to address the gap between special education, ELL and FARMS students and all students by pursuing the strategies described above for middle school. There will also be an increased emphasis on digital tools to both engage and provide support for learners.

Additionally, we will help teachers
- Use global connections in the updated curriculum will help teachers engage in the relevance of the biology curriculum. We will continue to add strategies for UDL which will make biology content more accessible to all students.
- Provide real world examples and laboratory-based instruction to develop skill and processes of science:
  - generating scientific questions,
  - formulating a working hypothesis,
  - designing a controlled investigation.
- Through discussion and real world reading use relationships discovered in the lab to explain phenomena observed outside the laboratory.
- Use differentiation to build student knowledge from baseline to proficient in experimental design and content.
- Provide individual and small group targeted/scaffolded instruction to specifically address needs in skills and processes as well as content.
  - Allow for a variety of learning experiences in lessons.
  - Incorporate cooperative learning strategies.
  - Utilize various instruction models- class, small group, and individual.
  - Include a variety of methods to demonstrate learning.
  - Provide opportunities for additional instruction, coaching and practice as indicated by assessments.
  - Use a variety of reteaching strategies.
  - Use data from formative assessments to modify and differentiate instruction.
  - Periodically ask for summaries of the learning.

- o Require students to defend their reasoning.
- o Provide opportunities for student generated questions.
- Use Direct instruction to develop skills in
    - o Analysis of relationships (terms and concepts) cited in a text.
    - o Using data and other evidence to develop claims.
    - o Writing explanatory text to communicate scientific procedures and results of investigations.
    - o Meet with special education teachers and/or co-teacher to discuss strategies.
    - o Attend DI and UDL content workshops.
    - o Access to student data (if needed PD on use of Achievement Series).
    - o Teacher planning team collaboration to identify DI strategies.
    - o Examination of students' work by the team to understand and judge students' ability to construct arguments based on data.

We will utilize the resources of our AACPS initiative, Eliminating the Achievement Gap and the resources developed by the office of Equity and Accelerated Learning.
on an associated AACPS website. These include Resources for Cultural Proficiency, Resources for Education that is Multicultural, and numerous articles, videos, and Power Points.

We will continue to utilize the expertise of the Science Advisory Board- a community-based board of professionals in STEM related careers whose purpose is to help us develop strategies to enhance student achievement in Science, K-12.

3. **Not applicable**

Based on the examination of 2013High School Assessment Test Participation and Status results for Biology:
*Data tables (3.7, 3.8, 3.9)

1. Identify any additional challenges that are evident.

The overall data for students taking and passing the HSA remain about the same when compared with 2012. The percentage of students passing among the Hispanic and Latino students decreased by approximately 2% and the number of Limited English Proficiency students who took the HSA as 10th graders decreased by 6% when compared with 2012. Challenges still exist among the Hispanic/Latino, African American, Special Education, Limited English Proficiency, and Free and Reduced Meals student groups.

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

The Office of Science has planned four training sessions for department chair persons. The training sessions will focus on transitioning to the Next Generation Science Standards, as well as a focus on using data during collaborative planning meetings to drive instructional planning.

Resource Allocation for Biology

Reallocation of existing resources with the fiscal year 2016 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above.

Government

*Data tables (3.10-3.12)

1. **Based on available trend data, describe the challenges in Government. In your response, describe the challenges in terms of subgroups.**

- Achievement gaps exist among student groups. Disaggregated data indicates African American and Hispanic students and students receiving Special Education, FARMS and ESOL services consistently underperform their White and Asian classmates. These subgroups scored between 9 and 43% below the Overall Pass Rate of 85.1%. The small number of ESOL test-takers (61/5147) scored significantly below with a pass rate of 24.6%.
- Transitioning to and aligning curricula, assessment, and instruction to the C3 Framework in order to make the Government course more inquiry-based and engaging
- Teacher capacity to plan for and implement differentiated instruction for all students in all courses
- Teacher capacity to implement a data-driven assessment process within the classroom
- Teacher capacity to deliver highly engaging, dynamic, student-centered instruction
- Inadequate school-based programs to support struggling students
- Limited funding for teacher professional development
- Apparent insignificance of the government score; the degree of import placed on the government test pales in significance to other state tests

2. **Describe the changes or strategies, and rationale for selecting strategies and/or evidence-based practices that will be made, to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.**

- Training of Government Team Leaders in the use of a variety of strategic interventions continues this year. This Trainer-of-Trainers model will provide specific instructional strategies and interventions to support underperforming students and student groups.
- Formative Assessment strategies are provided within revised curriculum documents to assess student learning in "real-time" and address deficiencies
- Assessment banks are being created to provide teachers a wealth of resources to create local formative assessments to inform instruction.
- Videos and other digital resources will be provided to motivate and engage learners.
- Podcasts and webinars will be created to provide support for teacher learning.
- Curriculum updates will provide Background Information for teachers to raise teacher capacity and provide instructional strategies for teachers unique to specific standards and instructional foci.
- Curriculum updates provide options with resources and strategies for implementing effective strategies to reach struggling learners – ELL, FARMS, Special Education, etc.
- Curriculum updates provide resources and strategies for implementing effective strategies to accelerate student learning for advanced learners.

Reallocation of existing resources with the fiscal year 2016 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. Government curriculum updates and revisions will occur as part of the normal work product of the Office of Social Studies to be completed by June 30, 2016.

3. **If applicable, based on trend data, whether the changes or adjustments stated above are the same as last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.**

All initiatives, projects, and efforts focus on meeting the school system's goals while supporting the needs of teachers and students. Curriculum, assessments, and professional development strive to assist staff and community members to comprehend the connections among and between the priorities. Several strategies listed above continue from the 2014-2015 year with minor adjustments to serve different student groups and changing/new teachers to government. Trend data indicates that what we are doing works, as there is an increase in the all student achievement by approximately 12% points from 2013-14 and 2014-15; and significant growth in achievement for student groups: AA – 15% point increase, ESOL – 23% point increase, Special Education - 12.6% point increase, and FARMs – 15.7%.

Specific Student Groups
Limited English Proficient Students

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

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

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

➢ No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making progress toward Maryland's new accountability measures. School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

▪ **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2014-2015 **56%** of ELLs will make progress in learning English.

▪ **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2014-2015, **14%** of ELLs will have to attain proficiency in English.

▪ **AMAO 3** represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data

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

   As writing encompasses all other areas of language proficiency, this domain continues to be the most challenging for students. The 2015 ACCESS for ELLs assessment results show 53% of English learners scoring in the "Entering" (level 1) range. With 35% of the ESOL program comprised of newcomers each year, the ESOL program faces the continual challenge of addressing all four language domains and moving students along the proficiency continuum as quickly as possible.

   AACPS continues to face the challenge of increased enrollment for secondary English learners with significant interruptions in education and unaccompanied youth. These students bring a unique set of challenges to a comprehensive high school program, learning English while trying to bridge the significant gaps in education and social/emotional/cultural traumas.

   The ESOL program continues to face the challenge of providing adequate instructional time to all students. Barriers include student/teacher ratios, elementary scheduling with reading intervention and special education, increased student enrollment, rapid increase in the enrollment of students with significantly interrupted or no education, teacher travel time, and staffing for schools with low enrollment.

   AACPS is experiencing an increase in the enrollment of over-age, interrupted education secondary students. These students face the challenge of learning English, as well as meeting graduation requirements by age 21, with limited academic background and literacy skills.

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

   For the 2014-15 school year, the ESOL program implemented new project based learning language development curriculum in elementary, as well as secondary ESOL Level 3. In the 2015-16 school year, additional elementary units and secondary ESOL 1 have been added to the new curriculum. With the new curriculum role out came a significant amount of professional development for ESOL teachers on project based learning for language development and a focus on targeted language objectives. Title III funding was used to provide collaborative planning time and supplemental materials to support the student projects.

   In addition to ESOL teacher professional development, in 2014-15 the AACPS English Language Acquisition Office (ELA) also began a "Training of Trainers" approach to

professional development for content area teachers. Through this model, the AACPS ELA office was able to provide professional development information to over 250 teachers. In the 2015-16 school year, the "Training of Trainer" model will be extended into year two, while also beginning a new year one cohort. Title III funding was used to pay for the stipends and substitutes for participants to attend this professional development.

The ELA Office has also increased the number of professional development opportunities offered to both ESOL and content teachers including book studies, WIDA overview, collaborative planning, and project based learning. Title III finding supports both the materials purchase and stipend/substitute cost for these opportunities.

- New Courses and Curricula – In the 2014-15 school year, AACPS will be introducing a revised ESOL 3 for middle and high schools As well as the addition of a Transitional Math course for students who do not enter U.S. secondary schools prepared for Algebra. These courses will provide additional opportunities for English learners to participate in language development across content areas, allowing for an additional year of instruction as well as double class periods for newcomers. All new curricula will be introduced for elementary English Language Acquisition instruction as well. The new curricula are aligned to both WIDA and College and Career Readiness Standards, with a focus on academic language, content integration, literacy, and rigor.
- Professional Development – Professional development will continue as the focus of team meetings. The ELA/ISSO will also offer numerous professional development opportunities for English language acquisition and content teachers. The focus of professional development will continue to be research based best practices, language development, and College and Career Readiness Standards.

1. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The changes and adjustments stated above are an ongoing continuation of the ELA Office's increased attention on the delivery of high quality language development curriculum by highly qualified ESOL teachers. The expansion of current professional development efforts are a continuation as well. Our ACCESS for ELLs data shows that our current focus is making a difference, with an increase in AMAO II from 12% to a consistent 22% for the past two years, doubling the state goal of 11%. Initial surveys of the professional development participants show a positive response to the programs offered by the ELA Office. As the audience is expanded to more schools and teachers, the ELA Office will be able to monitor student achievement data for impact as well.

2. *Interventions, enrichments and supports to address diverse learning needs*.
   Describe how Limited English Proficient students are included in or provided access to intervention/enrichment programs in addition to ESOL services. Describe how Universal

Design for Learning principles are used in curriculum, instruction, and assessment development/implementation to ensure equitable access for Limited English Proficient students.

The ELA Office published a decision making flow chart to guide schools in the process of determining LEP student participation in reading interventions based on their English language proficiency. LEP students are to be included in interventions as appropriate for their language level. School teams are instructed to provide equal access to all enrichment programs regardless of English language proficiency. The ELA Office works with school teams to determine appropriate classroom expectations based on the WIDA Performance Definitions and CAN-DO statements. All content offices in AACPS utilize UDL principles in curriculum, instruction, and assessment. The ELA Office is now consulting with curriculum writing teams to ensure English learners have full access to content as new documents are produced.

Resources Allocated for English Learner Students (K-12):

Local Funds

- Materials of Instruction $ 36,691
- Testing Supplies and Materials $ 20,000
- Sensitive Items $ 1,500
- Transportation $ 7,500
- Consulting Fees – PD $ 20,000
- Stipends – Temp $32,000
- Substitutes $ 27,000

                                            $ 144,691

Local Funds: Staffing

- 82 Teaching Positions $6,310,784
  90.5 teaching positions $5,892,066

Federal, Title III, Part A, Funds

- See Attachment 10 $593,373

Career and Technology Education

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

1. Describe how the school system is deploying Maryland CTE Programs of Study as a strategy to better prepare students for college and career readiness. Include plans for expanding access to industry certifications and early college credit.

    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.

    In direct support, the CTE mission is to ensure that all high school graduates are prepared for post-secondary education and the workforce. The Office of Career & Technology Education provides instructional and curricular support and resources that are aligned with Anne Arundel County school system, and State of Maryland educational goals. These supports and resources are focused on raising achievement levels for all students, and providing value added opportunities, which include industry certification and/or college credit, in all programs.

    Each CTE Program of Study is designed to prepare all students, including special populations and non-traditional students, for careers in high skill, high wage and high demand occupations, non-traditional fields, and postsecondary success. Each program has a Program Advisory Council (PAC), which meets annually to discuss the required skills, employment demands, and wage potentials that would impact students. All programs are under review to strengthen the 'value added' piece. We are working with Anne Arundel Community College to change articulated credit agreements to transcripted/proficiency credit. This will drastically increase the value added for each program by giving students an opportunity to earn transcripted college credit while still in high school.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study (http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/programs/), including students who are members of special populations?

    AACPS highlights one goal on the first page of the Strategic Plan, "To ensure that every student meets or exceeds standards as achievement gaps are eliminated."

    The Office of CTE directly supports this goal by working to upgrade all Programs of Study to meet rigorous guidelines. Numerous strategies have been identified to address CTE improvement priorities. These strategies are designed to decrease performance gaps by subpopulations and ensure that CTE students are taught to the same coherent and rigorous content standards as are taught to all other students:

- Organize and facilitate professional development to improve classroom instruction by meeting the needs of all learners. AACPS has identified five early dismissal days for the specific purpose of 'Eliminating the Achievement Gap' to include strategies to support College and Career Readiness Standards and PARCC implementation.
- Develop Student Learning Objectives (SLOs) in all CTE courses, which will focus on documented achievement for all students. Training for CTE teachers began during Spring 2013 and will continue throughout the 2015 – 2016 school year.
- Provide relevant instructional programs in CTE that are based on local, state and national labor market and economic development data.
- Continue to meet with program advisory committees in each CTE program to assure quality programs that are relevant and address current labor market needs.
- Disaggregate student performance data to evaluate program effectiveness in narrowing the achievement gap of students within subgroups.
- Expand business and industry partnerships to align programs with national skill standards and assist in revising curriculum and encouraging teachers and students to gain industry certification.
- Provide leadership and resources to expand co-curricular opportunities for students in FBLA, DECA and Skills USA at the regional, state, and national levels.
- Collect, analyze, and disseminate post high school data on graduates for use in modifying programs to improve student performance.
- Investigate new and emerging technical preparation career related program offerings aligned with Anne Arundel Community College and other post-secondary institutions.

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

   The Program Quality Index (PQI) for program year 2014 shows a total enrollment of 7,162 students in all CTE programs of study. During the same year 1,745 were registered at the concentrator level, and 763 students completed a CTE program of study. Our goal is to increase the completion rate by 5% each year for the next three years. The two main strategies to accomplish this goal are to improve/upgrade the programs offered while increasing the 'value added' component of each program. Central Office leadership and staff are continuously exploring opportunities that are challenging, relevant to students, and meet the needs of the local, state, national and international economies. CTE programs are being implemented and/or modified to ensure alignment with economic and labor needs, and in support of the career cluster pathways developed by MSDE.

4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.

Please respond to the following questions for each Core Indicator of Performance where performance did not reach the 90% threshold as determined by the 2014 PQI.

1. Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.
    - 5S1 Placement - The 2014 local target was 75.0% while the performance percentage was 60.42%.
    - 6S1 Non-Traditional Participation – The 2014 local target was 30.01% while the performance percentage was 21.05%.

2. Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

    PQI data indicates Drafting is one of the consistently low performing programs. After looking carefully at enrollment and proficiency/transcripted credit data, AACPS has decided to remove Drafting from CATS. The other four programs which had the lowest placement rate and non-traditional participation will be evaluated to assess the quality of recruitment and preparation these programs provide to students. Options could be to upgrade programs, improve articulation/certification, increase internship opportunities, or discontinue old programs and replace with more rigorous and relevant programs.

3. For FY 15, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

    Accountability
    Data Analysis
    Local Perspectives includes system-wide strategies, such as:
    - Create a non-traditional panel of graduates to present at the fall counselor's conference.
    - Include non-traditional representation on all PACs.
    - Use pictures of non-traditional students in recruiting materials.
    - MOI review process focuses on non-traditional representation in all text and media materials.
    - The CAT Exploration course has been redesigned to allow students to experience every program offered at the Center by rotating through during the first two weeks. Each teacher will make a special effort to show non-traditional examples and success stories.
    - Hold open-house at Applied Technology Centers to showcase all students, but particularly the success of non-traditional students in programs.
    - Make every effort to recruit non-traditional teachers.

    Worksheet A
    - Upgrade programs to meet industry standards.
    - Increase opportunities for students to earn industry certification.
    - Modernize programs and facilities to attract non-traditional students by changing the 'image' of traditional programs
    Worksheet B-1
    - Expand proficiency/transcripted credit agreements with AACC.
    Worksheet B-2

- Provide faculty with opportunities to participate in technical upgrade activities in order to integrate industry certifications and standards in CTE programs.

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

   The Coordinator of Career and Technology Education will meet with CAT principals and teacher specialists to discuss and evaluate the progress of each program. Indicator Performance will be added to the agenda for each PAC meeting to ensure business input is considered. The Coordinator will work closely with the Director of Curriculum to identify strategies and design professional development to ensure all programs are moving in a positive direction to meet the target for each indicator.

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

   After careful evaluation of student data, it has come to our attention that many students do not currently have a social security number in the student data file. In order to ensure more accurate data collection we will make an effort to gather more social security numbers to provide better tracking data. We have added a PAC agenda item, for all programs failing to meet targets in these areas, to gather insight and ideas from business partners. Options could be to upgrade programs, improve articulation/certification, increase internship opportunities, or discontinue old programs and replace with more rigorous and relevant programs.

   The two new strategies being implemented to support progress toward meeting the target for the non-traditional indicators include, a non-traditional panel of graduates presenting their successes at the fall Counselor's Conference, and a marketing video which includes a variety of 'non-traditional' student testimonials.

   We also welcome input on 'best practices' from MSDE or other LEAs.

Early Learning

Based on the examination of 2014-15 R4K Kindergarten Readiness Assessment Data:

A. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Please include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practice have been effective.

Anne Arundel County Public Schools has initiated a multi-tiered program for addressing the needs of children who enter school either emerging or approaching levels of readiness.

Engaging parents as partners in learning:
- Teachers conduct three Parent Teacher Conferences a year. The first, in August, is for teachers to gain information about children, families, and the prior school experience of each child. This information is used in planning for instruction that meets differentiated student needs. The November and May conferences focus on sharing information on student's achievement in all domains of development and on identifying actions that will be taken to ensure that students are consistently demonstrating essential skills and behaviors. A Parent's Guide to Progress Reports and the Kindergarten Readiness Assessment (KRA) information are shared with parents during the November conference.
- The Early Childhood Education and School Readiness Office prepares information for parents about working at home with their child. Links to websites are posted on the Early Childhood Education webpage under Parent Information. Thematic newsletters are also sent home which identify targeted skills and provide parents with ideas and technology resources to help families work with their children at home.
- Beginning at registration and continuing throughout the year, both print and web resources related to parenting are shared by schools. Schools include this information in monthly parent newsletters.

Offering professional development that focuses on full student readiness:
- A disaggregated analysis of KRA data indicates that children in the subgroup of English Language Learners lag behind other subgroups in their level of readiness. Anne Arundel County Public Schools engages parents as partners in developing lagging student skills by having informational materials translated into Spanish and Korean and by having interpreters available at conferences and parent evenings. Professional development sessions focusing on the English Language Learners were held for prekindergarten and kindergarten teachers during the 2014-2015 school year. These professional development sessions will continue in the 2015-2016 school year and are funded by the Title III budget. Additionally, the Prekindergarten and Kindergarten curriculum documents provide teachers with strategies for English Language Learners for each skill as well as two additional UDL strategies to make the learning more accessible for all students. English Language Acquisition teachers

are now assigned to provide language development instruction in the pre-k classrooms at the five schools with the highest English Language Learner enrollment.

- A disaggregated analysis of the KRA data indicates that children in the student group of Children with Disabilities lags behind other subgroups in their level of readiness. Professional development sessions were offered to our Prekindergarten and Preschool Special Educators which focused on strategies to better prepare children with disabilities to enter kindergarten ready to learn. These sessions will continued to be offered during the 2015-2016 school year and are funded through the Ready for Kindergarten grant.

- A disaggregated analysis of the KRA data indicates that children in the prior care subgroup of public prekindergarten have readiness level that lags behind other subgroups. A new full day and half day prekindergarten schedule is being implemented during the 2015-2016 school year which allots more instructional time to small group differentiated instruction. Professional development sessions were offered to all Prekindergarten teachers in August of 2015 which focused on differentiated instruction in mathematics and language arts. This professional development opportunity was funded by the Ready for Kindergarten grant. During the 2015-2016 school year, two half-day professional development sessions are being offered to all prekindergarten teachers using substitute funds from the Ready for Kindergarten grant. The focus of these sessions will be on the analysis of formative date to make instruction decisions so that all students enter kindergarten ready to learn.

- Throughout the 2014-2015 school year, Ready For Kindergarten grant funds supported professional development sessions for prekindergarten, kindergarten and Early Childhood Special Education Teachers. These sessions focused on aligning instruction to the Common Language Standards, analyzing student and program assessment data to identify needs and make program adjustments, sharing instructional practices that will result in improved student performance, and College and Career Readiness State Standards for Language Arts and Mathematics expectations. These sessions will continue to be offered during the 2015-2016 school year with a focus on Language and Literacy and Mathematics development using the Ready for Kindergarten grant funds.

- Meeting the needs of children with behavioral concerns continues to be a challenge and focus of preschool special education, prekindergarten and kindergarten teachers. While programs, such as Second Step and PBIS exist, there was a need to provide consistent behavior management strategies and language usage for this population of children. The SEFEL (Social Emotional Foundations for Early Learning) Program provides a framework for both teachers and families to address behavior concerns for our earliest learners. The program focuses on positive reinforcement and closely models that of PBIS, with the exception that the SEFEL model specifically addresses the needs of our youngest learners. During the 2014-2015 school year SEFEL professional development was offered to all new prekindergarten, kindergarten, and preschool special educators. The SEFEL professional development focused on the following: (a) introduction to the principles of SEFEL (b) discussion and best practice to meet the needs of our children with challenging behaviors within the classroom; (c) implementation of behavior strategies in the classroom and (d) exploration of the

SEFEL website and program material exploration. The SEFEL professional development will be offered to new teachers during the 2015-2016 school year and a refresher for experienced teachers will be offered in the Fall of 2015. These professional development offering are funded through the Ready for Kindergarten grant.

- During the 2014-2015 school year, the Early Childhood Education and School Readiness Office continued to embed accurate observational assessment strategies into all professional development initiatives. This will continue during the 2015-2016 school year with additional support for Formative Assessment used to drive instructional decisions. A new electronic observation tool for prekindergarten and kindergarten was developed in the Spring of 2015 and all teachers were trained on the use of this tool in August of 2015 using local funds.

- Throughout the 2014-2015 school year, staff from the Office of Early Childhood Education and School Readiness visited classrooms, worked with teachers and students, and planned with individual teachers and grade level teams. Analyzing data and designing instruction that improves student performance is the focus of all school based visits. These school visits were paid for using LEA funds. This job-embedded professional development model will continue to be implemented by the Office of Early Childhood Education and School Readiness. Additionally planning sessions for the implementation of the new curriculum will be offered throughout the 2015-2016 school year using local funding sources.

- Prekindergarten and Kindergarten curriculum guides, core materials, and assessments for Reading/Language Arts, mathematics, science, and social studies are aligned to the Maryland State Curriculum, the Maryland College and Career Readiness State Standards, the Next Generation Science Standards, the C3 Social Studies Standards, and the Common Language Standards for Early Childhood. Throughout 2014-2015, the Early Childhood Office reviewed all prekindergarten curricular documents and completely revised the Kindergarten Integrated Curriculum. Throughout the 2015-2016 school year, the Office of Early Childhood Education and School Readiness will make any necessary curriculum adjustments to the Kindergarten Curriculum and select a new integrated curriculum for prekindergarten. These curriculum developments and changes will also involve classroom teachers.

- In the Spring of 2015, each kindergarten teacher of record received two and a half days of professional development on the new Integrated Kindergarten Curriculum which included in addition to curriculum content sessions, sessions on executive functioning, working with English Language Learners, and UDL. These sessions were paid for using Title II funds.

- During the 2015-2016 school year, early literacy professional development sessions along with job-embedded coaching will be offered at ten targeted schools. The schools were selected based on early literacy data including Founts and Pinnell Benchmark Assessments, DIBELS, and KRA Language and Literacy scores. Session topics included using data analysis to inform instructional decision making, vocabulary instruction, and authentic guided and independent literacy practice for all 1st grade, kindergarten and prekindergarten teachers at these targeted schools. The professional development is also being offered to Reading Teachers, ESOL teachers, and Special Education teachers at these schools.

Focusing on accurate assessment and analysis of data:

- The Anne Arundel County Public Schools implemented the Kindergarten Readiness Assessment (KRA) during the first eight weeks of instruction in the Fall of 2014. Each kindergarten teacher of record was trained in the KRA during two face-to-face professional development sessions paid for using Ready for Kindergarten Grant funds. The teachers also participated in a two hour technology update during regular work hours. All kindergarten teachers of record passed both the KRA content and simulation assessments with a score of 80% or better. All teachers received one full day of substitute coverage to implement the KRA using local funds.

- During the 2015-2016 school year, all previously trained kindergarten teachers of record, took the KRA Content Update and passed with a score of 80% or higher. All new Kindergarten teachers of record received 2 full days of professional development on the assessment and all these teachers passed the content assessment with a score of 80% or higher. All teachers passed the simulation assessment with a score of 80% or higher. All teachers will receive one full day of substitute coverage to implement the KRA using local funds during the 2015-2016 school year.

- Prekindergarten and Kindergarten Teachers will continue to use the Anne Arundel County Public Schools prekindergarten and kindergarten assessment package. The electronic Progress Report includes a correlation to the Common Language Standards and indicators as well as the Maryland College and Career Readiness Standards. Decisions by teachers on these indicators are supported by the Teacher Observation of Learning (T.O.O.L.), Exemplars, and Guide to Student Evaluation. Data gathered on the KRA will be entered electronically into the online system by the end of October 2015 and can be used to assess T.O.O.L. items for the Progress Report. This assessment package continues to be supported by local staff and resources. All professional development sessions include information about and reflection on the use of these documents and the new KRA Common Language Standards.

- Observation using the Teacher Observation of Learning (T.O.O.L.) ongoing classroom assessment begins during the first days of school. This instrument, and the accompanying Prekindergarten and Kindergarten Progress Reports for parents, includes the Common Language Standards and indicators as well as the Maryland College and Career Readiness Standards. Teachers use the data collected on the class record of student performance to guide planning decisions related to differentiated activities for small groups and individuals. T.O.O.L. Exemplars have been prepared to define the T.O.O.L. items for prekindergarten and kindergarten. During the 2015-2016 school year, professional development sessions will continue to focus on observational and formative assessment and the use of the Standards.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) is conducted twice a year for every kindergarten student reading below grade level expectations as indicated by the Fountas and Pinnell Benchmark Assessment. The data is analyzed by the Early Childhood Education and School Readiness Office to determine professional development and program augmentation needs and by schools to inform differentiated instructional decisions. DIBELS Next data show that the number of kindergarten students at benchmark has increased from the spring of 2004 to the spring of 2015. Notable decreases have occurred in the data for intensive

recommendations. Throughout the implementation of DIBELS Next during the 2015-2016 school year, we will continue to guide teachers in the analysis and use of DIBELS Next data to promote effective instructional adjustments to ensure full readiness for all students.

- During the 2014-2015 school year, all kindergarten teachers administrated the Fountas and Pinnell Benchmark at the end of the school year. During the 2015-2016 school year, all kindergarten teachers will give the Benchmark Assessment in January and May. This data will be used to determine the effectives of early literacy instruction and plan for differentiate instruction based on identified student needs.

- During the 2013-2014 school year, Anne Arundel County Public Schools continued to make available the Opening the World of Learning (OWL) 2011 Screening and Progress Monitoring Assessment. This Screening and Progress Monitoring Assessment includes an early literacy tool that assesses alphabet knowledge, phonological awareness, and concepts about print as well as a mathematics tool that assesses counting, use of basic math operations, numeral recognition, and knowledge of geometry and measurement. The OWL 2011 Assessment System was used to screen children at the beginning of the year to determine entry level skills, to monitor progress at three points during the year and to determine end-of-the year benchmark status for any student that scored in the Emerging range. This process ensures that all students are regularly monitored so that instructional adjustments can be made to guarantee that every student is ready for kindergarten. Prekindergarten teachers have been trained to administer OWL 2011 Screening and Progress Monitoring Assessments.

- All kindergarten students were assessed for school readiness using the KRA during the Fall of 2014. The student performance was documented using an iPad and the technology platform provided by MSDE. Data collected was used by teachers and administrators to inform instructional decision making and support school improvement planning. This planning session occurred during the instructional day at collaborative planning sessions with the school tem and the early childhood resource staff.

- All kindergarten students will be assessed for school readiness using the KRA during the Fall of 2015. The student performance is documented using an iPad and the technology platform provided by MSDE. Data collected will be used by teachers and administrators to inform instructional decision making and support school improvement planning. These planning session will occur during the instructional day at collaborative planning sessions with the school tem and the early childhood resource staff. Additional planning sessions that focus of planning differentiated instruction for identified student groups will occur after school hours and will be funded by Ready For Kindergarten grant funds.

Delivering strategic and intensive intervention:

- Prekindergarten and kindergarten classroom teachers and teaching assistants focus on differentiated instruction and coaching with individual and small groups of students who have specific strengths and needs in the curriculum areas. These strategic interventions are frequently developed during planning meetings between classroom teachers, Early Childhood Resource Teachers, and school based resource staff using

documents provided by the Office of Early Childhood Education and School Readiness. This type of strategic planning will continue during 2015-2016 during planning meetings.

- ▪ Kindergarten students who continue to experience difficulty with reading skills and score in the "Intensive" range on DIBELS Next, below grade level according to Fountas and Pinnell, or emerging readiness on the KRA may be identified for small group instruction using Tier 2 interventions. KRA data for 2014-2015 show that Special Education scores continue to lag behind those of other student groups especially in the area of early mathematic skills. Special Education, prekindergarten and kindergarten teachers will continue to work together to plan an instructional program that will accelerate the learning of students with special education identification. Other strategies will include continued professional development supported by KRA funds, data analysis and placement of students in their least restrictive environment.

B. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating readiness".

Preschool Special Education:
An active partnership between the Early Childhood Education and School Readiness and Special Education Offices supports three and four year olds prior to the kindergarten year. Implementation of the Prekindergarten/ECI Swinging Door model continues to be an active initiative and priority shared in partnership between these offices. This partnership continues to focus on ensuring the educational success as well as equal access to educational opportunities for all students. The Prekindergarten/ECI Integration Project locates prekindergarten and special education programs in adjacent classrooms that use the same materials and similar teaching strategies. Sixteen sites participated in the model during the 2014 – 2015 school year. The ultimate goal is for all ECI classes to have a prekindergarten partner. During the 2014-2015 school year, visits were conducted to selected sites throughout Anne Arundel County. In an effort to provide direction to school teams and consistency of service delivery to students, guidelines and protocol for this implementation of model were provided to schools. The guidelines provide recommended structures and opportunities for appropriate model implementation. In addition, Anne Arundel County Public Schools requires that all 4 year old students that attend afternoon ECI programs with co-located Prekindergarten classroom have the amount of time spent in the general education classroom reflected on the IEP. On-going evaluation of the Prekindergarten/ECI Integration model by administrators, staff and parents has been enthusiastic and positive. The majority of ECI students moving into general education kindergarten from the Prekindergarten/ECI Integration Project have experienced a successful transition and kindergarten year. The 2015–2016 KRA data will continue to be used to further evaluate the success of this model. Additionally during the 2015-2016 school year, Early Childhood Education and School Readiness staff will continue to work with Community Based Special Educators to improve school readiness for preschool special education students.

Special Education and Early Childhood has partnered to raise the awareness of key stakeholders within AACPS of the ever growing population of young learners who exhibit extreme behaviors. A small group of central and school based staff will meet in October to develop recommendations to the BOE to assist in addressing this potential crisis.

Head Start
Head Start data on 2014-2015 KRA data showed that 28% of Head Start children entering kindergarten were ready to learn. This data for Head Start prior care students was shared by the school system with Head Start staff. The partnership between Anne Arundel County Public Schools and Head Start continued to focus on increasing school readiness for children entering kindergarten from Head Start. A Memorandum of Understanding (MOU) between Head Start and Anne Arundel County Public Schools continues through September 2016. Discussions and actions between Head Start and Anne Arundel County Public Schools are based on a jointly created Action Plan. This plan is monitored, revised and augmented on a regular basis. Activities to support each agency's missions and programs are planned and executed. The on-going discussion and planning between Head Start and Anne Arundel County Public Schools focuses on actively pursuing program integration and partnering with the Judy Centers at Hilltop and Belle Grove Elementary Schools. Both agencies are dedicated to improving school readiness for Head Start students and to continuing this productive relationship during the 2015-2016 school year.

Anne Arundel County Leadership: Early Childhood Advisory Council
The Early Childhood Office has partnered with Head Start, Infants and Toddlers, Arundel Child Care Connection, Anne Arundel Community College, Child Care, Social Services, Anne Arundel County Library, Health Department and other community members to establish Anne Arundel County's Early Childhood Advisory Council. This collaborative partnership is working together to ensure school readiness for all children. The council has also targeted the catchment zone of Georgetown East Elementary School to receive additional support based on MMSR and KRA scores, the availability of licensed child-care providers, and identified levels of poverty. The Early Childhood Advisory Council offers parenting events for families in both English and Spanish, offers parenting tip publications and provides first time parents a literacy bag in partnership with Anne Arundel Medical Center.

Judy Center Sites
Judith P. Hoyer Early Child Care and Family Education Centers, Judy Centers, are located at Hilltop Elementary School and Belle Grove Elementary.   The Hilltop Judy Center provide a central location for early childhood education and support services for children birth through Kindergarten and their families who reside in the Hilltop school district. This Judy Center is funded through the Judith P. Hoyer Early Child Care and Family Education grant. The Judy Center at Belle Grove Elementary opened in the Summer of 2015 and is funded through the Federal Prekindergarten Expansion grant. The Belle Grove Judy Center provide a central location for early childhood education and support services for children birth through Prekindergarten and their families who reside in the Belle Grove school district. Both Judy Centers promote school readiness through collaboration with community-based partners. This integrated approach promotes program and service delivery that is conveniently located in or

near the schools' catchment zones, ensuring that young children and their families are given opportunities to start their formal education on a level playing field with their peers.

Preschool For All Expansion Sites
Anne Arundel County Public Schools partners with three community-based preschools that were awarded MSDE grants to implement a program that expands access to low-cost, high quality preschool education to eligible families. The purpose is to provide a preschool education that meets Maryland standards. Wee Lad and Lassie Early Learning Center in Arnold, **Edinboro Early School** in **Severna Park,** and the Anne Arundel Community College Child Development Center in Arnold have received an MSDE grant that allows these centers to offer a tuition discount for families that meet certain income eligibility criteria as space allows. Eligible families are referred to these schools for more information.

Based on the examination of the 2014-2015 Public Prekindergarten Enrollment Data (Table 9.3)

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

Prekindergarten Enrollment Data:
- Anne Arundel County verifies the accuracy of the 2015-2016 Prekindergarten Enrollment data in Table 8.3
- During the 2014-2015 school year, nineteen hundred ninety three (1,993) prekindergarten seats were available in twelve full day and thirty-two half day sites. This number of seats meets those required by COMAR 13A.06.02.04. Funding is state and local for half day sites and supplemented by Title I for full day sites. Active recruitment exists to identify children from "economically disadvantaged" homes or those with other risk factors.
- Income eligible children represented 90% of prekindergarten population in 2015-2016. This is an increase from the 2013-2014 school year.
- Four additional half-day prekindergarten programs were added in the 2015-2016 school year. This brings the number of prekindergarten seats to two thousand one hundred fifty-three (2,153).

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

Policies and practices put in place to ensure the enrollment of all eligible children
- The requirements of COMAR 13A.06.02.04 and supporting guidelines and procedures is given to all principals and school enrollment secretaries. School staff members are encouraged to contact the AACPS Early Childhood Education and School Readiness Office with any questions relating to the prekindergarten application process and applicant selection.
- Income eligibility is verified by documentation by a 1040 tax return, a supplemental nutrition assistance program or temporary cash assistance award letter from Social Services submitted by parents during the application process. Throughout the 2014-2015

school year, all income eligible and homeless applicants were offered admission to prekindergarten.

- English language learners, children with special education identification or other significant risk factors were offered prekindergarten placement after all income eligible children had been placed or had declined a prekindergarten placement.
- Children who are not income eligible, not English language learners, and who did not have other significant risk factors are placed on a waiting list and will be offered remaining seats after September 17, 2015.
- Schools were asked to leave some prekindergarten seats unfilled to ensure that space would be available for any income eligible applicants who applied later in the year. If applicants applied at a school where prekindergarten had reached maximum capacity, they were referred to a nearby school that did have openings.
- The Early Childhood Education and School Readiness portion of the AACPS website includes a listing of prekindergarten sites and information about the application process. This information is continually updated.
- Information about prekindergarten application is publicized on the Anne Arundel County Public Schools website, in school newsletters, and through local news organizations and community groups.

3. **Describe any actions the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion.**

Anne Arundel County Public Schools has partnered with three other early learning programs, Wee Lad and Lassie Early Learning Center, **Edinboro Early School,** and the Anne Arundel Community College Child Development Center, to provide learning experiences to help children develop and maintain the basic skills necessary to be successful in school. These prekindergarten expansion sites provide a pre-kindergarten program for economically disadvantaged and students that reach age four by September 1 in accordance with COMAR requirements. Children in these programs learn to interact with people, places, and things in appropriate ways, use a variety of modes to express experiences and thoughts and interpret messages, develop confidence in oneself, and acquire positive, effective social habits.

4. **Describe how students enrolled in Early Learning grades are included in, or provided access to, intervention/enrichment programs. Universal Design for Learning principles are used in the administration of the new Ready for Kindergarten assessment. Describe how these principles will also be used in curriculum and instruction development/implementation to eliminate barriers to learning for all students.**

Anne Arundel County Public Schools is dedicated to early learning with a focus on developing our youngest learners as they initiate their educational journey. During the 2014-2015 school year, AACPS re-designed the kindergarten experience with a new curriculum. This new e-curriculum inspires curricular investigation through inquiry-oriented exploration questions. Utilizing the context of science and social studies, instructional concepts are threaded throughout

the day. While the focus is on literacy, student engagement, excitement, and ownership in learning are also integral parts. Explicit UDL options in the curriculum were designed so that acceleration for all students is possible in classrooms environments that are planned to encourage curiosity, problem solving, and discourse.

The new Kindergarten curriculum is purposeful, rooted in discovery, and connected, so that children become readers, innovators, risk-takers and team players. In fact, the new curriculum platform was designed with that in mind. It also recognizes all aspects of a child's growth and development— intellectual, social, emotional, physical and creative. Unique elements to the curriculum include:

- Explicit Literacy Learning Blocks
- Transdisciplinary Learning in Science and Social Studies
- Promotion of health and wellness
- Social Skill Development/Socialization Opportunities through Structured Play
- Introduction to Computer Science

With an integrated learning platform that emphasizes literacy and authentic learning, results will be evident in Anne Arundel County Public Schools. This includes eliminating the achievement and advanced learning gaps as the tool includes the what, the how and the resources of CCRS through a disciplinary literacy learning approach. Attention is given to underperforming populations, the implementation of UDL Guidelines/Differentiated Instruction, transdisciplinary engagement of all standards, and a whole child experience with relevant applications (STEM).

Table 9.1a: Percentage of All Kindergarten Students at Readiness Stages, Composite			
	% Demonstrating Readiness	% Approaching Readiness	% Emerging Readiness
2014-2015	43	39	18

Table 9.1b: Percentage of All Kindergarten Students at Readiness Stages, Domains								
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness			
	LL	MA	SF	PD	LL	MA	SF	PD
2014-2015	49	33	45	51	51	67	55	49

Table 9.2: Percentage of Kindergarten Students with Previous Public Prekindergarten Experience at Readiness Stages								
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness			
	LL	MA	SF	PD	LL	MA	SF	PD
2014-2015	42	26	40	45	58	74	60	55

Gifted and Talented Programs

Template for Developing a System Strategic Plan Aligned with COMAR 13A.04.07

Goal 1. Student Identification
Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*13A.04.07 §.02 (A)*].

Reference COMAR 13A.04.07.02	Local School System Objectives/Strategies Aligned with the components of COMAR	Timelines	Methods for Measuring Progress	Assessment of Progress
	• AACPS conducts NNAT2 testing of 6,000 grade 2 students	September 2014	Testing completed and parents notified of progress in November	Met
	• Assessment of 2nd grade achievement in Reading and Math	January - February 2015	Assessment completed and recorded	Met
	• MSDE –PTD REPI portfolios completed	February 2015	REPI results posted in Chancery	Met
	• Performance Series Assessment completed • Parents notified of assessment results	May 2015	Parents and students notified of results via letters	Met

		June 2015	delivered to schools, June 2015	
Master Plan objectives and strategies support a student identification process that: 1. Is a systemic process for identifying students as defined in Annotated Code §8-201 (§02.A).	• Implemented the AACPS G/T identification policy and regulation	May 2015	Identification completed	Met
2. Encompasses all students in the pool (§02.B).	• Established longitudinal student portfolios for each kindergarten, first and second grade student with work samples, artifacts and teacher observation notes as per MSDE PTD Early Years Learning Program • Administered Naglieri Nonverbal Ability Test (NNAT 2) district-wide, grade 2. Report test results and confer with parents • Compiled achievement data from multiple sources including but not limited to Performance Series Achievement tests; benchmark exams; MSA scores; pre- and post-assessments from advanced curricular programs • Examined data from demographic subsets • Ensured no single data point excludes a student from participation in advanced learner programs	Rollout: K: 2011-12 K-1: 2012-13 K-2: 2013-14 Annual Annual Annual Annual	Semi-annual monitoring of student identification data by student group Completion of testing Completion of data analysis Completion of examination	Met Met Met Met Met

			Completion of examination	
3. Uses multiple indicators of potential, aptitude, and achievement (§02.C).	• Included NNAT, achievement data from multiple sources including but not limited to Performance Series Achievement tests; benchmark exams; MSA scores; pre- and post-assessments from advanced curricular programs	Annual	Compilation of ALPs data report	Met
4. Identifies students for participation in programs and services (§02.B).	• Identified students for participation in ALPs Single Subject LA Trail – see attachment • Identified students for participation in ALPs Single Subject Math Trail – see attachment	Annual	Identification completed	Met
5. Is reviewed for its effectiveness (§02.E).	• Conducted school walkthrough visits to determine the level of ALPs program implementation	Annual Bi-annual	Observation and follow-up letter Hard copy report	Met Met

	• Reviewed program implementation with Regional Assistant Superintendents			
6. Provides ongoing professional development for school staff [§02.F (3)].	• Provided ALPs professional development training sessions for 12,192 AACPS teacher participants • Conducted more than 1500 co-planning and modeling sessions • ALPs instructional coaches provided in-depth support to more than 10 elementary schools	September 2014 - June 2015	Participant feedback	Met
7. Documents evidence of advanced learning behaviors, PreK-2 [§02.F (1)].	• Continued the MSDE PTD rollout in grade 1 district wide	September 2014 - June 2015	Portfolio reviews	Met
8. Includes a process for appeals [§02.F (2)].	• Drafted and Proposed the process for appeals of gifted and talented placement decisions	April 2014	Procedure reviewed and will be implemented SY 2015-16	Partially Met
9. Is clearly stated in writing and made public [§02.F (2)].	• Posted the G/T Identification policy and regulation on the AACPS website following its adoption on May 15, 2013	May 2013	Posted on AACPS/ALPs website	Met
10. Is consistently implemented systemwide [§02.F (2)].	• Implementation of ALPs program to all 77 elementary schools completed in 2014-15	May-June 2015	School-wide walkthroughs	Met

Goal 2. Programs and Services

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

Reference COMAR 13A.04.07.02	Local School System Objectives/Strategies Aligned with the components of COMAR	Timelines	Methods for Measuring Progress	Assessment of Progress
	• Students identified as G/T in math participate in 1 hour per day advanced math (M^3)	September 2014-June 2015	Observational school visits September 2014 through June 2015	Met
	• Students identified as G/T in language arts participate in 1 hour per day advanced Language Arts units (William & Mary Literature units)	September 2014-June 2015	Observational school visits September 2014 through June 2015	Met
Master Plan objectives and strategies support programs and services that: 1. Accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning (§03. A.).	• Developed curriculum in grades K-2 through differentiation of content, process, product and environment. • Implemented M^2 program in all 78 elementary schools • Provided advanced exploratory instruction for all students, grades 3-5, during a minimum of 20 percent of instructional time	Rollout: K: 2011-12 K-1: 2012-13 Grade 2: 2013-14 Grades 3-5 2011-12:26 2012-13:58 2013-14:78	Collect and analyze performance growth data from sample schools representative of diverse populations; administer online Performance Series achievement tests at	Met

	• Delivered William & Mary Literature units and M^3 programs to identified students in grades 3-5 • Implemented 1500 professional development follow-up co-planning or modeling sessions	2014-15: ongoing throughout all elementary schools	midyear and end of school year • Clear articulation and discussion involving AACPS Strategic Indicator 4: Upon graduation, "80% of all diploma-bound high school seniors in each student group **will have completed at least one AP/IB or Honors course**." • Monitor student participation in advanced-level high school courses: Honors, AP, and IB	• Supported facilitator stipends and MOI for **six** AVID clubs. • Overall, 79% of AACPS high school students were enrolled in at least one Honors, AP, or IB course. ▪ African American = 68% ▪ Hispanic = 68% ▪ White = 80% • Encourage students to explore Advanced Placement course options. Criteria include, but are not restricted to: ▪ AP Potential ▪ Student interest ▪ Teacher recommendation ▪ Recruitment of student cohorts (academic peer pressure) ▪ Use of "AP Fairs" or similar school-based events that

				attract students with no previous AP experience
				• Recruitment of "kid magnet" teachers, especially for entry-level AP courses, e.g., AP Human Geography, AP Environmental Science
			• Monitor total AP Course enrollment	• Total AP Course enrollment has risen from 10,851 in 2006-07 to 15,719 in 2014-15: an increase of 45%.
				• The percentage of African American students enrolled in at least one AP course has grown from 13% in 2006-07 to 23% in 2014-15
			• Monitor AP exam participation	• The number of AP exams administered increased from 7,551 in 2006-07 to 14,518 in 2014-15. This

				represents an increase of 92%. • Issued 2,117 MSDE AP Exam Fee Waivers to 1,218 students in all AACPS high schools Chesapeake Science Point Public Charter School, and the Phoenix Academy. Waivers reduced the cost of each AP exam from $89 to $19, which was paid by AACPS Division of Advanced Studies and Programs. • Allocated $135,000 to support payment of AP exams for AVID students, families paying for 4 or more AP exams, and for students who did not qualify for AP exam fee waivers but faced financial hardships. Funding also covered the $19 per exam that was not covered by the MSDE fee waivers.

| 2. Are reviewed for effectiveness (§03. B). | • Utilized an AACPS school walkthrough continuum to analyze the level of ALPs implementation at each school | February through April 2014 | Schools received individual recommendations for professional development to foster continued growth | Met |
| | Creation and evaluation of AP Data Profiles | Semi-annual | • AP/College Prep Specialist compiles an AP Data Profile for each high school. Profiles include disaggregated student AP course participation and exam performance along with an overview of each AP teacher's participation in district-funded professional development opportunities. Data are shared and discussed with each high school principal and Regional Assistant Superintendent. | • Principals use the AP Data Profiles to make staffing and scheduling decisions, e.g., which AP courses should be offered, who should teach these courses, etc.
• Principals are instructed to consult their AP Data Profile when deciding which teachers to select for professional development opportunities that are offered and/or funding by the AP Office. |

3.	Provide a continuum services PreK-12 during the regular school day for identified gifted and talented students [§03.C (1)].	• Implemented M^2 in grade 2 in 78 elementary schools • Provided individual support to schools with advanced math students in K-2 • Implemented Stepping Stones and Beyond Words ALPs	January – May 2014-15	Observation of implementation of the program Regular communication with school staff	Met
4.	Support the social and emotional growth of gifted and talented students [§03.C (2)].	• Presented to school staff on the social and emotional needs of gifted math students	Fall 2014	Presentation Feedback	Met

Goal 3. Professional Development

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

Reference COMAR 13A.04.07.04	Local School System Objectives/Strategies	Timelines	Methods for Measuring Progress	Assessment of Progress
	• M^3 professional development sessions for gifted and talented ALPs Single-Subject classroom teachers	September 2014 – May 2015	Teacher feedback and session evaluation forms	Met
	• Grade 3 Single-Subject Math teachers participate in targeted professional development for newly identified gifted students	4 times per year	Teacher feedback on the evaluation forms	Partially met- ongoing
	• William & Mary professional development sessions	October 2014 – January 2015	Teacher	Partially met-ongoing
Master Plan objectives and strategies support these professional development competencies: 1. Foundations of gifted education, key issues and trends [13A.12.03.12 (i)].	• Sponsor a course		Course conducted	Not met

2. Cognitive and affective characteristics of gifted and talented students, including students with disabilities diverse backgrounds [13A.12.03.12 (ii)].			• Active recruitment of teachers to facilitate – and participate in – professional development sessions targeting the needs of diverse learners in advanced courses, e.g., students with 504/IEPs in AP and IB/MYP courses	• Disaggregate AP and IB/MYP exam data for student status, including ethnicity, FARMS, and Special Education
3. Processes and procedures for the identification of gifted and talented students, including the use of equitable approaches [13A.12.03.12 (iii)].	• Reviewed and analyzed the disaggregated data - see attachment		Data analysis completed	Met
4. Evidence-based instructional strategies for differentiating instruction for gifted and talented students [13A.12.03.12 (iv)].	• All trainings incorporate strategies to expose teachers to multiple strategies in multiple contexts • 55 administrators and teachers attended the NAGC conference in 2014	September 2014 – June 2015 Fall 2014	Continued revision and modification of ALPs professional development sessions Teacher reflection Presentations	Met

			Active recruitment of teachers to facilitate – and participate in – professional development sessions targeting the needs of diverse learners in advanced courses, e.g., students with 504/IEPs in AP and IB/MYP courses	Disaggregate AP and IB/MYP exam data for student status, including ethnicity, FARMS, and Special Education
5. Theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students [13A.12.03.12 (v)].				
6. Learning environments that foster the social and emotional well-being of gifted and talented students [13A.12.03.12 (vi)].				
7. Certification as Gifted and Talented Education Specialist (13A.12.03.12).				

2014- 2015 Gifted and Talented Enrollment

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

Beginning with the grade level in which the system's identification process is initiated, report the number of students identified for programs and services at each grade level. Observe the FERPA rules for reporting student data in small cells; however, include those students in the totals for "All GT Students."

NOTE: All students K-1 participated in MSDE Primary Talent Development. AACPS has no gifted identification criteria for grades 6-12. All high school students are encouraged to enroll in Honors, AP, and/or IB/MYP courses.

SY 2014-15 was the first year of instruction for students identified as "Gifted and Talented" using our district's identification criteria. Previous years' data reflected all students who were in our Advanced Learner Programs (ALPs) Single-Subject Trails. However, these students were not Gifted and Talented based on our current criteria.

	K	1	2	3	4	5	6	7	8	8	10	11	12
All GT Students	n/a	n/a	n/a	475	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaskan Native	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	14	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or other Pacific Islander	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	381	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	34	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Limited English Proficient (LEP)	n/a	n/a	n/a	13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals FARMS	n/a	n/a	n/a	46	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- The Advanced Co-Curricular Programs Office offers challenging opportunities for talented and/or advanced learners and their families in three main areas:
  1. Adjunct Programs
  2. Academic Competitions
  3. Advanced Clubs and Activities
- Facilitated 24 Game competitions at the elementary and middle school levels.
- Facilitated various other academic competitions and programs; Added the Scripps National Spelling Bee to the co-curricular options for middle school
- Continued SEAPerch programs to additional middle and high schools; offered National championship opportunities in Dartmouth, Mass. for regional champions and their teachers sponsors
- Continued the registration fee costs of the FIRST Robotics competition for Chesapeake and South River Highs
- ASP Division has purchased additional Rosetta Stone licenses for schools to invite learners to learn a new language, teach employee a new language, build skills in a language students are learning or are studying, or invite the community to learn a new language with their students
- Purchased additional memberships for Destination ImagiNation, including the Rising Stars level and allowed schools to get them at considerable reduced fee; continued to pay for first and second year managers' training and competition fees.
- Purchased additional Continental Math League Competitions for elementary schools.
- Provided MOI funds to AVID clubs as well as the stipends for the clubs
- Provided MOI funds to for PVA, ALPS, Science, W & CL and several county schools in order to meet the needs of advanced learners.
- Purchased NASA Best Club, MESA, and SEAPerch Club supplies to support schools' STEM clubs.
- Awarded scholarship funds for FARMS students for EXPLORE programs, MD Hall, Annapolis SEAPerch Harbor Tour and other enrichment activities.
- Provided transportation costs for champion students/teachers from George Fox MS for the National History Bee
- Assisted Various Schools with Bus/Transportation costs as requested for student needs
- Provided funds for ALPs On-line book club and lending library novels
- Provided Scholarships for Elementary EXPLORE students
- Provided Scholarships for MD Hall K-12 students of need, along with supplies

Special Education

The BTE Act requires that each Master Plan "shall include goals, objectives, and strategies" for students with disabilities. Both federal and State legislation require that states have accountability systems that align with academic content standards for **all** students. In addition, the federal special education legislation commonly known as Individuals with Disabilities Education Act (IDEA) also requires that a child's needs resulting from a disability be addressed "so that they may be involved in and progress in the general curriculum." Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system's annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup is making progress towards meeting academic targets at the system and individual school level. Changes to strategies, and or specific areas of progress, and rationale for selecting strategies, and/or evidence-based practices that have improved performance should be discussed in the five year comprehensive master plan.

AS YOU COMPLETE THE 2015 FIVE YEAR COMPREHENSIVE MASTER PLAN, YOU MUST CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES <u>WITHIN</u> YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS <u>NOT</u> TO BE COMPLETED AS A STAND-ALONE SECTION.

- *Access to the General Education Curriculum*. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- *Collaboration with General Educators.* How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- *Strategies used to address the Achievement Gap*. When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?
  Professional Development and Highly Qualified Staff
- How is the local education agency ensuring the participation of special education teachers and leadership in Maryland's College and Career Ready Standards, and other content-related professional development to promote student achievement?
- How is the local education agency ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Special Education
Anne Arundel County Public Schools maintains its commitment to serving students with disabilities in the Least Restrictive Environment as indicated by the following trend data:

Least Restrictive Environment
Data **includes** Alternate Curriculum Classes, Autism & ED Regional Programs w/ LRE A, B, C **returned to home schools**.

	LRE A: % of diploma bound students receiving 80% or more of instruction in general classroom	MSDE standard for % of diploma bound students receiving 80% or more of instruction in general classroom	LRE B: % of diploma bound students receiving 40%-79% of instruction in general classroom	LRE C: % of diploma bound students receiving Less than 40% of instruction in general classroom
2011 2012	78.69%	80%	11.01%	10.30%
2012 2013	80.95%	80%	9.49%	9.56%
2013 2014	82.59%	80%	8.01%	9.40%
2014 2015	82.37%	80%	7.66%	9.97%

Efforts to ensure that students with disabilities receive the best possible instruction within the least restrictive environment includes:
- Continuous professional development of both special and general educators in: differentiated instruction; specialized instructional strategies; Common Core Standards; the effective use of formative assessments and early literacy instruction.
- Intensive coaching for teachers who are struggling to deliver the most effective specialized instruction. This includes weekly instructional coaching by the twelve Special Education Resource Teachers who are aligned by feeders as well as multiple small group professional development workshops offered throughout the county and within schools.
- The realignment of our instructional support staff which offers each of the six regions the following direct support to teachers, families, students and administrators:
  2 Special Education Resource Teachers
  1 Behavior Specialist

1 Program Specialist
1 Special Education Support Technician
Additional supports include services from Literacy Specialists; Instructional Support Specialists; Transition Facilitators; Social Skills Specialists and Assistive Technology Specialists.

The most recent data available from MSDE shows that AACPS serves 73% of its students with disabilities in the least restrictive environment which exceeds the state average and target by 5%.

FFY 2013 (SFY 2014) Part B Indicators						
SPP/APR Indicators Results Indicator Compliance Indicator		**Previous Results**			**FFY 2013**	
		FFY 2011	**FFY 2012**	**Local Results**	**State Target**	**State Average**
5A	**Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)**	70.44%	71.71%	73.11%	**≥68.40%**	68.40%

Unfortunately, based on the most recent Maryland State Assessment data (2014), our students with disabilities continue to show a significant gap in their performance in relation to that of their non-disabled peers in the content areas of Math and Reading:

FFY 2013 (SFY 2014) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator				**Previous Results**		**FFY 2013**		
				FFY 2011	**FFY 2012**	**Local Results**	**State Target**	**State Average**
3C	**State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards**	3	Mathematics	70.52%	63.03%	57.71%	**67.40%**	
			Reading	74.65%		65.92%	**72.80%**	
		4	Mathematics	77.98%		60.19%	**67.40%**	
			Reading	76.53%		69.49%	**72.80%**	
		5	Mathematics	69.27%	61.99%	51.41%	**67.40%**	
			Reading	76.91%	75.00%	74.38%	**72.80%**	
		6	Mathematics	58.48%	39.26%	35.15%	**67.40%**	
			Reading	61.62%	55.84%	54.57%	**72.80%**	
		7	Mathematics	58.14%	48.19%	23.30%	**67.40%**	
			Reading	54.45%	61.12%	46.07%	**72.80%**	

8	Mathematics	43.38%	26.00%	23.90%	**67.40%**	
	Reading	55.94%	49.42%	38.59%	**72.80%**	
HS	Mathematics	53.89%	57.81%	55.12%	**67.40%**	
	Reading	59.02%	60.30%	50.37%	**72.80%**	

On-going coaching and professional development is offered to equip our general and special educators with the most current proven instructional strategies, interventions and tools. In addition to the following list of county-wide professional development offerings, schools are offered specific staff development opportunities based on their own needs assessments.

Wilson Reading System
Differentiating and Specializing Instruction
Check and Change: Making It Work!
Differentiating and Specializing Instruction
Differentiating Instruction Through R.A.N Charts
Pre-Teaching and Re-Teaching Strategies in Math
Fundations Overview Training
Pre-Teaching and Re-Teaching Strategies in Math
Coaching Towards Guided Reading Mastery
Providing Services in a Self-Contained Setting
Kurzweil - Reading and Comprehension Tools
Kurzweil - Writing
Elementary Special Educator PD - Fall (not in ERO)
Wilson Fundations (first of 3 days)
Kurzweil - Scanning and Editing
Kurzweil - Higher Level Implementation
ACC and Autism PD
Make & Take Workshops
Nutrition and Its Effect on Learning
Teaching with Poverty in Mind
Having Difficult Conversations with family members
The Impact of Assistive Technology on Student Performance
Supporting the K/1 Curriculum
Student Self-Assessment
Growing Teachers to Grow Students

Over the past four years, Special Educators have served as Learning Strategy Specialists in the development of core curriculum in the following courses and content areas:

Kindergarten
First Grade
English 9; 10; 11 & 12
Math 6; 7

STEM 8
Algebra I
Biology
Science 6; 7; 8
Social Studies 6; 7; 8
World and Classical Languages

As Learning Strategy Specialists we have worked to incorporate differentiated instruction, formative assessment practices and effective re-teaching strategies directly into our curriculum documents. The Special Education Department continuously partners with the curriculum writers to support the writing of the curriculum as well as the fidelity of its implementation.

Our middle school schedule and staffing patterns fully support collaborative planning among grade level and content experts along with special educators. Our high school staffing does the same, but in rare occasions, depending on the size of the school, a special educator may be delivering services in multiple courses and may not be available for collaborative planning 100% of the time. In many of our elementary schools special educators service students across multiple grade levels and are therefore not available for collaborative planning with their general education counterparts. The desire to stimulate an increase of the teacher collaboration across content areas and grade levels that includes special education teachers has prompted us to make funds available to schools that support teachers in planning around the use of the Differentiated Instruction Blackboard. Each year we dedicate approximately $ 150,000 of general funds and additional grant funds to this effort.

In order to thoroughly study and educate others regarding the actual gap in student performance between students with disabilities and their non-disabled peers, the Department of Special Education will continue to provide the State of Special Education student performance graphs once PARCC data is released. A sample of what we have used to communicate these gaps in the past is shown below:

SAMPLE State of Special Education Student Performance Graphs
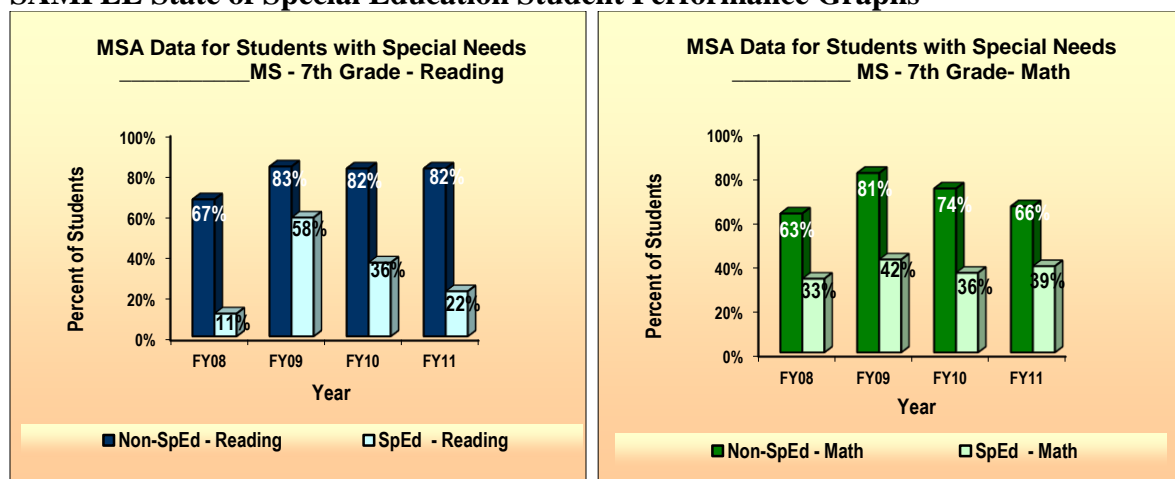
In addition to Eliminating the Achievement Gap, this system is focused on building the capacity of our pre-K, Kindergarten and First Grade teachers to deliver effective Guided Reading instruction. Students

with Disabilities show a 29% gap when compared with all students who were scored on the Kindergarten Readiness Assessment. Similar discrepancies were shown for students who have secondary challenges such as living in poverty or learning English as a second language.

The Department of Special Education has partnered with the Office of Elementary Language Arts and the Early Childhood Office to provide structured supports to ten elementary schools to build the capacity of Kindergarten and First grade teachers to deliver effective Guided Reading instruction and other literacy related strategies. This work will incorporate training in impactful coaching practices, miscue analysis, text level characteristics, and before, during and after reading strategies. Regular individualized school based support will be offered to pre-K, Kindergarten, First grade and special education teachers on an on-going basis. This work is funded by braiding monies from a one-time supplemental grant and general funds.

At the Middle school level, the Department of Special Education has partnered with the English Language Arts Office to pilot the Language!Live Reading Intervention designed by Sopras West. We have identified seven middle schools in which to pilot this tool and have established four control group schools in order to compare established intervention tools with this newer intervention. Following reviews of student performance data reflecting 15 months of use (approximately February 2016), the system will determine the appropriateness of expanding the use of Language!Live into other schools and / or grades. Early results show great promise for English Language Learners and student with special needs. Language!Live is funded through Special Education Department and English Language Arts Office general funds.

The Department of Special Education continues to emphasize its focus on increasing the use of Specialized Instruction (Pre and Re-teaching) based on student performance on daily formative assessments. Though we have seen significant growth in many instructional areas in our co-taught and self-contained classrooms, the growth in Specialized Instruction over the past seven years has only been 10% (from 16% to 26% - with a range of being observed when expected anywhere from 5% of the time to 51% of the time). Though we have seen a 37% increase in the delivery of formative assessments across the county's 124 schools, teachers are not necessarily adjusting their instruction based on the student's performance.

Because of this we are:
- Continuing the use of the Special Education Performance Process at the secondary level
- Implementing the Special Education Performance Process in a limited way at the elementary level
- Increasing instructional coaching in each of the twelve feeder systems
- Increasing the number of Make and Take workshops offered throughout the system
- Intensifying our study of Specialized Instructional strategies used in other jurisdictions where the gap is closing at a steady or rapid pace.

In all curricular areas, the on-going performance process review within the Department of Special Education assists content teachers and leaders in schools in celebrating successes, identifying areas of needed improvement and assisting in goal setting. The specific data and recommendations provided in collaboration with department staff help measure and guide growth. Many schools use the Instructional Coaching Tool or a variation of it to inform their work.

2015-2016 Resource Alignment:

- Continued efforts in building the capacity of teachers to plan collaboratively for effective instruction that incorporates differentiation and specialized instruction – $272,000.
- Modified Curriculum Writing and preparation for the NCSC assessment - $ 72,000.
- Wilson Reading support – $ 48,679
- Temporary Support Assistant support to students - $2,124,546
- Variety of PD supporting increasing the capacity of teachers - $ 360,852
- Technology to schools for student use - $ 489,434
- Project Search Job Coaching - $ 350,100

<u>**Education that is Multicultural (ETMA)**</u>

BACKGROUND

The *Local School System Compliance Status Report* provides the critical indicators for the assessment of Education That is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories reflect the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. The completion of the ETMA Protocol Form requires collaboration among the LSS ETMA Network contact person and appropriate LSS individuals. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

1. **What are your Local School System's major ETMA strengths?**

    a. Written mission or vision statement that includes a commitment to diversity, ETM.
    b. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the US, and the world.
    c. Written policy and procedure addressing bullying and harassment.
    d. Students, instructional staff, support staff, parents, community members are made to feel welcomed.
    e. Schools include activities and strategies to prevent bullying, harassment, racism, sexism.
    f. Use disaggregated data by race, gender . . . to assess inequities in course/class participation, student placement.
    g. Students with disabilities are afforded access to classes and programs in the LRE.
    h. Schools ensure that all students have access to instructional technology.
    i. Voluntary and mandatory ETM courses are offered.
    j. Communications for parents and community members are available in languages other than English . . . and in formats for persons with disabilities.
    k. Each school's Equity Liaison is equipped to deliver ETM professional development and quarterly 2-hr. early dismissal days are devoted to ETM
    l. All principals, assistant principals, equity liaisons are equipped to train teachers in utilizing growth mindset research & tools.
    m. An increasing number of book studies on ETM are offered throughout AACPS, including in schools and system-wide.
    n. A system-wide conference with six strands: School & Classroom Culture, Engaging & Leading ALL Students, GRIT & Growth Mindset, Engage, Motivate, and Empower ALL Students, & Leading an Equitable School was held on August 13th focused on ETM with Pedro Noguera as the keynote, AACC Diversity Officer, James Felton, and 27 AACPS schools presenting.
    o. Increased representation of diverse groups in advanced placement courses, gifted and talented programs.
    p. Reduced disparity in referral and suspension data.

    Anne Arundel County's 2014 ETMA goals included District-wide cultural professional development opportunities for all faculty and staff. All new staff members, including teachers, administrators, and support services received training. We are committed to continuing PD to support cultural

proficiency this year and in the future. Furthermore, new teachers received training for ETMA awareness to connect daily instruction with strategies to support all students. The third goal, was to provide professional development for our Equity Teams in each school, so that they were able to collaborate with the school's Equity Liaison and support the specific goals for that school's population and improvement plan. These goals have become institutionalized practices, part of our culture, designed to align the activities of all staff members with the goal of accelerating achievement for all students.

For the 2015/16 school year, The ETMA goals will continue to support the Strategic Plan. Specifically, we will continue to focus on early literacy with the goal of supporting reading and writing in Pre-K through grade 2. A Partnership with the local Head Start centers will allow teachers to receive the same professional development and to collaborate with our own teachers to align goals and specific strategies to prepare early learners. We are also working to continue to reduce referral and suspension and to reflect a more proportionate number. Continued participation by schools in PBIS, implementation of restorative discipline practices, and reviewing the data individual schools present on their own discipline as an area monitored through our Executive Oversight Committee (EOC) not only cause to maintain our focus, but open opportunities for providing further school centered mentoring and support. We are administering a survey for students, parents, and staff to respond to questions regarding instruction, safety, and climate in each school (MDS3) so that we may take appropriate timely steps in responding to the data for each school. Finally, we continue to work to connect with our diverse communities to establish rich partnerships designed to build the bridge between school and home and sharing the call of achievement for all. The realignment of our Office of Equity and Accelerated Student Achievement has increased communication with diverse stakeholders from the entire county, meeting with African American Clergy, the OCR Advisory (Office of Civil Rights), and the EOC Committee. In addition, the Office of ELL Family and Community Outreach is supporting our speakers of other languages, not only through translations and interpreters, but through increased programing to provide tools and supports for these families.

2. **What are your Local School System's major ETMA areas that need improvement?**

   a. Ensuring a closer alignment of ALL professional development to the MSDE Professional Development Competencies for Enhancing Teacher Efficacy.
   b. Ensure ETMA professional development provided by all schools includes the involvement of all staff in training that explores attitudes and beliefs about their own cultural identity.
   c. Continue to provide training to recognize and correct inequitable participation in school activities by students and staff from different backgrounds.
   d. Ensure the more efficient maintenance of a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.
   e. Continue to improve the inclusion of ETMA that is visible in all subject areas.
   f. Continue to provide outreach to ensure that there is equitable representation of diverse groups in advanced placement courses, gifted and talented programs.
   g. Continue to reduce achievement disparities
   h. Continue to develop increased representation of multiple cultural perspectives of history.

3. What are your three major Local School System ETMA goals for the next school year and strategies for meeting those goals?

   a. Restructure the equity office to provide an increased level of focused, school-based support and professional development.
   b. Increase and revise the cultural proficiency professional development provided for principals and assistant principals.
   c. Strengthen partnerships with other LEAs and Anne Arundel Community College to establish a network of support and outreach for our schools, parents, and communities.

School System: Anne Arundel County Public Schools
Name and Title of ETMA Contact: Anthony Alston, Executive Director, Office of Equity and Accelerated Student Achievement
Email: aralston@aacps.org
Telephone: 410-222-5354   Fax: 410-222-5637

Data Systems to Support Instruction

In alignment with Maryland's vision for reform to utilize an infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement, please respond to the following questions describing your current data systems (**State and local**) to support instruction.

1. What data systems are currently used to guide data driven decision making to support effective instruction?

   Anne Arundel County Public School uses several data systems to guide data driven decision making to support effective instruction:

   - Performance Matters Suite
     - *Assessment Data Management System* – data analytics that allows teachers to view all assessment, discipline, attendance, grades, schedule and demographic information on their students.
     - *Response to Intervention* – allows teachers to enroll, score and track students enrolled in interventions longitudinally
     - *Student Assessment Module* – allows teachers to enter formative and summative assessments that can then be analyzed using the Assessment Data Management System. County assessments are also given through this module.
     - *Formative Action System for Teacher Effectiveness* – rating information for all Unit 1 and 2 TPE title codes
     - *Early Warning System* – allows early tracking of students hitting early warning indicators: attendance issues, discipline referrals and grade failures.
     - *Unify* – online Student Assessment Module that allows students to experience PARCC like technology enhanced questions in local assessments.

   - Scantron Performance Series
     - This online, computer adaptive assessment is given 2-3 times a year to the following populations to identify reading and math levels and growth:
       - Elementary students in grades 2-5
       - Middle and High School Special Education students
       - Middle School students enrolled in interventions

   - Powerschool SMS
     - This student information system tracks all students in AACPS and is the source system for the following data:
       - Demographic information
       - Emergency Contact Information
       - REPI subjective assessment for students by classroom teachers
       - Fountas and Pinnell scores
       - Discipline and Attendance
       - Transcripts and Student Academic Planner
       - Grades and Schedules

2. How do you use data systems to inform instruction and make adjustments to instructional practices?

All of our data systems are used in inform instruction and make adjustments to instructional practices. Some examples are cited below:

- County-wide and school-based assessments are given in Performance Matters. Teachers then use the reporting tools in Performance Matters to analyze performance on the assessments and alter future instruction accordingly. One such report is the Item Analysis report. This report allows teachers to see item by item performance, with response selection, to assist in re-teaching concepts. In addition, it allows for analysis by standard so teachers can know what standards students need additional instruction on, and specifically which students need that instruction. Schools use this in collaborative planning every time an assessment is given in Performance Matters. This use by AACPS was recently published in the online journal eSchool News. (click to follow link to article)

Item Analysis - AACPS English 9 Q2 Assessment 14-15										

# of Questions: 19
# of Students: 5315
Mastery Level: 70%
Threshold Level: 50%

Test Difficulty:
Easy: 26.3% (5/19)   Average: 63.2% (12/19)   Challenging: 10.5% (2/19)

Q #	Type	Poss	✓	✗	Objective	Q #	Type	Poss	✓	✗	Objective
1A (D)	E/SR	1.0	73.5% (3904.0)	26.5% (1411.0)	CCSS.ELA-Literacy.L.9-10.4	6A (D)	A/SR	1.0	53.7% (2853.0)	46.3% (2462.0)	CCSS.ELA-Literacy.RI.9-10.2
1B (B)	A/SR	1.0	50.7% (2697.0)	49.3% (2618.0)	CCSS.ELA-Literacy.RI.9-10.1	6B	A/BCR	2.0	61.3% (6521.0)	38.7% (4109.0)	CCSS.ELA-Literacy.RI.9-10.1
2A (A)	A/SR	1.0	63.2% (3358.0)	36.8% (1957.0)	CCSS.ELA-Literacy.RI.9-10.8	7A (B)	C/SR	1.0	33.2% (1763.0)	66.8% (3552.0)	CCSS.ELA-Literacy.RI.9-10.5
2B (B)	A/SR	1.0	62.3% (3311.0)	37.7% (2004.0)	CCSS.ELA-Literacy.RI.9-10.1	7B (B)	C/SR	1.0	29.5% (1570.0)	70.5% (3745.0)	CCSS.ELA-Literacy.RI.9-10.5
3A (D)	A/SR	1.0	61.2% (3254.0)	38.8% (2061.0)	CCSS.ELA-Literacy.RI.9-10.3	8A (D)	E/SR	1.0	70.7% (3759.0)	29.3% (1556.0)	CCSS.ELA-Literacy.RI.9-10.2
3B (D)	A/SR	1.0	66.4% (3529.0)	33.6% (1786.0)	CCSS.ELA-Literacy.RI.9-10.1	8B (B)	E/SR	1.0	82.8% (4399.0)	17.2% (916.0)	CCSS.ELA-Literacy.RI.9-10.6
4A (B)	A/SR	1.0	46.5% (2470.0)	53.5% (2845.0)	CCSS.ELA-Literacy.L.9-10.4	9A	E/BCR	4.0	70.3% (14949.0)	29.7% (6311.0)	CCSS.ELA-Literacy.RI.9-10.8
4B (D)	A/SR	1.0	51.8% (2752.0)	48.2% (2562.0)	CCSS.ELA-Literacy.RI.9-10.1	9B	A/BCR	4.0	65.8% (13994.0)	34.2% (7266.0)	CCSS.ELA-Literacy.W.9-10.2
5A (A)	A/SR	1.0	42.6% (2262.0)	57.4% (3052.0)	CCSS.ELA-Literacy.RI.9-10.3	9C	E/BCR	3.0	79.1% (12607.0)	20.9% (3338.0)	CCSS.ELA-Literacy.L.9-10.1
5B	A/BCR	2.0	54.4% (5783.0)	45.6% (4847.0)	CCSS.ELA-Literacy.RI.9-10.1						

Total Points Earned: 95735.0   Total Points Possible: 154133.0   Score for AACPS English 9 Q2 Assessment 14-15: 62.1%

Totals			
ID	Earned	Count	%age
CCSS.ELA-Literacy.L.9-10.1	12607.0	15945.0	79.1%
CCSS.ELA-Literacy.L.9-10.4	6374.0	10630.0	60.0%
CCSS.ELA-Literacy.RI.9-10.1	24593.0	42519.0	57.8%
CCSS.ELA-Literacy.RI.9-10.2	6612.0	10630.0	62.2%
CCSS.ELA-Literacy.RI.9-10.3	5516.0	10629.0	51.9%
CCSS.ELA-Literacy.RI.9-10.5	3333.0	10630.0	31.4%
CCSS.ELA-Literacy.RI.9-10.6	4399.0	5315.0	82.8%
CCSS.ELA-Literacy.RI.9-10.8	18307.0	26575.0	68.9%
CCSS.ELA-Literacy.W.9-10.2	13994.0	21260.0	65.8%

- After a county assessment is given in Performance Matters, Curriculum and Instruction Coordinators and Resource Teachers use the Item Analysis report to adjust upcoming professional development, instructional strategies and future assessments. This report provides detailed item and standard performance and analysis for instructional purposes.

- The results from ratings done using the Formative Action System for Teacher Effectiveness are compiled are given to each principal, and the directors in the Office of School Performance. These results are then used to tailor teacher professional development around the 6 strands of Professional Practices.

- Performance Series provides teachers with the following information that is used to adjust instruction for students:
  - Grade Level Equivalent in reading and math for each student
  - Normed Scaled score for each student on the test – placing the student in a category based on their grade level: Below Average, Low Average, High Average, Above Average
  - National Percentile Ranking for each student in reading and math
  - Suggested outcomes for each student based on individual student results
  - Levels of performance in each strand of the assessment: fiction, non-fiction, algebra, measurement, etc.
  - Growth of a student longitudinally in reading and math to identify student progress over a year/years.

- Powerschool SMS is used to record REPI and Fountas and Pinnell scores for all students in grades K-2 (approx. 19000 students). This data tracks, among other things, reading levels for primary students. This information is used instructionally to group students for reading purposes and provides information required for possible interventions if needed.

3. How well is it being implemented? Who is using it?
   - Performance Series has been used in AACPS for about 10 years. The population for this assessment continues to grow and refine to get the best use out of the data from the system. Currently it is used with about 10,000 students in grades 2-12.

   - Performance Matters is being used to give and analyze assessments in every school at every level.
     - Elementary students in grades 1-5 are taking a minimum 8 assessments in PM this year.
     - Middle school students in grades 6-8 are taking a minimum of 12 assessments in PM this year.
     - High school students in grades 9-11 are taking a minimum of 8 assessments in PM this year.
     All teachers will then use the reporting functions of PM to analyze their students' success on the assessments.

   - Every principal uses the Formative Action System for Teacher Effectiveness to give teacher ratings for all classroom teachers. In addition, all principals are also rated in this system, totally approximately 5300 employees.

   - Every employee in AACPS has access to Powerschool SMS in order to research information on students in assist with improving instruction. Every classroom teacher is required to use it for attendance and grades, and it is also the source system for all discipline referrals.

Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

No Child Left Behind Indicator 3.1: The percentage of classes being taught by "highly qualified" teachers, in the aggregate and in "high-poverty" schools.

No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system's Highly Qualified Teacher Improvement Plan.[1] In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

Table 6.1   Criterion not met – 93.5% of classes are taught by Highly Qualified Teachers

1. Describe where challenges are evident.

A teacher is not highly qualified (NHQ) if the individual reported is 1) on a conditional certificate, 2) a long-term substitute standing in for the teacher of record, or 3) teaching "out of field" for any class reported. Two of these instances we can control. To continue to improve beyond overall 6.5% NHQ, each school should limit, whenever possible, the instances where a teacher may be reported as NHQ. For the fourth straight year, the largest proportion of NHQ classes were for teachers assigned "out of field". We also have 12.4% of staff teaching core academic subjects who were hired on a conditional certificate. These two populations made up approximately 80% of the NHQ classes reported. The number of core academic subjects reported as NHQ can be reduced by endeavoring to hire professionally certificated employees who can be designated as highly qualified. The remainder of the NHQ classes reported were taught by long-term substitutes (LTS) or staff serving our Home and Hospital student population most of

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[1] Section 2141(a) of the Elementary and Secondary Education Act.

whom we are not obligated to track certification and an HQ designation. Below is a graph that compares the reasons for NHQ classes for the past four years.

Reasons for NHQ Classes	# of NHQ classes 2011-2012	# of NHQ classes 2012-2013	# of NHQ classes 2013-2014	# of NHQ classes 2014-2015	Percentage of NHQ Classes 2011-2012	Percentage of NHQ Classes 2012-2013	Percentage of NHQ Classes 2013-2014	Percentage of NHQ Classes 2014-2015
Teacher is "out of field"	492	670	682	712	62.9%	66.9%	65.2%	66.9%
Conditional Certificate	111	148	164	132	14.2%	14.8%	15.7%	12.4%
Long-term Substitute / Home & Hospital	179	184	200	220	22.9%	18.4%	19.1%	20.7%
Total	**782**	**1,002**	**1,046**	**1,064**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

2. *Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing HQT in CAS.*

Hiring teachers and scheduling them appropriately requires a coordinated effort between the Office of Student Data, Principals, the Office of School Performance, Budget, Technology, and Human Resources.

Each year in March, Principals are provided with a listing of their staff certification and endorsements including whether a staff member is eligible to be designated as Highly Qualified as the next year school schedules are being set, but before the summer hiring begins. In addition, schools are provided with the current state of their employee demographics.   In June, they receive the results of the last submission of the Class Level Membership report detailing which classes were reported with as HQ or NHQ by teacher so that they can work with staff and the Certification Office to understand what is needed to attain appropriate endorsements in the future.

Schools do a great job at balancing school schedules with staff data to try and ensure that core academic subjects are covered by a highly qualified teacher. As schools begin to receive staffing allocations from the Office of School Performance, Principals work with HR to hire the best and most qualified employee for their scheduling and student needs. It is recognized that there will be some classes for which the teacher may be assigned "out of field". In particular, for years now, due to the idiosyncrasies of the Class Level Membership reporting requirements, Special Education classrooms taught by Special

Education endorsed teachers were counted as NHQ if that Special Education Teacher did not hold the appropriate ''core academic subject'' content designation (elementary, kindergarten, math, science, English, etc). This drives our NHQ numbers up by default.

Table 6.2   Criterion not met – 98.4% of classes at Title I schools were designated as Highly Qualified

1. Describe where challenges are evident.

AACPS makes every effort to place only Highly Qualified teachers at all Title I schools.   AACPS uses the data received back from MSDE as part of the Class Level Membership (CLM) report to determine if all classes reported were taught by highly qualified teachers.

At the time of this year's data analysis, 98.4% of classes were taught by teachers who were designated as highly qualified for the class and grade reported.   The variance from the 100% standard is due to our need to report long-term substitutes teaching as of the date of the data pull. Long-term substitutes are typically not eligible to be designated as highly qualified.

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

AACPS makes every attempt to only place highly qualified teachers at Title I schools but staffing issues, enrollment changes, and personal illness sometimes create last minute schedule revisions for teachers, or, require the placement of a long-term substitute to cover classes. When enrollment changes the school schedule after the start of the instructional year, it is possible that a teacher may be scheduled to teach a class for which they may not be highly-qualified. Although we work collaboratively to avoid this happening, in some cases, the situation is discovered when hiring is finalized and reports are generated mid-year for our annual Title I audit.

If a teacher is deemed to not be highly qualified, HR works with the Title I office, the employee, and the school to follow the proper protocols about parental notifications and a shift in schedule is made at the most convenient time. It is important to note, that AACPS remains committed to ensure all Title I students have access to a highly qualified teacher.

Table 6.3   Criterion met   - 6.5% of classes are taught by not Highly Qualified Teachers

Table 6.4   Criterion met overall – 98.1% of HQT classes at high poverty schools > 94.5% of HQT classes at low poverty schools

Criterion met at Elementary – 99.5% of HQT classes at high poverty schools > 96.3% of HQT classes at low poverty schools

Criterion not met at Secondary - 84.1% of HQT classes at high poverty schools is not greater than 91.9% of HQT classes at low poverty schools

1. Describe where challenges are evident.

This year's results are skewed by our ratio of high poverty to low poverty schools at the secondary level. Quite simply, we have 2 high poverty secondary schools and 12 low poverty secondary schools. AACPS reported 82 total classes at high poverty, secondary schools as compared with 2575 total classes at low poverty, secondary schools.

SECONDARY SCHOOLS

	# of schools	Total classes	HQ	%
High Poverty	2	82	69	84.1
Low Poverty	12	2575	2367	91.9
TOTAL	14	2657	2436	91.7

In essence, it was only by a margin of 7 classes that we missed meeting this criterion. Of the not highly qualified classes reported, 9 classes were taught by Special Education teachers who were addressing the needs of the students they were teaching. In this case, the challenge is, and has been, having to report core academic content areas for special education classes.

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

We will monitor the scheduling and staffing at the school in question. As was the case last year, this particular program serves a transitional population of students whose education needs and course requirements can vary.

Table 6.5 Criterion met - The percentage of **inexperienced HQT** in CAS in **high-poverty** schools is not greater than the percentage of **experienced HQT** in CAS in **low- poverty** schools.

Inexperienced HQT at **high-poverty** schools versus **experienced HQT** at **low-poverty schools**

19.2 < 88.6 for elementary
10.1 < 94.1 for secondary

Table 6.6 Criterion not met – 11.0 %

1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?

2014-2015 witnessed consistent levels of retirements and dismissal/non-renewals. However, there was a slight uptick in resignations and staff taking leaves. Although AACPS has programs in place to provide mentoring for new employees, we also live in a county with a highly mobile population. Spousal relocation and movement for higher paying positions could be factors in the increased number of resignations.

Table 6.7 Criterion met - 100.0%

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers

School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2006-2007	84.1	15.9
2007-2008	87.4	12.6
2008-2009	90.4	9.6
2009-2010	92.3	7.7
2010-2011	93.3	6.7
2011-2012	94.8	5.2
2012-2013	93.7	6.3
2013-2014	93.5	6.5
2014-2015	93.5	6.5

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.

School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2011-2012	1206	1194	99.00%
2012-2013	1185	1173	99.00%
2013-2014	1179	1151	97.60%
2014-2015	1530	1506	98.40%

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

School Year	Expired Certificate # classes	Expired Certificate %	Invalid Grade Level(s) for Certification # classes	Invalid Grade Level(s) for Certification %	Testing Requirement Not Met # classes	Testing Requirement Not Met %	Invalid Subject for Certification # classes	Invalid Subject for Certification %	Missing Certification Information # classes	Missing Certification Information %	Conditional Certificate # classes	Conditional Certificate %
2008-2009	20	2.8	13	1.8	137	18.9	239	33.0	66	9.1	249	34.4
2009-2010	50	4.5	31	2.8	198	17.6	492	43.7	123	10.9	231	20.5
2010-2011	37	3.8	37	3.8	135	13.8	496	50.7	120	12.2	154	15.7
2011-2012	25	3.2	55	7.0	111	14.2	326	41.7	154	19.7	111	14.2
2012-2013	13	1.3	53	5.3	94	9.4	523	52.2	171	17.1	148	14.8
2013-2014	22	2.1	92	8.8	107	10.2	483	46.2	178	17.0	164	15.7
2014-2015	11	1.0	107	10.1	109	10.2	496	46.6	121	11.4	220	20.7

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level						
	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2008-2009						
Elementary	149	145	97.3	777	753	96.9
Secondary	294	242	82.3	2043	1827	89.4
2009-2010						
Elementary	512	508	99.2	2877	2797	97.2
Secondary	210	197	93.8	2950	2661	90.2
2010-2011						
Elementary	499	495	99.2	2771	2691	97.1
Secondary	210	197	93.8	2950	2661	90.2
2011-2012						
Elementary	607	603	99.3	3252	3148	96.8
Secondary	212	197	92.9	2593	2371	91.4
2012-2013						
Elementary	671	671	100.0	3465	3344	96.5
Secondary	80	68	85.0	2788	2521	90.4
2013-2014						
Elementary	857	833	97.2	3649	3502	96.0
Secondary	77	68	88.3	2471	2283	92.4
2014-2015						
Elementary	826	822	99.5	3823	3682	96.3
Secondary	82	69	84.1	2575	2367	91.9

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

School Year	Level	High Poverty* Classes Taught by Experienced HQT* #	%	High Poverty* Classes Taught by Inexperienced HQT #	%	Low Poverty Classes Taught by Experienced HQT* #	%	Low Poverty Classes Taught by Inexperienced HQT #	%
2011-2012	Elementary	499	82.8	104	17.2	2934	93.2	214	6.8
	Secondary	152	77.2	45	22.8	2201	92.8	170	7.2
2012-2013	Elementary	473	70.5	198	29.5	2932	87.7	412	12.3
	Secondary	67	98.5	1	1.5	2213	87.8	308	12.2
2013-2014	Elementary	758	91.0	75	9.0	3327	95.0	175	5.0
	Secondary	64	94.1	4	5.9	2223	97.4	60	2.6
2014-2015	Elementary	664	80.8	158	19.2	3264	88.6	418	11.4
	Secondary	62	89.9	7	10.1	2227	94.1	140	5.9

* Some local school systems will not have schools that qualify as "high poverty".
** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2014-2015 school year.

Table 6.6: Attrition Rates

Attrition Due To (Category):	Retirement Numerator	Denominator	%	Resignation Numerator	Denominator	%	Dismissal/Non-renewal Numerator	Denominator	%	Leaves Numerator	Denominator	%	Total Overall Attrition %
2009-2010	117	6043	1.90%	188	6043	3.10%	69	6043	1.10%	51	6043	0.80%	7.00%
2010-2011	266	6151	4.30%	261	6151	4.20%	24	6151	0.40%	64	6151	1.00%	10.00%
2011-2012	157	6196	2.50%	254	6196	4.10%	20	6196	0.30%	93	6196	1.50%	8.50%
2012-2013	178	6357	2.80%	312	6357	4.90%	34	6357	0.50%	62	6357	0.90%	9.10%
2013-2014	165	6428	2.60%	322	6428	5.00%	39	6428	0.60%	66	6428	1.00%	9.20%
2014-2015	179	6466	2.80%	392	6466	6.10%	42	6466	0.70%	87	6466	1.40%	11.00%

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

  x   Entire teaching staff or
____ Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.   Include Title I Schools Funded With ARRA Funds.

	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools #	%
2011-2012	131	132	100.0
2012-2013	132	132	100.0
2013-2014	124	124	100.0
2014-2015	124	124	100.0
2015-2016*	144	144	100.0

*As of July 1, 2015

High Quality Professional Development

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

1. Professional Development

The goal of Anne Arundel County Public Schools (AACPS) is "To ensure that every student meets or exceeds standards as achievement gaps are eliminated." The AACPS 2012-2017 Strategic Plan delineates indicators of success for student achievement and core strategic initiatives which include:
- Academic Achievement;
- Safe and Supportive Learning Environment;
- Diverse, Highly Qualified Workforce;

Each strategic initiative is described in the AACPS Strategic Plan and relies on critical professional learning to change what our educators know, act on, and believe in order to improve student achievement. The AACPS theory of action ensures that the work in all areas of the school system remain focused on the goal.

AACPS Theory of Action

If We:

Provide leadership that is: - Goal-oriented with a focus on a limited number of strategic actions, - Empowering, fostering the participation of all stakeholders in decision-making, - Facilitative, allowing and expecting all staff to be responsible for the success of each student, and - Highly visible and dynamic, providing instructional leadership to build the instructional capacity of all staff members.
Build school cultures that: - Elevate all students; eliminate all gaps, - Focus on needs to students and not the desires of adults, - Honor character, creativity, risk taking, innovation and perseverance, - Reward the growth of staff and students, - Focus on a clear and compelling vision for the future, and - Foster inclusivity and sensitivity to diverse cultural perspectives.
And implement structures that: - Align the work of school teams to ensure that communication is clear, consistent and focused on school priorities, - Ensure that this work is effectively monitored and that feedback is in place so that all school personnel are aware of the school's strengths and challenges and equipped to respond accordingly, - Are clearly communicated to all staff and stakeholders in a way that conveys purpose, and - Engage community stakeholders in the daily, meaningful life of our schools.

Then we will ensure that all students meet or exceed standards while achievement gaps are eliminated.

AACPS continues to focus its school improvement efforts on ensuring that all students meet or exceed standards. Collectively, all schools, departments, and programs are focused on this goal. Actions will ensure access, equity, and excellence for all students.

Members of School Improvement Teams collaborate to examine quantitative and qualitative data in order to determine strengths and areas of need. Action steps are identified to support the instructional core. Professional learning for staff is determined by using the school data to identify the needs of students then the necessary skills and knowledge needed by the staff to meet those needs. The goal of systemic and school level professional learning is to improve instruction thus increasing student learning. Action steps and professional learning is monitored based on evidence and progress.

School-based and system-wide professional development should serve to strengthen the capacity of our educators to help ensure that every student meets or exceeds standards. System-wide professional development priorities are:

- Early Literacy
- Maryland College and Career Ready Standards and STEM
- Teaching and Learning Cycle
    - Culturally Relevant Instruction
    - Differentiated Instruction
    - UDL
- TPE and SLOs

This year AACPS determined an intentional focus for each level, literacy in the elementary, mathematics in middle school and ninth grade in high school. Professional learning opportunities will be offered to support these areas.

All professional development provided in AACPS is aligned with the priorities identified above. Leadership development and instructional technology are embedded within professional development provided throughout AACPS.

During the past four school years, additional early dismissal days have been provided for school-based professional development. Resources have been provided to assist school teams with ongoing professional development and implementation of the Teaching and Learning Cycle, College and Career Ready Standards, STEM Education, SLOs, and TPE. Additional early dismissal days are once again included in the 2015-16 academic calendar. School teams will be provided with professional development plans and support materials for each of the early dismissal days. The professional development will be centered on the theme of "Growing Ourselves to Grow Others." The specific topics for each early dismissal days during the 2015/2016 school year are as follows:

October 15, 2015: "The Story Begins"
Focus: Quarterly Assessments – preparing, implementing and applying the quarterly assessments through the instructional lens.

November 11, 2015: "Telling the Story"
Focus: Parent/ Teacher Conferences – Preparing for parent teacher conferences using student Quarterly Assessment data and excellent communication skills.

February 10, 2016: "Building on their Story"
Focus: Parent/ Teacher Conferences – Preparing for parent teachers conferences using student Quarterly Assessment data and student goal setting

April 27, 2016: Celebrate their Stories"
Focus: Growth Mindset/Wellness

In order to continue to build the capacity of our educators and ensure that every student meets or exceeds standards, school-based and system-wide professional development for the 2015-16 school year should maintain the focus on our goal to eliminate achievement gaps through job-embedded and ongoing professional development and support of the implementation of the Teaching and Learning Cycle, College and Career Ready Standards, STEM Education, SLOs, and TPE.

Curricula revisions include multiple tools to support teachers in meeting the needs of underperforming populations. Tools include: CCCS, Vertical Alignment of Prerequisite Skills, Universal Design for Learning (UDL), Multiple Instructional Strategies, Digital Resources, Instructional Technology Integration, Formative Assessments, Teacher Feedback Loops, and Cross Curricular Connections. Individual content teacher professional development on College and Career Ready Standards across the Curriculum is provided through each content office. Teachers were invited to attend Professional Development on the College and Career Ready Standards through spring College and Career Readiness Standards Conferences in 2012, 2013, and 2014 as well as Curriculum sessions incorporating College and Career Ready Standards in August 2012, 2013, and 2014. Targeted professional development for teachers will continue to be offered throughout the school year to provide teachers with knowledge, skills, support, and resources in implementation of the Maryland College and Career Ready Standards and Science, Technology, Engineering and Mathematics (STEM) Education.

The AACPS integration of UDL began four years ago.   UDL was integrated into RTTT, transition II activities with professional development as an on-going part of Curriculum and Instruction Division meetings. Job-embedded professional development was provided through Curriculum Writing Academies. A Universal Design for Learning (UDL) website, UDL professional learning resources can also be found on the AACPS intranet and blackboard.

Researched-based Equity Practices have been infused into the Teaching and Learning Classroom Practice Guide and is available to all teachers via the AACPS intranet. This guide provides examples to clearly demonstrate how equity practices relate to effective teaching as defined in the new observation instrument. This guide also includes links to professional development resources and supports. These resources provide all teachers with on-line differentiated professional development.

During the past five summers, AACPS school leaders and designated teachers attended the MSDE Educator Effectiveness Academies to support them in the development of their transition plans, planning for professional development and implementation of the Maryland College and Career Ready Standards and Science, Technology, Engineering and Mathematics (STEM) Education. Follow-up will continued to be provided throughout the school year as well as access to on-line resources.

Principals, assistant principals, department chairs, and other teacher leaders continue to engage in informational and working sessions in order to:
- Enhance their comfort level with SLOs and teacher professional practices, in order to be able to assist teachers with what is expected of them.
- Be able to explain and implement the Teacher and Principal Evaluation (TPE).
- Understand and apply expectations for TPE.

Content offices will continue to provide professional development for Department Chairpersons, Lead Teachers, and other teacher leaders on SLOs, TPE and the use of quarterly assessments. In addition, SLO Instructional Leadership training for school leaders to support the development of Teacher SLOs will continue throughout fall 2014.

The department of **Academics & Strategic Initiatives** which includes Curriculum & Instruction, Advanced Studies & Programs, and Professional Growth & Development are collaborating to support professional learning for educators and provide tiers of support and resource assistance to schools based on student achievement data.

Student success remains the focus of the AACPS Teaching and Learning Cycle and Integrated Framework. The decisions and actions we are taking as a system are aligned with our established processes, structures, and strategies. All professional development is aligned to our Teaching and Learning Cycle and is designed to have a positive impact on classroom instruction and student achievement.

Professional Learning is focused and differentiated, includes opportunities for practice, application, analysis, reflection, coaching, and administrative support with clear expectations. A "menu" approach is followed based on the needs of schools and individual teachers. Professional learning occurs through teaming and collaboration using a variety of learning designs including technology, and flipped professional development. In the past two years, as curricula is developed or revised, professional learning resources are embedded within the electronic document. On demand professional learning resources such as podcast, videos, print resources are made available to teachers for additional support.

All professional development in AACPS continues to be aligned with system priorities and indicated in course descriptions on the AACPS ERO (Electronic Registrar Online) system which is used to monitor and track participation in professional development.

Professional Development Plan Summary for 2015-16

Priority or Focus Area	Content/Topics	Participants
Maryland College and Career Ready Standards Disciplinary Literacy STEM • Immersion • Infusion (Elem) • Magnets	• Curriculum and Resources • Understanding Assessments Aligned to the Standards • Increase Content Knowledge • Advance understanding and implementation of curriculum • Advance awareness and use of available resources • Project based learning	Administrators Teachers
Early Literacy	• Kindergarten Readiness Assessment • Fountas & Pinnell Benchmark Assessment System • Classroom Implications • Guided Reading	Elementary Administrators Primary Teachers
Teaching and Learning Cycle • Lesson Planning and Instructional Practices • Assessment • UDL • DI • Advanced Learner	• Determining Expectations for student learning • Decisions based on Student data • Academic Rigor • Effective instructional practices • Higher Order Thinking • TGM • Quarterly Assessments • Using Assessment data to inform instruction	Teachers Resource Teachers Right Start Advisors Content Area Coordinators
PARCC	• PARCC construct - ELA and math • PARCC tutorial	Teachers Administrators
Grading	• Consistent understanding and application of grading policy and practices	Teachers Administrators
Instructional Leadership	• Inter-rater Reliability • Instructional Coaching • Observations and Feedback	Administrators Department Chairpersons

AACPS SLO 2.0

Audience	Outcomes/Expectations
Classroom Teachers, Core Teachers, Cultural Arts Teachers, Special Education Teachers, Itinerant Teachers, Right Start Advisors, Special Ed Specialty Sites/Centers, ECI	Teacher SLOs • Examine SLO 2.0 checklist criteria.
RASs, OSP Directors, Department Chairs, Others identified in Memo who complete principal-like SLO	Teacher and Administrator SLOs • Examine SLO 2.0 checklist criteria. • Identify differences between teacher SLOs and administrator SLOs
SLO Reviewers, Principals, Assistant Principals	Teacher and Administrator SLOs for SLO Reviewers • Examine SLO 2.0 checklist criteria. • Identify differences between teacher SLOs and administrator SLOs • Explain the coaching role of an SLO Reviewer. • Identify the competencies needed for successful coaching. • SLO
Advanced Level For All	Advanced SLO 2.0 • Identify data that are relevant to the SLO. • Understand the meaning of data analysis. • Utilize data to craft the SLO. • Craft responses to the Target and Evidence of Growth components of the SLO that meet established criteria • Develop Data Tables and Scoring Bands that align with the target • Write an SLO according to SLO 2.0 checklist criteria (teacher or administrator).

II. Teacher Induction

The AACPS Right Start New Teacher Support program supports and guides teachers in their transition into the education profession. The general and distinctive needs of elementary, middle, and high school teachers are addressed through a differentiated series of orientation sessions, academies, symposia, observations of master teachers, professional development sessions, and individualized job-embedded professional development from Right Start Advisors.

Orientation

The AACPS Right Start New Teacher Support program offers a 3 day orientation for new teachers. The first day includes a Getting Started session designed to introduce new teachers to the AACPS goal, Teaching & Learning Cycle, and professional responsibilities. Days 2 and 3 allow new teachers to receive professional development in their content areas. The three day orientation also includes time for teachers to work in their assigned schools. Each school designates a Beginning Teacher Liaison (BTL) to provide a school orientation and collegial support to new teachers in understanding the culture of their school. 2015 TELL Maryland Survey results show that 31% of Anne Arundel County Public Schools teachers responded to the survey. Seventy-five percent (75%) of respondents said that they had participated in an orientation for new teachers.

Support from a Mentor

Right Start Advisors provide individualized support through modeling, demonstration lessons, team teaching, and regularly scheduled Cognitive Coaching sessions with new teachers to reflect on teaching strategies and reflect on short and long-term goals to improve instructional practice. Mentors are referred to as Right Start Advisors (RSA) in order to set them apart from other mentors offering support. The program design is informed by research from the New Teacher Center. The Right Start, New Teacher Support program follows the standards in the New Teacher Center's *Mentor Standards and Continuum of Mentor Development* for effective mentoring.

The frequency of observations, co-teaching, and coaching are differentiated based on the skill of the new teachers. New teachers are observed and coached by Right Start Advisors on a daily, weekly, or monthly basis per diagnosed needs or requests from new teachers and/or administrators. Right Start Advisors and new teachers collaboratively plan for focused observations based upon *THE MENTOR'S HANDBOOK: PRACTICAL SUGGESTIONS for COLLABORATIVE REFLECTION and ANALYSIS* by Marlene Correia and Jana McHenry and *INSTRUCTIONAL COACHING with the END in* MIND by Stephen G. Barkley. The purpose/focus of the observations depends upon the needs, abilities, and readiness of the new teachers. 2015 TELL Survey Results show that 87% of respondents were formally assigned a mentor. Sixty-six percent (66%) reported that they had formal time to meet with the mentor during school hours.

Observation and Co-teaching Opportunities

Right Start Advisors co-teach with new teachers in their classrooms. Right Start Advisors also model lessons in the classrooms of new teachers. In addition, new teachers are provided the opportunity to observe master teachers at least once per year. If needed, additional opportunities are provided by the Right Start New Teacher Support Program. 2015 TELL Maryland Survey data indicates that 33% of respondents had release time to observe other teachers. Weather conditions and budget restrictions impacted the opportunities for new teachers to observe master teachers. In addition, it should be noted that the Tell survey response rate was significantly lower than 2013. Records kept by the Program Manager show that 68 new teachers observed master teachers in 2014-2015.

Three academies are offered for new teacher professional development. Cultural Proficiency is a required half-day session. Classroom Management is an optional half-day session. Cooperative Discipline is an optional full-day session. Four hundred and thirty one (431) attended the academies in 2014-2015.

Beginning Teacher Seminars are offered monthly after school and are differentiated for first, second, and third year teachers and experienced teachers who are new to AACPS. Two seminars were offered online as well as face-to-face. Seminar topics in 2014-2015 were Formal Observation and Lesson Planning, Grading, Classroom Management Refresher, Rigor, Positive Communication, Formative Assessment, Active Learning I, Active Learning II, Getting Students to Listen, Maintaining Consistency, Teaching Students to Manage their Learning, Giving Clear Directions, Keeping Students Engaged, and Becoming a Teacher Leader.

Two Saturday Symposia are offered, one in fall and one in spring. Two hundred and thirty-seven   (237) new teachers attended the Saturday Symposia.

Second and third year teachers have the opportunity to participate in the Effective Teaching Professional Learning Community after school. This course uses the AACPS Teaching & Learning Cycle, Skillful Teacher (6th Ed.), and culturally relevant instructional practices. The course was conducted in fall 2014 and spring 2015. Sixty-one (61) teachers completed the course. 2015 TELL Maryland Survey data indicates that 88% percent of respondents said that seminars were specifically designed for new teachers.

Formative Review of New Teacher Performance

LEA	1st Year Teachers/ New Hires Experienced Teachers	2nd Year Teachers	3rd Year Teachers	Total # of Teachers	Total # of Mentors	Mentor to Teacher Ratio
Anne Arundel County Public Schools	560	356	297	1213	#Full-Time Mentors – 47 Total - 47	1:25

Note: The numbers of new teachers above are as of August 25, 2015. At this time AACPS continues to hire and the Right Start program is in the process of determining the status of each new teacher.

A. Process Used to Determine the Effectiveness of the Program:
- Evaluations of the three-day New Teacher Orientation in August are completed by participating new teachers.
- Annual Program Review - conducted by the Program Manager who visits schools with the highest number of new teachers. An instrument developed by the Program Manager and the Teacher Specialist for New Teacher Support is used to collect data. The Program manager collects the data through interviews with new teachers about specific aspects of the program such as the Beginning Teacher Seminars, the Saturday Symposiums, the Cultural Proficiency, Classroom Management, and Cooperative Discipline Academies, and the support provided by the Right Start Advisors. Another instrument is used to collect data based on Principal interviews in these same schools about the effectiveness of the Right Start Advisors. Data is then compiled by the Research Program Planning Specialist.
- Surveys via Survey Monkey are used to evaluate Beginning Teacher Seminars.
- New teacher retention data is tracked through monthly Right Start Advisor reports and End of Year Status reports.
- A survey is administered to all new hires. In addition to new teacher support program feedback, the instrument gathers information related to hiring practices and school culture.
- An Exit Survey is given to those teachers who leave the school, the state, or the profession to determine reasons for leaving
- Program components are assessed yearly for coherence, coordination, and fidelity of implementation. Right Start Advisors are evaluated yearly by the Program Manager and principals. Evaluation of the comprehensive induction program is examined by stakeholders.
- Collaborative Assessment Logs (CALs) are completed by Right Start Advisors and new teachers during Cognitive Coaching sessions. CALs are designed to identify areas of success, challenges, and next steps for new teachers and advisors. 2015 TELL Maryland Survey data indicates that 68% of respondents had opportunities to reflect on the effectiveness of their teaching with their Right Start Advisor at least once per month.

Program Effectiveness:

- Data from Beginning Teacher Seminars revealed that new teachers found information from the seminars valuable, informative, and easily implemented. The seminar with the highest attendance was Lesson Planning and Formal Observation, followed by Keeping Students Engaged, Giving Clear Directions, and Maintaining Consistency.
- Data from the Saturday Symposia and Academies revealed that new teachers found the information and strategies valuable, informative, and practical. New teachers also wanted more sessions/strategies dealing with co-teaching and technology integration.
- Data from the New Teacher Annual Program Review Survey conducted in an online survey resulted in 400 responses, an increase in responses from the previous year. Data indicates that Right Start Advisors have a significant impact in the following areas:

Support provided by Right Start Advisor	% Responding Beneficial
Develops and supports my professional goals	92%
Prepares for formal observations	80%
Assists in the design of meaningful lessons	78%
Identifies classroom management strategies	86%
Provides strategies for engaging students	84%
Observes my teaching	86%
Conducts reflective conversations about my teaching	88%
Assists in developing differentiated instruction	79%
Assists in creating a supportive and equitable classroom	80%

TELL Survey Data Results

The 2015 TELL Maryland Survey was completed by 31% of school-based certificated educators in AACPS. This response rate is significantly lower than the 2013 Tell Survey with 68% responding.

Survey Question	2011	2013	2015
RESPONSE RATE	**39%**	**68%**	**31%**
Q.11.7 Overall the additional support I received as a new teacher has helped me to impact my students' learning.	79%	80%	71%
Q.11.3a Instructional strategies	76%	80%	77%
Q.11.3c Classroom Management	75%	82%	78%
Q.11.3e Differentiating instruction	69%	74%	73%
Q.11.3d Using data to identify student needs	54%	64%	67%
Q.11.3f Creating a supportive, equitable classroom where differences are valued	65%	73%	69%
Q.11.3h Working collaboratively with other teachers at my school	62%	66%	61%

Culture and Climate

The Office of School & Family partnerships provides support to schools, families and the community in a variety of ways. Its mission is to support Anne Arundel County Public schools goals by encouraging collaborative relationships among families, community members and schools. The office sponsors two parent involvement conferences a year that are free to participants. Child care is provided. Parents and community members can attend breakout sessions designed to assist them with gaining knowledge that will help them help their student achieve. The office has developed 20 Parent Workshops to Go that provide ready-to-go workshops for school staff and parent teams, plus training in best practices for parent and family outreach. We have three cable TV shows that are done in English and specifically geared towards Parents; Parent Connection, Parent's Corner and World View. A Parent Wall Calendar is designed yearly that includes dates when testing is occurring, parent meetings, scheduled school closings and community events so parents have all the information they need in one place. A monthly newsletter, Parent Link, provides schools and families with tips on family involvement and effective volunteer programs. The Senior Manager of School and Family Partnerships is a position that was created to act as the Superintendent's liaison to parent and community groups.

The majority of communication and outreach to ELL families is done through a team of 18 Bilingual Family & Community Outreach Facilitators who collectively speak ten languages. These "bilingual facilitators" are funded through general funds and reach parents of ELL students as well as parents whose children have already acquired English. They orient families to schools, interpret at parent/teacher conferences, and **provide non-English speaking parents with access to information about school programs in a language they can understand**. Additionally, at the school level, Title III funds 30 ELL parent programs, such as Leamos Juntos, Immigrant Family Reunification workshops, and Noche Latina.

At the district or county level, outreach events for ELL families occur in convenient locations for families such as churches and mosques. In addition to events for the large Hispanic community, efforts are made to reach non-Hispanic ELL families, such as a countywide "moon festival" for Chinese families. Leadership opportunities for parents include the annual "International Parent & Community Leadership Academy" as well as the "International Parent & Community Advisory Board" with representatives from each of the major immigrant communities in the county.

MDS 3 Survey AACPS Results

The MDS 3 Survey results captures students and staff perceptions of safety, student engagement, and the learning environment in schools. AACPS adopted the MDS 3 survey for administration to all parents of students in grades pre k-12, but staff and students in grades 3-11 during the fall 2014, from November through January. The following are results:

At the District level elementary school survey participation rates were 84.5%, 70.6% for staff, and 7/5% for parents. For the most part elementary students and staff had similar perception safety, engagement, and environment, perceptions were similar. Differences in staff and student perceptions were noted in the area of discipline, specifically students disobeying rules, with students' perceptions lower than staff.

At the secondary level, participation rates were 83.5% for students, 66% for staff, and 6% for parents. Unlike the elementary school survey responses, secondary student and staff survey responses were somewhat mixed. The areas of largest discrepancies are in student and staff perceptions of discipline, bullying, and sense of belonging. Generally staff had more positive perceptions in these areas than students.

Parent survey responses should be interpreted with caution because of the low participation rates. Most responses were positive with parents satisfied with their child's school. Anne Arundel County Public Schools will continue to use the Maryland Safe and Supportive Schools (MS3) Climate Survey developed in partnership with Johns Hopkins annually.

Persistently Dangerous Schools

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

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

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

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

   Not applicable to AACPS

Attendance

Based on the Examination of the Attendance Data:
*Data table (5.1)

Table 5.1: Attendance Rates

Subgroups by Level		All Students						Male						Female					
Annual Measurable Objective (AMO):		90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	Elementary	95.6	95.8	96.2	95.7	96.1	95.7	95.7	95.8	96.1	95.7	96.0	95.6	95.5	95.8	96.2	95.8	96.1	95.7
	Middle	94.9	95.2	95.6	95.0	95.5	95.2	94.8	95.1	95.5	95.0	95.5	95.2	95.1	95.3	95.7	95.0	95.5	95.2
	High	93.5	93.5	93.2	93.0	93.3	93.0	93.6	93.6	93.3	93.2	93.5	93.2	93.4	93.5	93.0	92.8	93.1	92.8
Hispanic/Latino of any race	Elementary		96.0	96.4	95.9	96.1	95.7		95.9	96.4	95.9	96.2	95.7		96.1	96.4	95.9	96.0	95.7
	Middle		95.1	95.7	95.4	95.9	95.4		95.0	95.5	95.4	95.9	95.4		95.1	95.9	95.5	95.8	95.4
	High		91.4	90.7	91.4	91.0	91.0		91.8	90.4	91.3	90.8	91.0		90.9	91.0	91.5	91.2	91.0
American Indian or Alaska Native	Elementary		94.9	95.1	94.1	95.0	95.4		93.9	94.6	94.0	94.5	94.9		95.7	95.4	94.3	95.8	95.9
	Middle		94.7	95.0	94.1	93.4	93.9		94.4	95.6	95.3	92.2	94.2		95.0	94.5	93.1	94.5	93.7
	High		92.7	92.1	91.3	92.4	91.6		92.9	92.4	91.3	92.8	92.0		92.4	91.8	91.2	92.0	91.2
Asian	Elementary		96.7	97.1	96.8	97.0	96.7		96.4	97.0	96.6	96.7	96.4		96.9	97.3	97.0	97.3	96.9
	Middle		97.3	97.3	97.0	97.2	96.9		97.2	97.1	97.0	97.0	96.8		97.4	97.6	96.9	97.4	97.0
	High		95.7	95.8	95.5	95.4	94.8		95.9	95.9	95.4	95.5	94.9		95.4	95.7	95.5	95.2	94.7
Black or African American	Elementary		95.7	96.2	95.8	96.0	95.7		95.7	96.2	95.7	96.0	95.5		95.7	96.2	95.9	96.1	95.8
	Middle		95.0	95.6	95.3	95.5	95.2		94.8	95.5	95.5	95.5	95.3		95.3	95.7	95.2	95.5	95.1
	High		92.6	92.6	92.8	92.8	92.5		92.7	92.9	92.9	92.9	92.7		92.6	92.3	92.7	92.7	92.3
Native Hawaiian or Other Pacific Islander	Elementary		95.5	96.4	94.2	96.2	95.7		95.8	96.5	94.6	96.3	95.6		95.1	96.2	93.7	96.1	95.8
	Middle		93.9	95.0	95.6	95.5	94.2		92.5	95.7	96.2	94.9	94.8		95.5	94.6	95.3	96.0	93.6
	High		93.2	93.0	93.4	92.2	91.2		92.9	92.2	92.3	91.2	89.7		93.6	93.9	94.6	92.9	92.8
White	Elementary		95.8	96.1	95.6	96.1	95.6		95.8	96.1	95.6	96.0	95.7		95.8	96.1	95.7	96.1	95.6
	Middle		95.2	95.5	94.8	95.4	95.1		95.2	95.4	94.7	95.4	95.1		95.2	95.5	94.8	95.4	95.0
	High		93.9	93.5	93.2	93.7	93.4		94.0	93.6	93.5	94.1	93.6		93.9	93.3	92.8	93.4	93.2
Two or more races	Elementary		95.6	96.0	95.6	95.9	95.4		95.8	96.0	95.6	95.9	95.3		95.4	96.0	95.5	95.8	95.4
	Middle		95.2	95.9	94.8	95.2	95.1		95.0	95.8	94.7	95.0	95.0		95.3	95.9	94.9	95.3	95.1
	High		94.1	94.1	93.4	93.3	93.0		93.9	94.2	93.3	93.7	93.6		94.4	94.0	93.6	93.0	92.4
Special Education	Elementary	94.6	94.7	95.1	94.6	94.9	94.3	94.8	94.7	95.2	94.7	94.8	94.3	94.2	94.6	95.1	94.5	95.1	94.5
	Middle	93.0	93.3	94.0	93.4	93.9	93.4	92.9	93.4	93.8	93.6	94.1	93.7	93.1	93.2	94.4	92.9	93.5	92.8
	High	91.0	90.5	90.7	90.6	90.9	90.4	91.6	91.1	91.0	90.9	91.0	90.7	89.9	89.3	89.9	90.0	90.7	89.8
Limited English Proficient (LEP)	Elementary	96.0	96.3	96.7	96.2	96.4	95.9	96.0	96.3	96.7	96.2	96.5	95.9	96.1	96.2	96.8	96.1	96.3	95.9
	Middle	95.4	95.6	96.5	95.6	95.4	95.3	95.5	95.6	95.7	95.9	96.4	95.3	95.3	95.4	95.2	95.1	94.8	
	High	88.4	88.8	87.3	89.8	88.3	89.5	88.0	88.7	86.4	90.2	88.1	89.0	89.0	89.0	88.5	89.2	88.5	90.1
Free/Reduced Meals (FARMS)	Elementary	94.6	94.7	95.2	94.8	95.0	94.7	94.7	94.7	95.2	94.7	95.0	94.6	94.6	94.8	95.3	94.8	95.1	94.8
	Middle	93.3	93.6	94.1	93.6	93.9	93.6	93.1	93.6	93.9	93.6	93.9	93.6	93.6	93.7	94.3	93.6	93.9	93.6
	High	90.3	90.2	89.8	90.3	90.6	90.3	90.6	90.7	90.0	90.6	90.8	90.5	90.1	89.8	89.6	90.1	90.3	90.0

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

   High school attendance rates across all student groups falls below 94%. In middle school, special education, limited English proficiency and FARMS students fall below 94% attendance.

Table 5.5 summarizes the progress in increasing the attendance rate, specifically the attendance rate for students from the following student groups whose attendance increased or met the Annual Measurable Objective (AMO) of 94% or greater.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

To address challenging attendance cases, the department of pupil personnel will continue to partner with the department of juvenile services (DJS) to offer Project Attend as an attendance intervention for all students 7 years of age and older. Additionally a partnership with Anne Arundel Conflict Resolution Center will be expanded. Through this partnership schools can meet with families to discuss the causes for excessive absences with an impartial mediator. This intervention can include children under the age of 7. The goal of both programs is problem solving and not punitive.

To target the specific student groups that do not meet the 94% attendance rate, the pupil personnel worker (PPW) delivery model allocates PPWs as itinerant in elementary schools and lists specific staffing allocations in middle and high school. Six out of the twelve high schools have a full time PPW to serve the needs of the school. PPWs will serve as members of the school team such as RST, CDM, SST (depending upon the model used in a school) to discuss students with poor attendance. Attendance concerns should be part of the larger team discussion and not as a separate attendance meeting. Additionally, PPWs will use the School Refusal Assessment Scale (SRAS-P, SRAS-C) with parents and students. The purpose of the assessment is to identify the cause of school refusal. School refusal is maintained by one of four functions: escape, avoidance, attention, tangible rewards. Once the function is identified, the school team is able to develop strategies to address it.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased. ***Not applicable.***

Habitual Truancy

Table 5.2

Table 5.2: Schools with Habitual Truancy Rate Exceeding 1% 2014			
Total Enrollment	**# Schools**	**# Exceeding Limit**	**% Exceeding Limit**
79,518	110	13	11.82

Table 5.3

Table 5.3: Identified Schools That Have Habitual Truancy Problems 2014		
School	**Reason**	**Describe specific changes/adjustments to reduce percentage**
Glen Burnie High	See below	School created an Action Plan as a SST with Central Office monitoring
Annapolis High		PBIS Plan of Action submitted to PBIS Coordinator
North County High		PBIS Plan of Action submitted to PBIS Coordinator
Northeast High		PBIS Plan of Action submitted to PBIS Coordinator
Meade High		PBIS Plan of Action submitted to PBIS Coordinator
Southern High		PBIS Plan of Action submitted to PBIS Coordinator
Old Mill High		PBIS Plan of Action submitted to PBIS Coordinator
Chesapeake High		PBIS Plan of Action submitted to PBIS Coordinator
Arundel High		PBIS Plan of Action submitted to PBIS Coordinator
Brooklyn Park Middle		PBIS Plan of Action submitted to PBIS Coordinator
Glen Burnie Park Elementary		PBIS Plan of Action submitted to PBIS Coordinator
South River High		PBIS Plan of Action submitted to PBIS Coordinator
Meade Heights Elementary		PBIS Plan of Action submitted to PBIS Coordinator

Higher truancy rates generally correlate with poverty.

Other causes include parent(s) who do not value education, parent(s) who did not complete school, were truant themselves, poor parenting skills, low socio-economic status, physical or mental health problems of parents, family history of delinquency and many children in the family. Actions taken by the schools include a close monitoring of daily attendance, consistent attendance policies, increasing parent involvement, assigning truant students a mentor and setting high expectations of all students. In addition, through the PBIS framework, individual schools choose how to recognize improved attendance. Most secondary schools acknowledge improved attendance with some sort of positive behavior incentive such as celebrating homeroom with either the best or the most improved attendance. Those classrooms celebrate with a pizza or ice cream party.

Graduation and Dropout Rates (4-Year Cohort)

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

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

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

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

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

   Ninety-two (8%) students enrolled under McKinney-Vento in 2012/2013 were Hispanic/Latino. During the 2012/2013, school year, there were 204 unaccompanied youth. Twenty percent of homeless youth had a truancy rate of 18% or higher. Nineteen of 1,123 homeless students were identified as dropouts this school year. Reasons stated include:
   • 14 students withdrew coded as W33 Over 16 lack of motivation
   • 2 students withdrew coded as W31 Over 16 lack academic success
   • 1 2 students withdrew coded as W44 Over 16 Parenting
   • 2 students withdrew coded as W34 Employment"
   • 130 students withdrew coded as W50 Whereabouts unknown"

Students in Special Education and ELL groups also present challenges for our dropout and graduation rates. These students may struggle to complete requirements in four years and may leave school to find work. While we have seen an increase in the graduation rate for Special Education, we also note a drop in the rate for ELL students. AACPS strives to provide academic support through UDL in every class. Increased family engagement, a vital tool for outreach, supports students so that their families and the students themselves feel a part of the school community. Support for their personal academic plans and recognition of their improvement in attendance and preferred behaviors through incentives of PBIS also contribute to the engagement.

2. *Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

• The Phoenix Academy, a special education/alternative education program, serves 240 students with three Career technology pathways and an interagency partner's suite to offer

wrap around service delivery to students experiencing barriers to learning. The initial cost of the program included 25 million Capitol and 3.1 million Operating funds. It is now entering its' third second year focusing on increasing Expanding the Graduation rate Acceleration Program for students who struggle to meet with success in traditional, comprehensive schools. Seniors requiring credit recovery for on time graduation from the start up at Glen Burnie High School to other high schools in the school system. The cost of the program was $15,000.

- Participation on Academic Achievement Steering Committees that support and monitor schools demonstrating challenges in improving graduation rates and reducing dropout rates.
  - Explore ways to increase support and financial resources to the International Student Office (ISO). At this time the ISO is struggling to effectively meet the needs because of the increase of students and families requiring specialized services.
  - Pupil personnel workers have been organized to meet the needs evidenced at the high school level. The focus is on attendance with particular resources placed in areas of high numbers of homeless students.
  - The bi-lingual pupil personnel worker has been re-assigned to increase service for Hispanic/Latino students across the system.
  - Best interest meetings for transported students will be increased to assess needs.
  - Additional truancy court models (Steps to Success) are being piloted to support students with serious attendance issues.
  - School counselors are focusing more on advisement for preparation beyond high school to help students plan for continuing education after graduation. This provides a purpose or reason to graduate from high school.
  - Expand Anne Arundel Evening High School to include a sixth campus at North County High School to assist in graduation rate and provide academic support to potential dropouts. Support graduation rate at Annapolis High School by adding supplementary evening high school classes for senior credit recovery and explore scheduling options for students who need flexible scheduling during regular school hours.
  - System-wide initiative to ensure that every student meets or exceeds standards as achievement gaps are eliminated.
  - Professional development time was added to the school calendar by way of five early dismissal days each year with the focus on "Attacking the Gap".
  - Community Plaza, in partnership with Mexico's National Institute for Adult Education (INEA) and the Mexican Ministry for Public Education (SEP), is in place at Annapolis High School and will expand to other evening high school campuses as well as Glen Burnie High School to target Hispanic students and their parents/ family with Limited Former Schooling (LFS) through an online accelerated learning educational enrichment program.
  - Provide through Anne Arundel Evening High School the opportunity for Hispanic students to complete primary, middle school, high school, and college courses through the Mexican Secretariat of Public Education (SEP) and the Mexican University's (UNAM) distance high school program (B@UNAM) to enhance the prospect of graduating from high school.

- Tuition rates in evening high school are reduced by 66% for FARMS and other students with limited ability to pay to enhance opportunities to complete courses required for high school graduation.
- Tuition for students identified as homeless or unaccompanied youth will be waived for evening, twilight, and summer programs.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Not applicable to AACPS

Table 4.1: Four-Year Cohort Graduation Rate

Subgroup	All Students 2012-2013 # Graduates	# Students	Grad Rate	2013-2014 # Graduates	# Students	Grad Rate	Male 2012-2013 # Graduates	# Students	Grad Rate	2013-2014 # Graduates	# Students	Grad Rate	Female 2012-2013 # Graduates	# Students	Grad Rate	2013-2014 # Graduates	# Students	Grad Rate
All Students	5006	5850	85.57	4978	5673	87.75	2408	2918	82.52	2415	2852	84.68	2598	2932	88.61	2563	2821	90.85
Hispanic/Latino of any race	325	431	75.41	363	462	78.57	149	213	69.95	176	245	71.84	176	218	80.73	187	217	86.18
American Indian or Alaska Native	21	24	87.50	8	10	80.00	14	15	93.33	3	5	60.00	7	9	77.78	5	5	100.00
Asian	204	216	94.44	176	185	95.14	97	102	95.10	87	92	94.57	107	114	93.86	89	93	95.70
Black or African American	977	1216	80.35	990	1203	82.29	477	620	76.94	456	593	76.90	500	596	83.89	534	610	87.54
Native Hawaiian or Other Pacific Islander	7	8	87.50	10	14	71.43	4	5	80.00	4	7	57.14	3	3	100.00	6	7	85.71
White	3327	3786	87.88	3261	3611	90.31	1596	1877	85.03	1606	1814	88.53	1731	1909	90.68	1655	1797	92.10
Two or more races	145	169	85.80	170	188	90.43	71	86	82.56	83	96	86.46	74	83	89.16	87	92	94.57
Special Education	222	413	53.75	241	396	60.86	161	285	56.49	149	252	59.13	61	128	47.66	92	144	63.89
Limited English Proficient (LEP)	45	94	47.87	40	92	43.48	23	58	39.66	20	53	37.74	22	36	61.11	20	39	51.28
Free/Reduced Meals (FARMS)	982	1326	74.06	991	1308	75.76	443	642	69.00	447	642	69.63	539	684	78.80	544	666	81.68

Table 4.2: Four-Year Cohort Dropout Rate

Subgroup	All Students 2012-2013 # Dropouts	# Students	Dropout Rate	2013-2014 # Dropouts	# Students	Dropout Rate	Male 2012-2013 # Dropouts	# Students	Dropout Rate	2013-2014 # Dropouts	# Students	Dropout Rate	Female 2012-2013 # Dropouts	# Students	Dropout Rate	2013-2014 # Dropouts	# Students	Dropout Rate
All Students	598	5850	10.22	499	5673	8.80	353	2918	12.10	303	2852	10.62	245	2932	8.36	196	2821	6.95
Hispanic/Latino of any race	76	431	17.63	70	462	15.15	44	213	20.66	49	245	20.00	32	218	14.68	21	217	9.68
American Indian or Alaska Native	2	24	8.33	2	10	20.00	1	15	6.67	2	5	40.00	1	9	11.11	0	5	0.00
Asian	6	216	2.78	5	185	2.70	3	102	2.94	2	92	2.17	3	114	2.63	3	93	3.23
Black or African American	148	1216	12.17	134	1203	11.14	86	620	13.87	83	593	14.00	62	596	10.40	51	610	8.36
Native Hawaiian or Other Pacific Islander	1	8	12.50	4	14	28.57	1	5	20.00	3	7	42.86	0	3	0.00	1	7	14.29
White	349	3786	9.22	273	3611	7.56	210	1877	11.19	157	1814	8.65	139	1909	7.28	116	1797	6.46
Two or more races	16	169	9.47	11	188	5.85	8	86	9.30	7	96	7.29	8	83	9.64	4	92	4.35
Special Education	87	413	21.07	80	396	20.20	59	285	20.70	50	252	19.84	28	128	21.88	30	144	20.83
Limited English Proficient (LEP)	35	94	37.23	38	92	41.30	24	58	41.38	25	53	47.17	11	36	30.56	13	39	33.33
Free/Reduced Meals (FARMS)	242	1326	18.25	224	1308	17.13	133	642	20.72	136	642	21.18	109	684	15.94	88	666	13.21

Table 4.3: Bridge Plan for Academic Validation - English 2014

	State			LEA		
	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge
All Students	143035	5245	3.7	13445	284	2.1
Hispanic/Latino of any race	13352	714	5.3	961	47	4.9
American Indian or Alaska Native	405	14	3.5	36	2	5.6
Asian	10102	160	1.6	546	12	2.2
Black or African American	43403	3574	8.2	2392	146	6.1
Native Hawaiian or Other Pacific Islander	178	4	2.2	43	0	0.0
White	70583	714	1.0	8895	72	0.8
Two or more races	5012	65	1.3	572	5	0.9
Special Education	7323	1646	22.5	515	82	15.9
Limited English Proficient (LEP)	988	496	50.2	50	37	74.0
Free/Reduced Meals (FARMS)	40800	3309	8.1	2695	123	4.6

Table 4.4: Bridge Plan for Academic Validation - Algebra 2014

	State			LEA		
	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge
All Students	194300	5045	2.6	18755	225	1.2
Hispanic/Latino of any race	18817	656	3.5	1422	34	2.4
American Indian or Alaska Native	527	14	2.7	53	2	3.8
Asian	13898	92	0.7	744	6	0.8
Black or African American	57700	3603	6.2	3413	115	3.4
Native Hawaiian or Other Pacific Islander	235	4	1.7	51	0	0.0
White	96196	618	0.6	12239	63	0.5
Two or more races	6927	58	0.8	833	5	0.6
Special Education	10113	1632	16.1	729	77	10.6
Limited English Proficient (LEP)	2241	356	15.9	110	24	21.8
Free/Reduced Meals (FARMS)	58387	3119	5.3	4114	92	2.2

Table 4.5: Bridge Plan for Academic Validation - Biology 2014

	State			LEA		
	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge	# Met Requirement	# Met Requirement by Bridge	% Met Requirement by Bridge
All Students	171127	5183	3.0	17568	265	1.5
Hispanic/Latino of any race	16140	645	4.0	1313	32	2.4
American Indian or Alaska Native	468	18	3.8	49	2	4.1
Asian	12224	112	0.9	688	7	1.0
Black or African American	51684	3707	7.2	3082	148	4.8
Native Hawaiian or Other Pacific Islander	212	3	1.4	50	0	0.0
White	84350	633	0.8	11608	71	0.6
Two or more races	6049	65	1.1	778	5	0.6
Special Education	9119	1506	16.5	700	72	10.3
Limited English Proficient (LEP)	1717	343	20.0	82	20	24.4
Free/Reduced Meals (FARMS)	50288	3242	6.4	3632	113	3.1

School Safety - Suspension[2]

In January 2015, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations changed the definitions of short-term, long-term, and extended suspension, require local school systems to update their codes of student discipline, identify minimum educational services, and require local school systems to identify interventions when suspension is a last resort, collect data on school offenses, and to identify and eliminate disproportionate disciplinary practice for minority students and students with federal disabilities.

Based on the Examination of the Discipline Data provided, please respond to the following.

1. Based on the Examination of the Discipline Data provided, please complete **Table 8.1: Elementary Schools with Suspension Rates Exceeding Identified Limits**

   Based on the Examination of all Discipline Data, identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

2. *If applicable, b*ased on discipline data for 2013-2014, identify whether the changes or adjustments stated are the same that are being used for the current school year (2014-2015). Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased 2013-2014 to 2014-2015.

3. *If applicable*, include the strategies/changes or adjustments that are being used to address the disproportionate suspension among the subgroup/gender.

Table 8.1: Any Elementary School with a Suspension Rate Exceeding Identified Limits[3]		
Total Enrollment	2013-2014	2014-2015
	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
	NA	NA

*If the number of elementary schools in Table 8.1 with a suspension rate exceeds 10% or above, please complete Table 8.2. Listing all applicable elementary schools

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[2] According to COMAR 13A.08.06.01 "suspension rate" means the unduplicated count of students who receive out-of-school suspension as a disciplinary action during a year divided by the September 30 enrollment count.

[3]According to COMAR 13A.08.06.01 "Elementary school" means any comprehensive public school, [including] excluding alternative settings or special schools, in which the school population includes any combination of students in prekindergarten through grade 5.

Table 8.2: Identified Schools That Have Not Implemented Positive Behavioral Intervention and Support System[4] or an Alternative behavior modification program[5]			
Schools	School year in which the suspension rate was exceeded	Provide reason for non-compliance	Provide a timeline for compliance
NA			

 *Add additional rows if necessary

Identify challenges based on the following grade band data, and **<u>list the interventions</u>** used to reduce in school and out of school suspensions:

Our Parent and Student Handbook outlines school safety and academic success that are created and strengthened when students effectively and actively are engaged in their learning. These outcomes are accelerated when positive relationships exist between students and school staff, and when families, communities, and school staff work collaboratively to support positive student outcomes. In Anne Arundel County Public Schools, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate essential for learning. Students can expect school staff to reinforce positive behaviors. Students, parents, teachers, school administrators, and community leaders have developed the handbook, which outlines appropriate, responsible student behavior. It is intended to inform students of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

Pre-Kindergarten- Parent/guardian involvement, parent contract, parent or guardian accompany student to school or classes, peer mediation, and phone call/letter to parent or guardian.

Elementary schools- Before or after school detention, behavior contract, parent/guardian involvement (guest reader, speak about your job for career day at school, help with class events, chaperone field trips, mentor, read the school newsletter, visit your child's class during scheduled activities, meet your child's teachers at your school), parent contract, parent or guardian accompany student to school or classes, peer mediation, phone call/letter to parent or guardian in class time-out, informal and/or preventative school-based mentoring, letter of apology, check and connect, loss or suspension of privileges, mentoring, parent outreach, decision-making room, Friday/Saturday school, informal and/or preventative school-based mentoring learning lab, loss or suspension of privileges, behavioral intervention plan, and reinforcement of appropriate behaviors.

[4] According to COMAR 13A.08.06.01 "Positive behavioral interventions and support program (PBIS)" means the research-based, systems approach method adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

[5] "Alternative behavior modification program" means a research-based, positive and effective school-wide program that includes the following:(a) Systems and practices that: (i) Enhance the capacity for all children to be successful; and (ii) Recognize appropriate behaviors and respond to behavioral violations; and (b) A continuous assessment of school discipline data to facilitate appropriate decisions about implementation of research based practices.

Middle Schools- Peer mediation, parent/guardian involvement (volunteers, PTA/PTO, back to school nights, school wide activities), parent contract, parent or guardian accompany student to school or classes, peer mediation, phone call/letter to parent or guardian, campus clean-up, restorative practices, school-issued uniform, seat change, teacher conference with student, use of student problem-solving worksheet, warning, written reflection about incident, alternative school-based program (RAP, ATUP, ADP, BMBP, teen court), behavior contract, class or schedule change, conference with parent or guardians, school-based or outside facilitated conflict resolution, supervised time-out outside of classroom, teacher and/or administrator conference with student and/or parent, temporary removal from class, confiscation of item, detention, informal and/or preventative school-based mentoring, loss or suspension of privileges, parent/guardian notification required, referral to alternative learning program, referral to student support team, check and connect, check in-check out, community conferencing, community service (volunteer work for any non-profit organization, public or private, as a form of restitution), decision-making room, Friday/Saturday school, informal and/or preventative school-based mentoring, learning lab, loss or suspension of privileges, restitution, second step, school-based or outside facilitated conflict resolution, Temporary removal from class, adjustment transfer to another school, functional behavior assessment, restricted activity, behavioral intervention plan, and student re-entry or success plan.

High school- Parent/guardian involvement, parent contract, parent or guardian accompany student to school or classes, peer mediation, phone call/letter to parent or guardian, peer mediation, teacher conference with student, alternative school-based program (RAP, ATUP, ADP, BMBP, teen court), behavior contract, class or schedule change, conference with parent or guardian restorative practices, school-based or outside facilitated conflict resolution, supervised time-out outside of classroom, Teacher and/or administrator conference with student and/or parent temporary removal from class, confiscation of item, detention, campus clean-up informal and/or preventative school-based mentoring, loss or suspension of privileges loss of parking privileges/car towed, modified school day, parent/guardian notification required, referral to alternative learning program, referral to student support team restricted activity, behavioral intervention plan, student re-entry or success plan, check and connect, check in-check out, community conferencing, community service (volunteer work for any non-profit organization, public or private, as a form of restitution), decision-making room, Friday/Saturday School, informal and/or preventative school-based mentoring, learning lab, loss or suspension of privileges, restitution, restorative practices, second step, school-based or outside facilitated conflict resolution, temporary removal from class, adjustment transfer to another school, and functional behavior assessment.

2014-2015 Discipline Data

Table 8.3: Number of Student Suspended – Out of School – by Subgroup and Gender for 2014-2015 School Year

Table 8.4: Number of Student Suspended – In School – by Subgroup and Gender for 2014-2015 School Year

Total Enrollment ___63,677___

Subgroup	Gender	Measure	Value
Am. Indian/ AK Native (7)	Male	Total # of unduplicated suspension	4
	Male	% of suspensions	57
	Female	Total # of unduplicated suspension	1
	Female	% of suspensions	14
Asian (38)	Male	Total # of unduplicated suspension	23
	Male	% of suspensions	61
	Female	Total # of unduplicated suspension	9
	Female	% of suspensions	24
Black/African American (2161)	Male	Total # of unduplicated suspension	925
	Male	% of suspensions	43
	Female	Total # of unduplicated suspension	414
	Female	% of suspensions	19
Hispanic/ Latino (407)	Male	Total # of unduplicated suspension	209
	Male	% of suspensions	51
	Female	Total # of unduplicated suspension	62
	Female	% of suspension	15
HI/Pac. Islander (7)	Male	Total # of unduplicated suspension	4
	Male	% of suspensions	57
	Female	Total # of unduplicated suspension	2
	Female	% of suspensions	29
White (1579)	Male	Total # of unduplicated suspension	806
	Male	% of suspensions	51
	Female	Total # of unduplicated suspension	273
	Female	% of suspensions	17
Two or more races (290)	Male	Total # of unduplicated suspension	146
	Male	% of suspensions	50
	Female	Total # of unduplicated suspension	47
	Female	% of suspensions	16

Table 8.5:

School Level	Percentage of representation of total <u>in school</u> suspension		Percentage of representation of total <u>out of school</u> suspension	
	Total Number	**Percentage**	**Total Number**	**Percentage**
Pre-Kindergarten				
Elementary	**95/1428**	**6.7%**	**279/1428**	**20%**
Middle	**230/2782**	**8.3%**	**664/2783**	**24%**
High	**24/3113**	**0.7%**	**783/3113**	**25%**
LSS				

School Safety - Suspension for Sexual Harassment, Harassment, and Bullying

In January 2015, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations require local school systems to adopt policies that reduce long-term out-of-school suspensions and expulsions, and use such actions only when a student poses an imminent threat of serious harm to other students or staff. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with federal disabilities.

Based on the Examination of the Discipline Data for:
***Table 8.6 -** *Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying*.
***Table 8.7 –** *Number of Reported Incidents of Bullying, Harassment, or Intimidation*
  1. Identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions for sexual harassment, harassment, bullying and gang related offenses, along with the corresponding resource allocations to ensure sufficient progress.

      The Anne Arundel County Board of Education is committed to providing students with an orderly learning environment that is free from bullying and cyberbullying, harassment and intimidation, hazing, and/or bias-motivated behaviors. Processes for handling these behaviors are clearly defined in Board of Education policies and regulations and the Code of Student Conduct.

      Bullying and cyberbullying, sexual Harassment, harassment and intimidation, hazing, and/or bias-motivated behaviors are unsafe behaviors that do not reflect respect for others as defined by the Code of Student Conduct. If a student is a target of one of these behaviors, parents or guardians, close relatives, and students can report this using the Bullying, Harassment, or Intimidation Reporting Form, available on the website. Students should also be encouraged to report directly to a staff member. When a student reports to a staff member that he/she is the target of bullying, and/or cyberbullying, harassment and intimidation, hazing, and/or bias behaviors, the staff member will respond quickly and appropriately to investigate and intervene, making every effort to provide the student with a practical, safe, private, and age appropriate way of reporting. Reports will be handled by the school in a timely manner and, if verified, will be followed up by support from student support services personnel for both the target and the student engaging in these behaviors, to ensure that all students feel safe and supported. An increase of professional development has been implemented with school-based administrators; which focuses on effective ways to eliminate incidents of the aforementioned above. Advertisements, bullying campaigns, partnering with local LEA's, partnering with community businesses, local clergy, on-going updates to the Code of Student Conduct, collaborative friends, mentoring first and second year administrators, on-going professional development for employees directly impacted for communicating the changes and expectations on policies and regulations from MSDE.

Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is Positive Behavioral Intervention & Supports (PBIS), also referred to as Multi-tiered Systems of Support, is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. Positive Behavioral Intervention & Supports (PBIS) uses a collaborative team approach to analyze and respond to student behavioral patterns, to develop a continuum of responses to student behaviors, and coaching to sustain implementation. Moving away from a reactive, punitive and exclusionary discipline approach to student behaviors AACPS has shifted policy, procedures, structures and practices to a proactive, inclusive, positive approach to student behaviors. Training and coaching in a differentiated approach at all tiers of support for student behaviors includes Check-in/Check-out; Check and Connect; and expanded school based mental health to address the variety of intensity of student behaviors.

3. How frequent is the suspension data reviewed? Monthly.
   How are you using the data to implement your strategies/changes or mid-course adjustments?

   Data is reviewed by individual schools, regional, and as an entire district. As the risk-ratio are reviewed; focusing on disproportionality in any of the student groups, schools are identified to receive targeted support. Support is executed collaboratively (several departments/offices and/or school/county initiatives), based on the specific area of concern in the school is focused on.

4. *If applicable*, based on the data, identify whether the changes/adjustments stated are the same form last year.

   No. The data reveals a decline (2014-15) in incidents as a result of initiating preventative measures for safe schools awareness.

Table 8.6: Number of Suspensions/expulsions for Sexual Harassment, Harassment, and Bullying								
Offenses	Sexual Harassment		Harassment		Bullying		Gang Related	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number
2014-2015	35	33%	36	34%	29	27%	6	6%	106
2013-2014	9	16%	28	48%	21	36%	0	0	58

Table 8.7: Incidents of Bullying or Harassment		
	2014-2015	**2013-2014**
Number of reported incidents	**293- Total without multiple victims 14/293- Total with multiple victims New Reporting Requirements per MSDE**	**327**
Number of students suspended 10 or more days	**2**	6

Positive Behavioral Intervention Supports (PBIS)

Based on the examination of the discipline data, please describe strategies to support or improve the implementation of the PBIS framework in those schools.

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is Positive Behavioral Intervention & Supports (PBIS), also referred to as Multi-tiered Systems of Support, is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. Positive Behavioral Intervention & Supports (PBIS) uses a collaborative team approach to analyze and respond to student behavioral patterns, to develop a continuum of responses to student behaviors, and coaching to sustain implementation. Moving away from a reactive, punitive and exclusionary discipline approach to student behaviors AACPS has shifted policy, procedures, structures and practices to a proactive, inclusive, positive approach to student behaviors. Training and coaching in a differentiated approach at all tiers of support for student behaviors includes Check-in/Check-out; Check and Connect; and expanded school based mental health to address the variety of intensity of student behaviors.

AACPS is implementing PBIS in 80 schools and programs. Each school identifies coaches and team leaders for implementation. Schools are assessed annually with multiple processes, both internally and externally to ensure fidelity of implementation. Each year schools measure the cost/benefit of PBIS through analysis of referrals and suspensions from year to year, including student recidivism.

Over the last years, AACPS has seen over a 70% reduction in referrals and over a 52% reduction in suspensions in schools implementing PBIS.

Parent Involvement

The Office of School & Family partnerships provides support to schools, families and the community in a variety of ways. Its mission is to support Anne Arundel County Public schools goals by encouraging collaborative relationships among families, community members and schools. The office sponsors two parent involvement conferences a year that are free to participants. Child care is provided. Parents and community members can attend breakout sessions designed to assist them with gaining knowledge that will help them help their student achieve. The office has developed 20 Parent Workshops to Go that provide ready-to-go workshops for school staff and parent teams, plus training in best practices for parent and family outreach. We have three cable TV shows that are done in English and specifically geared towards Parents; Parent Connection, Parent's Corner and World View. A Parent Wall Calendar is designed yearly that includes dates when testing is occurring, parent meetings, scheduled school closings and community events so parents have all the information they need in one place. A monthly newsletter, Parent Link, provides schools and families with tips on family involvement and effective volunteer programs. The Senior Manager of School and Family Partnerships is a position that was created to act as the Superintendent's liaison to parent and community groups.

The majority of communication and outreach to ELL families is done through a team of 18 Bilingual Family & Community Outreach Facilitators who collectively speak ten languages. These "bilingual facilitators" are funded through general funds and reach parents of ELL students as well as parents whose children have already acquired English. They orient families to schools, interpret at parent/teacher conferences, and **provide non-English speaking parents with access to information about school programs in a language they can understand**. Additionally, at the school level, Title III funds 30 ELL parent programs, such as Leamos Juntos, Immigrant Family Reunification workshops, and Noche Latina.

At the district or county level, outreach events for ELL families occur in convenient locations for families such as churches and mosques. In addition to events for the large Hispanic community, efforts are made to reach non-Hispanic ELL families, such as a countywide "moon festival" for Chinese families. Leadership opportunities for parents include the annual "International Parent & Community Leadership Academy" as well as the "International Parent & Community Advisory Board" with representatives from each of the major immigrant communities in the county.

Appendix A: Universal Design for Learning Self-Assessment Tool

The Maryland State Department of Education offers the following continuum to assist local school systems (LSS) in reflecting on the progress of UDL implementation through the application of the

Active
Implementation Science Frameworks.
https://unc-fpg-cdi.adobeconnect.com/ai-lesson-quickstart

	Exploratory 1	Installation 2	Initial Implementation 3	Full Implementation 4
	LSS is matching needs, innovation requirements, potential barriers and resources. A UDL Implementation Team is identified.	Necessary resources are acquired or repurposed to support UDL implementation; UDL Implementation Team is operating; sources for training and coaching are identified; initial professional learning has occurred; and organizational supports and protocols are in place.	Practitioners attempt to use newly acquired UDL practices in the classroom with students; coaching and data systems support practitioners; and successful implementation of UDL practices is acknowledged.	UDL is embedded in teaching and learning across all classrooms; practitioners routinely provide UDL opportunities to ensure the success of ALL students; and Implementation Teams ensure the gains in UDL practices are maintained and improved over time.
Please reflect upon the current system-wide status of the implementation of UDL guidelines and principles				

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	Exploratory	Installation	Initial Implementation	Full Implementation
Integration of UDL Guidelines and Principles Indicators				
Evidence of local school system's strategic plan for UDL is documented in LSS master plan.				
(1) Curriculum				
1.1: LSS identifies specific objective UDL criteria to help Guide curriculum development.			X	
1.2: Model lessons or exemplars are provided to illustrate UDL elements for all curriculum areas.			X	
1.2.a: Model lessons or exemplars include goals and objectives reflecting the UDL principles.	X			
1.2.b: Model lessons or exemplars include strategies that provide flexible options for presenting content (e.g., options for visual displays of information, for auditory information and language supports.)			X	
1.2.c: Model lessons or exemplars include options for learners to express understanding in a variety of ways.		X		

	Exploratory	Installation	Initial Implementation	Full Implementation
1.2.d: Model lessons or exemplars promote relevant learner choice, self-monitoring and strategic planning when engaging with content.			X	
1.2.e: Model lessons or exemplars promote collaboration and communication among students.			X	
(2) Instructional and assessment materials: (Various media are used by, educators to present and assess learning content; and students to demonstrate knowledge and skills.)				
2.1: LSS identifies specific objective UDL criteria that guides LSS and school-level purchasing of paper, digital and online instructional and assessment materials that support a full range of learner variability and multiple levels of content understanding.	X			
2.2: LSS has developed a review process using specific, objective UDL criteria by which materials (including hardware, equipment, and software) are considered for **system-wide** purchase.	X			

	Exploratory	Installation	Initial Implementation	Full Implementation
2.3: LSS communicates specific objective UDL criteria for **school-level** purchase of instructional materials.	X			
2.4: LSS provides access to instructional materials in classrooms that encompass UDL elements that support a full range of learner variability and multiple levels of content understanding.	X			
2.5: LSS provides teachers a mechanism for LSS-wide sharing of high quality teacher-created digital materials aligned with the curriculum, and actively encourages sharing across the LSS.	X			
2.6: LSS provides a mechanism for teachers to access UDL exemplars of paper, digital and online instructional materials that support a full range of learner variability and multiple levels of content understanding.		X		
(3) Instruction	**Exploratory**	**Installation**	**Initial Implementation**	**Full Implementation**
3.1: LSS provides lesson planning tools that corporate UDL elements to school-based leadership to share with teaching staff that support a full range of learner variability and		X		

multiple levels of content understanding.				
3.2: LSS provides protocols and/or rubrics to help teaching staff reflect and **self-monitor** the incorporation of UDL into lesson planning.	X			
3.3: LSS provides instructional look-fors that illustrate UDL to school-based leadership.	X			
3.4: LSS provides ways to measure the **system-wide** incorporation of UDL into learning environments and teaching methodologies.	X			
(4) Student assessments				
4.1: LSS identifies specific objective UDL criteria to consider for development of **system-wide** assessments.	X			
4.2: LSS identifies specific objective UDL criteria to consider for assessments developed at the **school or classroom** level.	X			
(5) Professional learning				
5.1: LSS provides professional learning on UDL to guide curriculum and assessment developers that support a full range of learner variability and multiple levels of content understanding.			X	
5.2: LSS provides training on purchasing materials, assessment, lesson planning and instruction within a UDL framework to school-based leadership.	X			

5.3: LSS provides professional learning to administrators and principals on the implementation of UDL.	X			
5.4: LSS provides professional learning to school-based staff on lesson planning and delivery within the UDL framework.		X		
5.5: LSS includes UDL look-fors into supervisory practices.	X			
5.6: LSS provides all new teachers training on lesson planning and delivery within the UDL framework.		X		
5.7: LSS provides professional development on integrating technology use by students using UDL principles.		X		

The results of this survey should be used to guide systemic changes in the implementation of the UDL principles.

Appendix B: MSDE'S State Performance Plan (SPP)/
Submitted Improvement Activities/Plan for Anne Arundel County Public Schools/Department of Special Education (Spring 2015)

Anne Arundel County Infants and Toddlers Program
Annual Data on Part C State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2013 – June 30, 2014

SPP/APR Indicators ☐ Results Indicator ☐ Compliance Indicator			State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments		92.00%	95.70%	Yes	Data meet the State's target. No required action.	95.10%	94.50%
3A	Birth to 3 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	66.04%	89.07%	Yes	Data meet the State's target. No required action.	90.67%	93.60%
		2. Exits within age expectations	64.90%	64.51%	No	Target not met. Improvement Plan required.	62.99%	60.10%
3B	Birth to 3 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	71.17%	94.91%	Yes	Data meet the State's target. No required action.	94.53%	95.00%
		2. Exits within age expectations	61.34%	66.54%	Yes	Data meet the State's target. No required action.	63.59%	60.80%
3C	Birth to 3 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	75.03%	95.03%	Yes	Data meet the State's target. No required action.	94.08%	93.30%
		2. Exits within age expectations	56.16%	60.44%	Yes	Data meet the State's target. No required action.	61.58%	57.30%
4A	Families who report EIS helped them know their rights		81.0%	96.3%	Yes	Data meet the State's target. No required action.	92.90%	92.80%
4B	Families who report EIS helped them communicate their child's needs		79.0%	95.5%	Yes	Data meet the State's target. No required action.	93.30%	94.60%
4C	Families who report EIS helped them help their children develop and learn		89.0%	95.7%	Yes	Data meet the State's target. No required action.	92.30%	93.60%
5	Children birth to one served as a percentage of the population birth to one		1.50%	1.46%	No	Data do not meet the State target. Continue Improvement Activities	1.37%	1.20%
6	Children birth to three served as a percentage of the population birth to 3		3.00%	3.86%	Yes	Data meet the State's target. No required action.	4.17%	4.21%

Anne Arundel County Annual Data Rpt FFY 2013

	Part C Annual SPP Performance Report						
SPP/APR Indicators 🟧 Results Indicator 🟦 Compliance Indicator		**FFY 2013**			**Action Required**	**Previous Results**	
		State Target	**Local Results**	**Target Met**		**FFY 2012**	**FFY 2011**
1	**Timely Delivery of IFSP Services**	100%	99.5%	No	Correction of noncompliance must occur.	100%	99.80%
7	**Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral**	100%	99.43%	No	Correction of noncompliance must occur.	99.60%	99.30%
8A	**Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday**	100%	100%	Yes	Compliant. No required action.	100%	100%
8B	**Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday**	100%	100%	Yes	Compliant. No required action.	99.50%	99.10%
8C	**Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday**	100%	100%	Yes	Compliant. No required action.		
	Correction of Noncompliance	100%	100%	Yes	Compliant. No required action.		

Anne Arundel County Annual Data Rpt FFY 2013

Anne Arundel County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2013 – June 30, 2014

	FFY 2013 (SFY 2014) Part B Indicators							
	SPP/APR Indicators 🟧 Results Indicator 🟦 Compliance Indicator		**FFY 2013**			**Action Required**	**Previous Results**	
			State Target	**Local Results**	**Target Met**		**FFY 2012**	**FFY 2011**
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)		≥59.19%	53.75%	Not Met	Data does not meet the State's target. Continue to implement *Master Plan* Improvement Strategies.	53.79%	49.27%
							60.09%	56.11%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)		≤4.95%	5.70%	Not Met	Data does not meet the State's target. Continue to implement Master Plan Improvement Strategies.	5.70%	7.49%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		Not Met	Not Met	Data does not meet the State's target Continue to implement *Master Plan* Improvement Strategies.	Not Met	Not Met
		AMO for math		Not Met	Not Met		Not Met	Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA		≥ 95%	Yes	Met	Data meets the State's target. No required action.	Met	≥95%
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	67.40%	57.71%	Not Met	Data does not meet the State's target. Continue to implement *Master Plan* Improvement Strategies.	63.03%	70.52%
			Reading	72.80%	65.92%	Not Met		72.41%	74.65%
		4	Mathematics	67.40%	60.19%	Not Met		69.34%	77.98%
			Reading	72.80%	69.49%	Not Met		75.81%	76.53%
		5	Mathematics	67.40%	51.41%	Not Met		61.99%	69.27%
			Reading	72.80%	74.38%	Met		75.00%	76.91%
		6	Mathematics	67.40%	35.15%	Not Met		39.26%	58.48%
			Reading	72.80%	54.57%	Not Met		55.84%	61.62%
		7	Mathematics	67.40%	23.30%	Not Met		48.19%	58.14%
			Reading	72.80%	46.07%	Not Met		61.12%	54.45%
		8	Mathematics	67.40%	23.90%	Not Met		26.00%	43.38%
			Reading	72.80%	38.59%	Not Met		49.42%	55.94%
		HS	Mathematics	67.40%	55.12%	Not Met		57.81%	53.89%
			Reading	72.80%	50.37%	Not Met		60.30%	59.02%

Anne Arundel Co. Annual Data Rpt FFY 2013

SPP/APR Indicators 🟨 Results Indicator 🟦 Compliance Indicator		FFY 2013			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2012	FFY 2011
FFY 2013 (SFY 2014) Part B Indicators							
4A Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		<2.0	0.33	Met	Data meets the State target. No required action.	0.31	0.50
Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		<2.0	1.34	Met	Data meets the State target. No required action.	1.28	0.82
5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.40%	73.11%	Met	Data meets the State target. No required action.	71.71%	70.44%
5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	10.45%	Met	Data meets the State target. No required action.	10.71%	11.38%
5C Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	6.27%	Met	Data meets the State target. No required action.	6.77%	6.50%
6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.10%	47.00%	Not Met	Data does not meet the State target. Improvement plan required.	41.68%	56.66%
6B Aged 3-5 LRE: Separate School or Class		≤18.90%	19.72%	Not Met	Data meets the State target. Improvement plan required.	25.99%	26.56%
7A Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	67.30%	78.89%	Met	Data meets the State target. No required action.	83.10%	81.54%
	2. Exits within age expectations	66.40%	67.42%	Met		74.10%	75.63%
7B Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	66.00%	78.59%	Met	Data meets the State target. No required action.	85.50%	87.57%
	2. Exits within age expectations	55.70%	64.93%	Met		69.70%	72.86%
7C Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	61.50%	74.13%	Met	Data meets the State target. No required action.	80.80%	84.51%
	2. Exits within age expectations	64.10%	70.36%	Met		78.20%	77.39%
8 Parent Survey	Age 3-5	47.00%	53.00%	Met	Data meets the State target. No required action.	45.00%	51.00%
	Age 6-21	39.00%	40.00%	Met		41.00%	43.00%
14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	35.00%	20.63%	Not Met	Data does not meet the State target. Improvement Plan required.		
	B. Higher ed or employed w/in 1 year of leaving HS	68.00%	52.78%	Not Met	Data does not meet the State target. Improvement Plan required.		
	C. Higher ed or training program or employed w/in 1 year of leaving HS	82.00%			Disaggregated LSS data not available at this time.		

Anne Arundel Annual Data Report FFY 2013

FFY 2013 (SFY 2014) Part B Indicators								
SPP/APR Indicators 🟧 Results Indicator 🟦 Compliance Indicator			**FFY 2013**			**Action Required**	**Previous Results**	
			State Target	**Local Results**	**Target Met**		**FFY 2012**	**FFY 2011**
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity Discrepancy exists in the category N size is < 30*	Amer Indian/Alaska Native	<2.0	0.00	Met	No significant disproportionate representation. No required action.	0.00	0.00
		Asian	<2.0	0.00	Met		0.00	0.00
		Black or African American	<2.0	1.75	Met		1.20	1.46
		Native Haw/Pacific Islander	<2.0	0.00	Met		0.00	0.00
		White	<2.0	0.39	Met		0.28	0.28
		2 or more races	<2.0	1.28	Met		1.33	0.00
		Hispanic	<2.0	0.00	Met		0.38	0.31
		Policies/procedures/ Practices contribute to the discrepancy	No	No	Yes		No	No
9	Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification Disproportionate representation exits in the category. N size is < 30*	Amer Indian/Alaska Native	<2.0	0.85	Met	No significant disproportionate representation. No required action.	0.73	0.90
		Asian	<2.0	0.44	Met		0.44	0.43
		Black, African American	<2.0	1.61	Met		1.57	1.55
		Native Haw/Pacific Islander	<2.0	0.86	Met		0.95	1.10
		White	<2.0	0.79	Met		0.81	0.81
		2 or more races	<2.0	0.83	Met		0.90	0.89
		Hispanic	<2.0	0.79	Met		0.78	0.76
		Disproportionate representation is due to inappropriate identification	No (0%)	No (0%)	Yes		No (0%)	No (0%)

.

Anne Arundel Co. Annual Data Rpt FFY 2013

	SPP/APR Indicators 🟧 Results Indicator 🟦 Compliance Indicator	FFY 2013			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2012	FFY 2011
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	98.41%	Not Met	Substantially compliant. Data verified. No required action.	99.34%	99.81%
12	Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday	100%	100.00%	Not Met	Compliant. Data verified. No required action.	100.00%	100.00%
13	Percentage of youth age 16 and above whose IEP meets secondary transition requirements	100%	100.00%	Met	Compliant. Data verified. No required action	100.00%	100.00%
	Timely correction of noncompliance (Previously Indicator 15)	100%	100.00%	Met	Compliant. Continue to correct noncompliance within one year.	100.00%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	100%	100.00%	Met	Compliant. Continue to report data in a timely and accurate manner.	100.00%	100.00%

FFY 2013 (SFY 2014) Part B Indicators

Anne Arundel Annual Data Report FFY 2013

FFY 2013 (SFY 2014) Part B Indicators								
SPP/APR Indicators ☐ Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	**Required Action**
10	FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	0.88	1.06	0.67	0.64	1.27	0.59	Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action
		Asian	0.73	0.27	0.32	0.70	0.92	0.12	
		Black/African American	2.05	2.02	2.22	1.01	1.12	1.85	
		Native Hawaiian/ Pacific Islander	0.89	0.92	2.03	0.33	0.85	0.90	
		White	0.64	0.56	0.69	1.04	1.08	0.84	
		2 or more races	0.28	0.76	1.35	0.82	0.76	0.98	
	Disproportionate representation exists N size is < 30*	Hispanic	0.72	1.06	0.32	1.08	0.67	0.52	
		Disproportionate representation is due to inappropriate identification							

FFY 2012 (SFY 2013) Part B Indicators								
SPP/APR Indicators ☐ Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	**Required Action**
10	FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification N size is < 30*	American Indian/Alaska Native	0.00	0.76	0.61	1.30	1.34	0.32	
		Asian	0.83	0.26	0.25	0.75	0.89	0.20	
		Black/African American	2.21	2.02	2.29	0.99	0.91	1.66	
		Native Hawaiian/ Pacific Islander	0.82	1.05	2.42*	0.96	0.44	0.63	
		White	0.57	0.58	0.66	1.04	1.26	0.92	
		2 or more races	0.48	0.79	1.39	0.80	0.97	1.05	
		Hispanic	0.68	1.01	0.32	1.09	0.69	0.49	
	Disproportionate representation exists.	Disproportionate representation is due to inappropriate identification							

Anne Arundel Annual Data Report FFY 2013

Appendix C: 2015-2016 Professional Development Summary

Professional Development ERO Summary
8/4/2015 – 5/11/2016

Course Title	# of Trainings (Total 100)
ACC and Autism PD	4
Back To School Professional Learning	1
Brigance Training	2
Check and Change: Making It Work!	3
Child Outcome Summary in the IEP Process	2
Coaching Towards Guided Reading Mastery	1
Conversation with the Director	3
Cortical Visual Impairment	1
CPI Certification: Non-Violent Crisis Intervention	7
CPI Recertification: Non-Violent Crisis Intervention	6
Differentiating and Specializing Instruction	3
Differentiating Instruction Through R.A.N Charts	3
ECI/CBS Opening Inservice	1
Elementary Special Educator PD	2
Fundations Overview Training	1
HS DC Forum	3
Kurzweil - Higher Level Implementation	2
Kurzweil - Reading and Comprehension Tools	2
Kurzweil - Scanning and Editing	2
Kurzweil - Writing	2
Language! Live	1
Learning Lab Inservice	1
Learning Lab Instructor In-service	1
MS DC Forum	3
New Teacher PD for Special Educators	3
Pre-Teaching and Re-Teaching Strategies in Math	3
Providing Services in a Self-Contained Setting	3
Special Education DC Meeting	3
The New Alternate Curriculum Aligned to Common Core	1
TIENET Experienced Facilitator Training	2
TIENET New Facilitator Training	2
TIENET New User Training	6
Wilson Fundations	3
Wilson Reading System	3
WJ IV Assessment Training	12
Woodcock Johnson IV Make-Up Training Session	2

Appendix D: FY '16 Maintenance of Effort/Certification

Maryland State Department of Education
Division of Special Education/Early Intervention Services

State Fiscal Year (SFY) 2016
Individuals with Disabilities Education Act (IDEA)
Maintenance of Effort (MOE) Eligibility Template & Certification

(Due Date: May 15, 2015)

LSS/PA: __Anne Arundel County Public Schools__

SFY 2016 IDEA MOE Eligibility Table	Option 1	Option 2	Option 3	Option 4	MSDE USE ONLY
	Local Funds Only		State & Local Funds		
	Total Expenditures	Per Capita Expenditures	Total Expenditures	Per Capita Expenditures	is LSS/PA eligible
SFY 2014 Ages 3-21 Expenditures (Actual)	$138,982,900	$17,635			YES NO
SFY 2016 Ages 3-21 Expenditures (Budgeted)	$150,039,577	$18,417			

CHILD COUNT TABLE (Complete for Option 2 or Option 4)

Child Count	3-21 Students (Eligibility 1 & 2)
October 2013 (for SFY 2014 per capita MOE)	7932
October 2014 (for SFY 2016 per capita MOE)	8157

Please note that each LSS is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE, consistent with 34 CFR §§300.203 - 300.205 and related OMB and EDGAR regulations. Federal, State, and independent auditors may require this documentation at any time, and school systems may face penalties if unable to document MOE reporting.

Maintenance of Effort Certification

I, I certify the completeness and accuracy of the information contained in this document to the best of my knowledge, and establish that __Anne Arundel County Public Schools__ LSS is eligible to receive IDEA Part B funds in compliance with the IDEA MOE requirements contained in 34 CFR § 300.203-300.205. Supporting documentation is readily available for review.

George Arlotto, Ed.D.	_____	5-11-15
Print name of the Local superintendent of Schools	Signature	Date
M. Durholz	_____	5/14/15
Print Name of Finance Officer of the Local School System	Signature	Date
Bobbi Pedrick	_____	4/30/15
Print Name of the Local Director of Special Education	Signature	Date

Attachment: 9

Bridge to Excellence Master Plan
2015 Bridge to Excellence Annual Update
(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: October 15, 2015

Local School System Submitting This Report:
Anne Arundel County Public Schools

Address:
2644 Riva Road
Annapolis, MD 21401

Local Point of Contact:

Name: Sheila K. Hill

Telephone: 410-222-5336

E-Mail: skhill@aacps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Five Year Comprehensive Master Plan has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

_____   10-15-15_____
Signature (Local Superintendent of Schools)   **Date**

_____   10/13/15_____
Signature (Local Point of Contact)   **Date**

Attachment 4
School Level Budget Summary
Fiscal Year 2015 - 2016
Local School System Anne Arundel County Public Schools

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Prinicpal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Georgetown East Elementary (SW)	4162	80.91%	$722,400.00			$722,400.00
Tyler Heights Elementary (SW)	4262	79.90%	$1,010,100.00			$1,010,100.00
Eastport Elementary (SW)	4142	79.85%	$457,800.00	$74,140.00		$531,940.00
Mills-Parole Elementary (SW)	4222	79.29%	$1,029,000.00			$1,029,000.00
Belle Grove Elementary (SW)	1082	74.71%	$409,500.00			$409,500.00
Van Bokkelen Elementary (SW)	3152	73.29%	$720,300.00			$720,300.00
Park Elementary (SW)	1202	72.22%	$709,800.00			$709,800.00
Hilltop Elementary (SW)	1142	68.38%	$882,866.00			$882,866.00
Germantown Elementary (SW)	4182	63.42%	$877,325.00			$877,325.00
Freetown Elementary (SW)	1122	62.47%	$531,936.00	$74,139.00		$606,075.00
Maryland City Elementary (TAS)	3132	60.96%	$421,116.00			$421,116.00
Woodside Elementary (SW)	1262	59.69%	$310,400.00	$148,279.00		$458,679.00
Meade Heights Elementary (SW)	3142	59.58%	$318,400.00	$74,139.00		$392,539.00
Brooklyn Park Elementary (TAS)	1092	58.99%	$372,800.00			$372,800.00
Glendale Elementary (TAS)	1132	56.40%	$366,400.00	$74,140.00		$440,540.00
Glen Burnie Park Elementary (TAS)	3372	55.28%	$460,800.00	$74,140.00		$534,940.00
Marley Elementary	1162	54.56%				$0.00
Annapolis Elementary	4092	54.32%				$0.00
North Glen Elementary	1172	52.03%		$74,139.00		$74,139.00
Ferndale Elementary	1102	51.75%				$0.00
Southgate Elementary	3382	50.98%				$0.00
Rippling Woods Elementary	3392	47.37%				$0.00
Brock Bridge Elementary	3062	44.27%				$0.00
Richard Henry Lee Elementary	1242	43.34%				$0.00
Point Pleasant Elementary	1212	42.86%				$0.00
Overlook Elementary	1192	41.43%				$0.00
George Cromwell Elementary	1112	41.10%		$74,139.00		$74,139.00
Oakwood Elementary	1182	38.34%		$74,139.00		$74,139.00
Hebron-Harman Elementary	3102	37.87%				$0.00
Jessup Elementary	3112	35.50%				$0.00
Hillsmere Elementary	4192	34.89%				$0.00
Lothian Elementary	4202	34.72%		$74,139.00		$74,139.00
Quarterfield Elementary	1232	33.18%				$0.00
Severn Elementary	3202	32.93%				$0.00
High Point Elementary	2132	32.49%				$0.00
Riviera Beach Elementary	2192	29.69%				$0.00
Odenton Elementary	3172	28.95%				$0.00
Edgewater Elementary	4152	28.00%				$0.00
Soltey Elementary	2212	27.60%				$0.00
Jacobsville Elementary	2142	27.24%				$0.00
Lake Shore Elementary	2162	26.95%				$0.00
Manor View Elementary	3122	25.99%				$0.00
Tracey's Elementary	4252	24.35%				$0.00
Seven Oaks Elementary	3092	24.34%				$0.00
Rolling Knolls Elementary	4232	24.03%		$74,139.00		$74,139.00
Sunset Elementary	2222	22.29%				$0.00
Pasadena Elementary	2182	22.22%				$0.00
Fort Smallwood Elementary	2112	20.61%		$74,139.00		$74,139.00
Shady Side Elementary	4242	19.63%				$0.00
Windsor Farm Elementary	2372	18.91%				$0.00
Linthicum Elementary	1152	18.38%				$0.00
Crofton Meadows Elementary	3362	17.83%				$0.00
South Shore Elementary	3212	17.72%				$0.00
Waugh Chapel Elementary	3222	17.49%				$0.00
Ridgeway Elementary	3192	16.97%				$0.00

Attachment 4
School Level Budget Summary
Fiscal Year 2015 - 2016
Local School System Anne Arundel County Public Schools

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Prinicipal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
West Meade Elementary	3232	16.35%				$0.00
Deale Elementary	4132	16.25%				$0.00
Millersville Elementary	3162	14.71%		$74,139.00		$74,139.00
Four Seasons Elementary	3272	14.65%				$0.00
Pershing Hill Elementary	3182	13.80%				$0.00
Mayo Elementary	4212	12.93%				$0.00
Belvedere Elementary	2062	12.89%				$0.00
Cape St. Claire Elementary	2092	11.92%				$0.00
Broadneck Elementary	2322	11.79%				$0.00
Nantucket Elementary	3282	10.99%				$0.00
Oak Hill Elementary	2172	10.94%				$0.00
Piney Orchard Elementary	3242	10.81%				$0.00
Central Elementary	4112	10.21%				$0.00
Bodkin Elementary	2082	9.86%				$0.00
West Annapolis Elementary	4272	8.29%				$0.00
Arnold Elementary	2052	7.35%				$0.00
Jones Elementary	2152	6.88%				$0.00
Severna Park Elementary	2202	5.94%				$0.00
Crofton Woods Elementary	3082	5.65%				$0.00
Crofton Elementary	3072	5.62%				$0.00
Davidsonville Elementary	4122	5.59%				$0.00
Folger McKinsey Elementary	2102	3.98%				$0.00
Benfield Elementary	2072	2.36%				$0.00
Shipley's Choice Elementary	2432	0.00%				$0.00
Elementary School Sub Total		31.69%	$9,600,943.00	$1,037,950.00	$0.00	$10,638,893.00
Marley Middle	1063	49.60%				$0.00
Brooklyn Park Middle	1023	47.84%				$0.00
Annapolis Middle	4033	47.45%				$0.00
Bates Middle	4043	45.29%				$0.00
Meade Middle	3423	44.84%				$0.00
Lindale Middle	1053	43.75%				$0.00
Corkran Middle	1043	43.20%				$0.00
Old Mill Middle North	3333	35.83%				$0.00
MacArthur Middle	3033	34.63%				$0.00
George Fox Middle	2033	31.61%				$0.00
Southern Middle	4053	23.04%				$0.00
Old Mill Middle South	3343	22.97%				$0.00
Chesapeake Bay Middle	2423	20.42%				$0.00
Arundel Middle	3023	16.26%				$0.00
Central Middle	4283	11.65%				$0.00
Severn River Middle	2413	10.93%				$0.00
Magothy River Middle	2243	10.12%				$0.00
Crofton Middle	3263	8.70%				$0.00
Severna Park Middle	2043	2.91%				$0.00
Middle School Sub Total		27.02%	$0.00	$0.00	$0.00	$0.00
Annapolis High	4013	40.82%				$0.00
Glen Burnie High	1033	35.53%				$0.00
North County High	1323	35.17%				$0.00
Meade High	3323	32.46%				$0.00
Old Mill High	3353	27.51%				$0.00
Northeast High	2023	24.12%				$0.00
Southern High	4023	19.79%				$0.00
Chesapeake High	2273	15.55%				$0.00

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Prinicipal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Arundel High	3013	12.82%				$0.00
South River High	4293	9.73%				$0.00
Broadneck High	2363	8.03%				$0.00
Severna Park High	2013	4.27%				$0.00
High School Sub Total		22.13%	$0.00	$0.00	$0.00	$0.00
Mary Moss Academy	4094	77.19%				$0.00
J. Adams Academy	4084	76.19%				$0.00
Marley Glen Special	1274	38.96%				$0.00
Ruth Parker Eason	3414	38.68%				$0.00
Phoenix Academy	4074	30.25%				$0.00
Central Special	4304	27.69%				$0.00
Monarch Global	6113	21.06%				$0.00
Monarch Academy	6233	20.86%				$0.00
Chesapeake Science Point	6223	13.85%				$0.00
Special School Sub Total		25.38%	$0.00	$0.00	$0.00	$0.00
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			$9,600,943.00	$1,037,950.00	$0.00	$10,638,893.00
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			$610,858.00	$56,825.00	$11,557.00	$679,240.00
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)			$408,309.00	$856,201.00	$577,879.00	$1,842,389.00
Nonpublic Costs (For Title I, Table 7-10 LINE 7)			$13,157.00	$67,158.00		$80,315.00
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			$10,633,267.00	$2,018,134.00	$589,436.00	$13,240,837.00

ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2016

Local School System:
Anne Arundel County Public Schools

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2014 Allocation	$ Amount to be transferred out of each program	$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality	N/A	N/A	N/A	N/A		
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools &Communities						

ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203]

Local School System:

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

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

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

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
N/A	N/A	N/A	N/A

ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS
Fiscal Year 2016

Local School System:
Anne Arundel County Public Schools

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III-A services.** *Use separate pages as necessary.*

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)

NONPUBLIC SCHOOL NAME AND ADDRESS	Number nonpublic T-I students to be served at the following locations:		Title I-A Students Reading/Lang. Arts (Can be a duplicated count)	Title I-A Students Mathematics (Can be a duplicated count)	Title II-A Staff	Title III-A Students	Title III-A Staff	Comments (Optional)
Annapolis Area Christian 109 Burns Crossing Road Severn, MD 21144	Private School	0			96			
	Public School	0						
	Neutral Site	0						
Archbishop Spalding 8080 New Cut Rd. Severn, MD 21144	Private School				88			
	Public School	0						
	Neutral Site	0						
Monsignor Slade Catholic 120 Dorsey Road Glen Burnie, MD 21061	Private School	0			47			
	Public School	0						
	Neutral Site	0						

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)

NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Title II-A Staff	Title III-A Students	Title III-A Staff	Comments (Optional)
Montessori International Children's House 1641 Winchester Rd. Annapolis, MD 21401	Private School	0						
	Public School	0						
	Neutral Site	0						
School of Incarnation 2601 Symphony Ln Gambrills, MD 21054	Private School				62			
	Public School	0						
	Neutral Site	0						
St. Jane Frances School 8513 St. Jane Dr. Pasadena, MD 21122	Private School				22			
	Public School	0						
	Neutral Site	0						
St. John the Evangelist 669 Ritchie Highway Severna Park, MD 21146	Private School				43			
	Public School	0						
	Neutral Site	0						
St. Martin's Lutheran 1120 Spa Road Annapolis, MD 21403	Private School				24			
	Public School	0						
	Neutral Site	0						

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)

NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A				Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
St. Mary's Elementary 111 Duke of Gloucester Annapolis, MD 21401	Private School	0			69			
	Public School	0						
	Neutral Site	0						
St. Mary's High School 113 Duke of Gloucester Annapolis, MD 21401	Private School				39			
	Public School	0						
	Neutral Site	0						
St. Paul's Lutheran 308 Oak Manor Glen Burnie, MD 21061	Private School				31			
	Public School	0						
	Neutral Site	0						
St. Philip Neri 6401 S. Orchard Rd Linthicum, MD 21090	Private School	11			32			
	Public School	0						
	Neutral Site	0						

Attachment 7

Title I, Part A
Improving Basic Programs

LEA: Anne Arundel   Submission Date: _____

SY 2015-2016

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

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

> **Local Educational Agency: <u>Anne Arundel</u>_____ Fiscal Year 2016**
>
> **Title I Coordinator: <u>Sheri L. Burton</u>_____**
>
> **Telephone: <u>410-222-5444</u>_____   E-mail: <u>slburton@aacps.org</u>_____**

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

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

A. *HIGHLY QUALIFIED:*

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

   a. Describe how and when (date) the school or LEA notifies the parents, of each student attending 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 (September 2015) that is available online through the county 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 No Child Left Behind 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 2015), which is distributed to all parents in Title I schools and posted on out 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 is not highly qualified.

   For any teachers or long-term substitutes who are not highly qualified as of the first day of school, parent letters are sent out by September 18th. For any teachers or long-term substitutes who are hired mid-year who are not highly qualified, letters are sent to parents within four consecutive weeks after they are hired. 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.

    c.   Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Sheri Burton, Program Manager of Compensatory Education, Title I Office
Anthony Alston, Executive Director of Equity and Accelerated Student Achievement
Florence Bozzella, 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, E. Rodney Walker, Lynne Evans, Cheryl Cox,
                Andre Dillard, Karen Soneira, Theresa Zablonski, Kristy Snyder,
                Louise DeJesu, Laura Cooke, Susan Gallagher, Susan Myers,
                Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie

    d.   Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

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 maintains intermittent communication with the teacher, principal and Title I Office tracking progress. The teacher forwards whatever is needed to remain Highly Qualified 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 progress. Teachers who fail to remain Highly Qualified are transferred from Title I schools to non-Title I schools and replaced with a Highly Qualified teacher.

    e.   Describe how the LEA ensure the Highly Qualified 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 teacher within the grade levels/subjects for which they are highly qualified. 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 highly qualified. Principals must update their Online Roster every time they hire anyone new to the building.

2. DOCUMENTATION: Include sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2015-2016.

3. The LEA certifies that all paraprofessionals in Title I schoolwide schools are qualified.
        ☒**Yes**   ☐ **Not Applicable**

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools are qualified.
        ☒**Yes**   ☐**Not Applicable**

B. SCHOOLWIDE PROGRAMS:

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

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

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

    a. Consolidating Funds (Check one):

    ☐ Federal funds
    ☐ Federal, State, local funds
    ☒ Not Consolidating Funds

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

    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, Reading and Math Resource teachers, technology, instructional materials, extended day instructional programs 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 resource 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 both the Title I principals and the Program Manager 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. All principals and Central Office staff have access to the Advantage Financial System. This online system provides real-time access to budgets, expenses and balances to all accounts.

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

- 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 satisfies the 10 components.

- Drafts of Title I plans and budgets are due prior to the release of Title I funds on July 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.

- Final Title I plans and budgets will be due in October after a thorough analysis of more recent data, budgets, and plans will be amended as necessary after a peer review of all final plans.

- All school-wide schools will also attach a Parent Involvement Plan and Home/School Compact to their plan as Appendices.

- All Title I school-wide schools receive training on how to properly document 10 components either by attending the Title I Spring Budget Meeting, the Fall Title I Orientation Meeting, and the Title I Chat and Chew Meetings.

- An annual Title I site visit is conducted with the principal, resource teachers, and Title I Program Manager during which time the school teams present their Title I Program documentation. Each of the 10 components is reviewed at this time.

- The Title I Program Manager receives sign-in sheets, agendas, notes, and evaluations from select Title I funded school events (overview to parents, overview to staff, newsletters if applicable) and those items are filed under various components for Program Review evidence.

- The Title I Program Manager communicates with school principals and resource staff during budget review meetings, the Title I fall workshop, Extended Learning planning meetings, email, phone calls, and school visits to address the 10 components and how schools are effectively implementing the components in their schools.

- In addition, Sheri Burton (Title I Program Manager) and Helen Mateosky (Title I Senior Manager for Instructional Support) will provide technical assistance and guidance to help schools develop, implement, and monitor their school-wide program.

- Regional Assistant Superintendents Ray Bibeault, Kate Gilbert, Dawn Lucarelli, Janine Robinson, and Chris Truffer also monitor school-wide programs with the support from their respective Directors for School Performance, Maisha Gillins, Jolyn Davis, Lisa Leitholf, Heidi O'Gilvie and Diana Strochecker, members of the Curriculum and Instruction Leadership Team and the Office of Equity and Accelerated Student Achievement.

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

If any of the 10 components are not adequately addressed in their Title I Plan the Title I Program Manager meets with the principal and Regional Assistant Superintendent. Follow up correspondences are held via email or phone to discuss revisions before their Title I plan/budget is approved. Principals must revise their plans accordingly and resubmit before money is spent. Drafts of the Title I plan and budget are due mid-June while final budgets/plans must be submitted by October 26th once data results are received and analyzed and final decisions are made. The early date for the draft allows for discussion between the Title I Program Manager and the principal if/when there is a potential compliance issue.

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

- Title I Program Manager and the Senior Manager for Instructional Supports will be responsible for working with the county Data Office 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.

- Title I plans/budget will be reviewed during a Peer Review Process. The Title I Program Manager, Senior Manager for Instructional Supports, and the Regional Assistant Superintends are responsible for reviewing all final budgets and plans prior to final approval. During this process, all areas lacking clarity in communicating the 10 components will be documented and the Title I Program Manager will follow up with the principal.

- School-based Title I staff consisting of the principal, Title I Resource Teachers, Title I Intervention Specialists work together during the annual spring budget meeting to review and discuss the effectiveness of their program and develop strategies to improve their programs for the following school year.

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

- All Title I school-wide schools, in collaboration with the Title I Program Manager, provide a twelve to eighteen week extended day instructional program for identified students in reading and/or math. School administrators are required to submit a plan detailing their Extended Day/Saturday School Program. Extended Day/Saturday School Program plans are reviewed and approved by the Title I Program Manager and Title I Senior Manager for Instructional Supports. The Title I Program Manager and Title I Senior Manager conduct monitoring visits at each site. Program Site Directors submit a final summary of their program that includes the results of student performance to include pre/post and progress monitoring assessments.

- All school-wide schools participate in the Title I funded Extended Year Reading and Math Program as evidenced by school plans, site visits and SANE documentation. Students are identified to participate in the program based on academic need. The Extended Year program is based on basic reading strategies through guided reading and number concepts for mathematics. The Fountas & Pinnel Benchmark Assessment is administered to each student at the end of the school year. The Number Worlds Pre Assessment is administered within the first two days of the Extended Year Program.

The assessments are then re-administered at the end of the summer session to participating students to assess and document student achievement and performance. Regular monitoring visits are conducted by the Title I Program Manager and Title I Senior Manager for Instructional Supports. Feedback from these visits will be discussed with the respective Site Directors. At the conclusion of the program, summary reports which provide assessment results and feedback about the program are submitted by each Site Director. The program summaries are used by the central office team to make improvements for the following year's program.

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

The following central office staff will also be responsible for monitoring the 10 components in schoolwide plans, the effectiveness of school wide program implementation, fiduciary issues, and program effectiveness. Regional Assistant Superintendents Ray Bibeault, Kate Gilbert, Dawn Lucarelli, Janine Robinson, and Chris Truffer also monitor school-wide programs with the support from their respective Directors for School Performance, Maisha Gillins, Jolyn Davis, Lisa Leitholf, Heidi O'Gilvie and Diana Strochecker, members of the Curriculum and Instruction Leadership Team and the Office of Equity and Accelerated Student Achievement. Other supports include Anthony Alston, Executive Director of Equity and Accelerated Student Achievement, Florence Bozzella, Executive Director of Human Resources, Human Resources, Penny Post, Certification Specialist, Human Resources and Kathleen Orndorff, Senior Manager of Records and Quality Control, Human Resources.

1. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

C. TARGETED ASSISTANCE SCHOOLS:

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

1. **DESCRIBE the step-by-step process including timelines/dates used to** identify eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. (**Note:** Children from preschool through grade 2 must be selected <u>solely</u> on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

- Targeted Assistance Schools are given and trained on the identification criteria tool during the first few weeks of school. These meetings are held during the weeks of August 24- September 4th. The criteria identification tool is shared with reading resource teachers, math resource teachers, Assistant Principals, and Principals at the school level meeting. The tool includes criteria identification in the student selection in the areas of reading, mathematics as well as a whole child profile screening section. Points are awarded for criteria met within each section and tallied up to give each student a raw score. The scores are then ranked by the school based team. The ranking will provide

schools with their targeted population of the lowest 20% academically performing students. All identification should be completed by Sept. 18, 2015.

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** *(In Maryland, small group constitutes no more than 8 students to one teacher.)* These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

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

All Targeted Assistance schools provide a twelve to eighteen - week extended learning instructional program in either reading and/or math, for identified students during the school year. School administrators are required to submit an application detailing their Extended Learning Program. Extended Learning Program Plans are put through a peer review process in addition to being reviewed by the Title I Program Manager for Compliance and the Title I Senior Manager for Instructional Supports. Plans are revised and resubmitted as necessary. Monitoring visits are conducted for each program by the Title I Program Manager for Compliance and the Title I Senior Manager for Instructional Supports. Program Site Directors submit a summary of their school program which includes the results of an Observation of Student Performance that is completed at regular intervals during the program.

All Targeted Assistance Schools participate in Title I funded summer school, which includes both reading and math instruction. Students are identified to participate in the program based on academic need. Pre and post assessments are administered to each student at the beginning and the end of the summer program to assess and document student achievement and performance. The Title I Program Manager for Compliance and the Title I Senior Manager for Instructional Supports conduct regular monitoring visits. Summary reports which provide assessment results and feedback about the program are submitted by each Site Director at the end of the program.

b. Helping provide an accelerated, high-quality curriculum, including applied learning.

Assist schools in rescheduling instruction that staggers small group instruction which permits intervention specialists to work within the classrooms with small groups of identified Title I students to re-teach or pre-teach reading and/or math strategies, based upon team planning that examines student progress on program assessments.

Implement extended learning instructional programs for those students furthest away from meeting state standards.

Explore and implement successful methods of supporting parents with assisting students at home in completing practice activities (homework) and giving them ideas on how they could expand.

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

Whenever possible, instructional services will be provided in a small group setting within the students' assigned classroom by a Highly Qualified or Title I teacher. If the targeted intervention program does not allow for this service delivery model, students will be pulled on a limited basis to ensure fidelity of implementation.

Collaborative Planning sessions will be conducted to assure targeted students are receiving the small group instruction needed.

2. **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.

- A fall Title I meeting was conducted to conduct program expectations and compliance documentation requirements. Three regular scheduled meetings will be conducted with the TAS. (Sept, Jan, and May) Weekly as well as Monthly school visits are held as requested by the TAS or the title I office. TAS plans are submitted to the Title I office and reviewed by the Title I Senior Manager of Title I instruction and Title I program manager.

- Professional development as well as collaborative work sessions will be provided for both the Principal and school teams by the Senior Manager of Instructional Supports and Title I Program Manager. School based targeted PD's will be conducted with collaboration with the school based teams by the Senior Manager as well. Use of staff personnel and scheduling to meet the needs of these students will be arranged at the school site in collaboration with the Senior Manager of Title I Instruction.

- Based on a needs assessment given by the Senior Manager of Title I Instructional Supports, monthly professional development sessions will be provided for both the reading and math Title I resource teachers. PD will directly relate to the identified student needs and the teacher capacity to teach and reach the identified students. Topics include by not exclusive to: instructional coaching, differentiation, math fluency, problem solving, family and community engagement practices that work, intervention use and small group instruction. Monthly meetings will be planned in coordination with the Coordinator of Reading and Coordinator of Integrated Elementary Mathematics. Resource teachers will be trained in the skill of being an instructional leader in their schools. Teacher capacity PD needs will be provided at the school level by the math and reading resource teachers at the TAS.

3. **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

- Monitoring will be conducted by using multiple measures. School walk-through visits as well as providing on site professional development and collaborative planning supports based on the student and teacher needs will be conducted. The student identification tool has a built in measurement tool that will be used 3 times during the school year to show student growth. Collaborative Planning expectations will be utilized to inform the schools grade level team's grouping practices and formations. Prescriptive targeted small group instruction will be aligned with formative and summative assessment tools. Additional professional development will be given monthly to both the reading and math resource teachers as well. Materials will be purchased by both central office and school based staff

to build the capacity of our students and teachers alike in both reading and mathematical content areas.

- Central Office staff will meet at least 2 times during the school year to conduct monitoring walk-throughs and collaborative meetings. The identification tool will be used 3 times during the school year to monitor student growth.

4. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

- Schools based staff will be giving feedback to the Title I office in reference to the identification tool and growth measurement criteria. Site visits will be conducted to gain insight and feedback that the students' needs are being met and are meeting with success. Meetings will be conducted at the school level with parents as well to gain insight as well. The criteria tool will yield a growth index for the targeted students as well. This will be conducted 3 times a year.

5. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

- Laura Cook, Principal Maryland City; Kristy Snyder, Principal Glendale; Terri Zablonski, Principal, Glen Burnie Park; Rodney Walker, Principal, Brooklyn Park; Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Superintendent; Dawn Lucarelli, Regional Assistant Superintendent; Kate Gilbert, Regional Assistant Superintendent; Jolyn Davis, Director of School Performance; Heidi O'Gulvie, Director of School Performance; Maisha Gillins, Director of School Performance; Diana Strohecker, Director of School Performance; Jane Friend; Elementary Reading Coordinator; Sue Vohrer, Elementary Math Coordinator; Anthony R. Alston, Executive Director of Equity and Accelerated Student

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

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2015-2016 to a schoolwide program in 2016-2017, the LEA must submit a formal letter to Maria E. Lamb, Director, Program and Family Support Director, informing MSDE of its intent.

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

School Name	MSDE Number
Maryland City	3132

Performance Measures- Additional guidance in the form of an addendum will be forthcoming.

D. PARENT INVOLVEMENT:

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

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

   a. Date the current LEA Parent Involvement Policy/Plan was reviewed:
      Will be reviewed in Fall 2015

   b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.

      In addition to the county's Parent Policy review, the Title 1 District Parent Plan is reviewed annually each spring and/or fall with a group of parents made up of the county's Title I Parent Advisory Council (parent representatives from each Title I school). Documentation is maintained to capture their suggestions for the revised plan each year. The Title I Office also includes a summary and feedback from the District Plan in the fall Title 1 newsletter in order to gather input.

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

      All schools will receive copies of the plan and it is required that all principals distribute the plan to parents and/or post the plan on their school website. Many schools also print it in the school's newsletter. In addition, the plan will be posted on our Title I website and in the fall volume of our County Title I Newsletter that is distributed to all Title 1 schools and families. All schools conduct Title I overviews with parents and the District Plan is discussed in the PowerPoint.

2. **DOCUMENTATION:** Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan.

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

   a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

   - All schools submit their school level parent plan by October 30, 2015 to the Title I office for review and approval. Schools continue to use the parent plan and compact format approved by MSDE for the FY16 school year.

   - All schools will be given the MSDE parent plan and compact checklist to ensure that all requirements are met as they are creating their documents.

   - Should all requirements not be met, the Title I Program Manager will contact the principal for corrections to be made along with a deadline for those corrections to be submitted, reviewed and approved to the Title I office.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

- All schools have involved parents in developing the parent involvement plan.

- The Title I Program Manager has communicated to principals that it is mandatory that all principals invite parents (at least one parent of an identified student for Targeted schools) to join the School Improvement Team to be involved in the decision-making process at the school level. Schools capture those parent names on the signature page of their School Improvement Plan.

- All Title I schools must host an annual Spring or fall parent meeting during which parents work with school staff to update their parent plans and compacts. Sign-in sheets, agendas, notes, and evaluations are kept on file to document these meetings.

- Back-to-School Night, which may include Title I orientation, for some schools, sign-in sheets will also reflect whether or not parents were involved with the creation, implementation, or monitoring of the parent involvement policy. In addition, documentation from spring or fall parent meetings will confirm that parents were involved with the draft of the upcoming school year's parent plan.

- All school-wide and all Targeted Assisted Schools will host a Title I Parent Orientation night. SANE documentation will reflect whether or not parents were involved with the creation, implementation, or monitoring of the parent involvement policy.

- Every spring all Title I schools will host a Budget Meeting to allow parents the opportunity to provide feedback and direction for the spending of Title I dollars.

4. **School-Parent Compact**

a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

- All Title I schools submit a copy of their School/Parent Compact for review along with their School Improvement Plan and Title I Executive Summary for review and approval by the Title I Program Manager in October.

- All Title I schools will be using new Compact format to better communicate the home to school expectations. If the Compact does not meet the requirements, the Title I Program Manager will meet with the principal to provide technical assistance and require a revision.

- Also, in the fall, Title I staff will be trained on how to update their compacts.

- In the spring, all Title I schools are required to host a parent meeting during which parents work with school staff to update their compacts, parent policies, and plans as well as give input as to how Title I parent involvement funds should be spent based on the needs of the school.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

• The Title I Program has communicated to principals that it is mandatory that all Principals invite parents to join the School Improvement Team to be involved in the decision-making process at the school level.

• Back-to-School Night, which includes a Title I Orientation, sign-in sheets and/or other fall Title I parent nights will also reflect whether or not parents were involved with the creation, implementation, or monitoring of the home/school compact.

• Some schools post the compacts on their websites and/or print their compacts in fall newsletters as well.

5. Monitoring Parent Involvement

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

• All Title I schools submit sign-in sheets, agendas, notes and evaluations from all Title I funded parent involvement events.

• During the annual Fall and Spring Title I Monitoring visit, the Title I Program Manager and Senior Instructional Manager reviews all parent involvement activities and documentation with principals and resource staff to ensure that all requirements are included. Documentation is also submitted to the Title I office for review prior to the Program Review.

• The Title I Program Manager and Senior Instructional Manager provide technical support to any school in need of increasing parent involvement at the school level.

• The Title I Office provides staff development on ways to increase parent involvement at the school level via professional development conferences, Parent Advisory Council meetings, and networking opportunities amongst resource teachers.

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

• Title I Principals: Tamara Kelly, E. Rodney Walker, Lynne Evans, Cheryl Cox, Andre Dillard, Karen Soneira, Theres Zablonski, Kristy Snyder, Louise DeJesu, Laura   Cooke Susan Gallagher, Susan Myers, Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie

• Title I school based Reading resource teachers: Deniece McClure, Tracy Dubin, Karen Brizzie, Vicki Dundics, Jessica Quigley, Stacey Witte, Theresa Allender, Jocelyn Fox, Kerri Allen, Elizabeth Simonds, Jessica Price, Lindsay O'Keefe, Theresa Shay, Latrice Wiggins, Diane Boylan and Stephanie Dapko

• Title I school based Math resource teachers: Brad Clapper, Gail Larkin, Kelsy Burdette, Mandi Rounds, Donna Gabac, Andrea Byrne, Beth Doster, Joanie Gulden, Kathy

Benton, Cheryl Wallace, Shannon Ziemer, Tammy Strauss, Christie Acri, Dottie Wynson, Mandy Panetta, Lindsey Hammond, Lori Berry

- Regional Superintendents: Ray Bibeault, Kate Gilbert, Dawn Lucarelli, Janine Robinson, and Chris Truffer, Maisha Gillins, Jolyn Davis, Lisa Leitholf , Heidi O'Gilvie and Diana Strochecker, all of the Office of School Performance

6. Distribution of Parent Involvement Funds

a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

When the county's Title I Allocation is first received, 1% is set aside for Parent Involvement. The Title I Program Manager in collaboration with the Accounting Department pre-determines a per pupil allocation for Parent Involvement, $24.00 per free meals per student, which determines the school's parent involvement minimum. Schools are asked to use their pre-determined parent involvement pre-pupil allocation amount. When budgets are received for review, the Title I Program Manager checks to ensure that their required minimum has been used for parent involvement activities. If not, a phone call or visit is made to the principal to adjust their budget before it is approved.

b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

In the spring, all Title I schools are required to host a parent meeting during which parents work with school staff to update their compacts, parent policies, and plans as well as give input as to how Title I parent involvement funds should be spent based on the academic needs of the school. Sign-in sheets, agendas, notes, and evaluations are kept on file to document these meetings. At the district level, parents are invited to join the Parent Advisory Council (PAC) where representatives from all Title I schools meet with the Title I Program Manager twice a year to discuss Title I programs and ways for improvement. During the last PAC meeting each spring and the first PAC meeting of the upcoming school year, the agenda are focused on gathering input from parents regarding Title I parent funds spent in previous years and ways to improve and reallocate funds for the upcoming year to best support parents. S.A.N.E (Sign-in sheets, Agendas, Notes, and Evaluations) documentation is kept for all PAC meetings.

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

All schools' parent involvement budgets are set up by the Accounting Department prior to the opening of school for students. Should schools need parent involvement funds made available to them prior to the first day of school they may email a request to the Title I Program Manager for special approval in advance.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement?   ☒ **Yes**   ☐ **No**

e. If yes, describe *how* these additional funds are used.
For the FY16 school year, between the district-level parent set aside of $16,754 and the

schools' spending a total of $119,472 on parent involvement at the school level. We are as a district spending approximately $29,546 over the mandatory 1% for parent involvement. The additional funds are being spent both at the district level and at the school level to host parent workshops to help parents work better with their students at home in math and reading.

7. DOCUMENTATION: Attach a list of all Title I schools' with their individual parent involvement allocations.

School	PAC Allocation
Georgetown East Elem	$ 7,224
Tyler Heights Elem	$ 11,544
Eastport Elem	$ 5,232
Mills-Parole Elem	$ 11,760
Belle Grove Elem	$ 4,680
Van Bokkelen Elem	$ 8,232
Park Elem	$ 8,112
Hilltop Elem	$ 11,472
Germantown Elem	$ 11,400
Freetown Elem	$ 6,912
MD City Elem	$ 5,472
Woodside Elem	$ 4,656
Meade Heights	$ 4,776
Brooklyn Park ES	$ 5,592
Glendale	$ 5,496
Glen Burnie Park	$ 6,912
Total FY16	**119,472.00**

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [SECTION 1120]:

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

2. DESCRIBE the LEA's process for inviting private schools to participate in the Title I, Part A program.

The Partnership Office of Anne Arundel Public School System invites all private and independent schools to a meeting in February. 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 email to each school to schedule a consultation meeting to formalize each partnership.

3. **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 (1st week) 2015:** Survey documents for FY16-17 mailed to MSDE from private schools; identified private schools
- **November 2015:** Tentative list of private school participation forwarded to Title I office by Archdiocese
- **December 2015:** Save the Date sent to tentative participating schools to attend information meeting to be held in February 2016
- **February 2016:** Title I information session/overview to all private and catholic schools invited by Anne Arundel County Public Schools Partnerships Office
- **March 2016:** Principal Consultation for SY16-17
- **February (3rd week) 2016:** School visit to monitor nonpublic program
- **April (3rd week) 2016:** School visit to monitor nonpublic program
- **April 2016:** Post assessment given to participating students
- **May 2016:** Make up services provided if applicable to current students; list of eligible students for SY16-17 sent to Title I Office
- **June 2016:** Confirmation of eligible students' demographic information by Title I office
- **July 2016:** Materials ordered for Title I services and delivered to the private schools
- **August 2016**: Permission to assess letter sent to parents of eligible students; Title I tutors hired by Title I Office
- **September (2nd week) 2016:** 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) 2016:** Assessment results sent to parents of eligible students; Title I Parent Information Night held by Title I Office
- **October 1, 2016:** Title I services to begin for participating students
- **October 15th 2016:** School Visit to monitor nonpublic program
- **December 1, 2016:** School Visit to monitor nonpublic program

4. **DOCUMENTATION**: Attach a timeline for consultation and affirmation meetings with private school officials.

5. **DELIVERY OF SERVICES**

   a. Will LEA staff provide the services directly to the eligible private school students?   ☒**Yes**   ☐ **No**

   b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?   ☐ **Yes**   ☒ **No**

    c. Will the LEA enter into a third party contract to provide services to eligible private school students?   ☐ **Yes** ☒ **No**
If yes, when will services begin? _____

6. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

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

- The Title I Programs serving private school students are supervised and evaluated through the school year. Title I Program Manager will formally observe the program and the tutors and provide verbal and written feedback to the same day. The observations will be scheduled ahead of time between the Title I Program Manager and the tutors. The program will be evaluated using the same instructional tool used in all AACPS Title I Extended Day Instructional Programs. During the post observation conference, tutors will discuss the students' individual progress.

- In addition to at least 2 site visits at each site (more often if deemed necessary), conducted by either the Title I Program Manager or Senior Instructional Manager, each site has a school based staff member assigned to help to organize the program. This person supervises the programs on a daily basis and submits to the Title I Office, supervisory/evaluation sheets that capture the daily instruction and any communication that must be documented.

- This Site Director may be a private school staff member but they will not be processed as an Anne Arundel County Part-Time Employee prior to the program start date.

- Parent, teacher, and student surveys are distributed and collected for analysis at least once per year to determine the effectiveness of the program and program satisfaction. The feedback from these evaluative surveys is used to either improve private school programs in the future or to expand services to eligible students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

II. TABLES AND WORKSHEETS

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

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

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.** **Unless an LEA is using Community Eligibility Provision (CEP) and FARMS, the LEA must only check one method.**

x	A.	Free Lunch	
	B.	Free and Reduced Lunch	
	C.	Temporary Assistance for Needy Families (TANF)	
	D.	Census Poor (Children ages 5-17 based on Census Data)	
	E.	Children eligible to receive medical assistance under the Medicaid program	
	F.	Community Eligibility Provision (CEP)	

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)

	A.	FARMS to identify low-income students.
	B.	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.
x	C.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (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.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

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

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

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

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.

2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.

3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.

4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK one box below to indicate which method the school system is using to qualify attendance areas.

☐   **Percentages --** schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

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

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

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

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

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

Note: Baltimore City Schools and/or Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

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

Table 7-3	DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2014 to complete this table along with the September 30, 2014 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

22,104 **Total Number of** **Low-Income Children** **Attending ALL Public Schools** **(October 31, 2014)**	÷	**79,326** **Total LEA** **Student Enrollment** **(September 30, 2014)**	=	**27.86%** **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.**)

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span (Write Grade Spans in Spaces Below)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)	**12,306**	÷	**39,422**	**0.312%**
Middle (6-8)	**4,725**	÷	**17,381**	**0.271%**
High (9-12)	**5072**	÷	**22,702**	**0.223%**

Table 7-5	CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT **SERVE** SCHOOLS BELOW 35% POVERTY (125% RULE)		
$10,667,962 **Local Educational Agency Title I-A Allocation** (Taken from Table 7-10; Should match # on C-1-25)	÷	**22,104** **Total Number Of Low-Income Public and Private Students** (Add the total public students presented above and the private student number presented on Table 7-9)	=	**482** **Per Pupil Amount**

Per-Pupil Amount $482 X 1.25 = $604 Minimum Per Pupil Allocation
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%.

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

Table 7-6.1	CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> **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

Table 7-6.2	ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS

The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served

Name of Priority High School	MSDE ID Number

Name of Priority Middle School	MSDE ID Number

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 Attachment 7.		
Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions: 1. The school meets the comparability requirements of section 1120(A)(c). 2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115. 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.		
Number of Skipped Schools :	**1**	**Note:** The completed 2015-2016 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION
Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.   **LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION[1]

Total Title I 2015-2016 Allocation		**$ 10,633,267** Taken from the C-1-25)	
Reservations	**ACTIVITY**	**RESERVATION**	**DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)**

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[1] **References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's ESEA Flexibility Plan.**

| 1a | **District-wide Title I Instructional Program(s)**
Reservation, 34CFR Sec. 200.64
(see guidance document) | 169,932 | **$169,932 Extended Learning: Schools choose Before or After School or Saturday for both Spring and Fall sessions for a total of 14 weeks at 4 hours per week; These sessions will included Guided Reading and Math Support,** curriculum as an extension of the programs taught during the day.

16 total Title I Schools for extended learning opportunities/programs (Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Glen Burnie Park, Glendale, Hilltop, Maryland City, Mills Parole, Meade Heights, Park, Tyler Heights, Van Bokkelen, Maryland City, Woodside

14 Schools for After School Extended Learning
• Teachers: $104,000 salaries; $9,121 fixed charges approximately 64 teachers *$25.00/hour*65 hours
• Instructional Assistants: $13,000 salaries, $1,140 fixed charges approx. 16 IA * $12.50/hour* 65 hours each
2 Schools for Saturday Sessions of Extended Learning Custodian Stipends for Saturday School Programs: $9,750 salaries, $855 fixed charges
$25.00/hour *6 custodians * 65 hours
• **32,066 MOI for extended learning programs/reading and math (Guided Reading books, Big books, Number Worlds)**

** Servicing approx. 700 students
** TAS schools will only be servicing participating students |

	1b	**District-wide Professional Development** 34 CFR Sec.200.60, Sec. 9101(34) of ESEA *(see guidance document)*		**$25,834**	$25,834 PD- • **$5,000 PD supplies to support PD conference/workshops (approx. $100 for teacher resource materials per participants that supports workshop topics)** • **$19,155 PD Substitute/stipends, (see below) $1,679 fixed charges for PD conference/PD workshops: Approx. 7 subs * 16 schools * $90.00/day** **Substitutes/Stipends for teachers during professional development; schools: Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Germantown, Glen Burnie Park, Glendale, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside, 112 subs @ $90 = $9,075, Fixed Charges $795**

	2	**Parent Involvement** (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	**$130,366**	**$119,472 disbursed amongst 16 Title I schools for Parent Advisory Council** • **32 Title 1 Reading and Math Teachers at $25 per hour for 3 hours for Bookfair and Game Day ($2,400); a local author will be guest of honor at $500 to total $2900** • **Fixed charges Hourly @ .0877 total $254** • **Anne Arundel Community College parent activities $1,770; Presenter $270; Catering $1,000; Childcare $500; Translator $600. Total $4,140.** • **Spring Math 24 Game-8 rooms; 3 game stations per room at $75.00 per game; Two teachers per room. 8 rooms with games 3 stations that will be played by parents and students to total $1800** • **Title 1 Winter Bookfair (Scholastic) with 150 students and adults where students will receive a $5($750) book coupon and parents will receive a $7($1050) book coupon**
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) **If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and** Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	**No Longer Applicable, due to NCLB Highly Qualified Deadline.**	
	4	**TOTAL** reservations requiring equitable services. Lines1a, 1b & 2 **(Present this number in Table 7-10 LINE 2.)**	**$326,132**	

| | 5 | **Administration** (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants
34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.) | **$610,858** | $206,521 Central Office Salaries (0.50 Program Manager, 0.50 Sr. Manager, 2.00 Budget Technician) Fixed Charges $82,338. Office supplies: $4,300. Car mileage: $2,346. Title I Conference for Program Manager and Senior Manager: $5,646. Admin Fee: $309,707;

Budget Technician: performs responsible and complex accounting duties in support of the work of a grants coordinator and members of the professional staff. Works involves responsibility for processing budget paperwork for schools and central office staff, composing and typing correspondence and related transmittal documents; establishing and maintain detailed office records for State and Federal Title I audits and reporting. (see attached)

Sr. Manager of Compensatory Education: collaborates with multiple central office departments and all Title I/AAA schools to evaluate all students and eliminate all gaps. Manage the development and implementation of NCLB compensatory education initiatives to provide added services in high poverty schools to students most at risk of not meeting state standards. (see attached)

Program Manager: collaborates with multiple central offices departments and all schools to elevate all students and eliminate gaps. Coordinates the development of NCLB required application, documentation and budget tasks necessary to obtain and monitor compensatory education funds, performs related duties as required (see attached) |
| **Reservations Not Requiring Equitable Services** | | | | |

	6	**Support for Title I Priority Schools** (Baltimore City Public Schools and Prince George's County Public Schools only)		20% of LEA allocation = _____
		(see guidance document)		List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.
		MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between $50,000 and $2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]		
		Include the intervention plans with budget narratives for each Priority School as an appendix.		
		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. [ESEA Flexibility Plan: Principle 2.E.iii]		
	7	**Support for Focus Schools in LEAs Serving Priority Schools** (Baltimore City Public Schools and Prince George's County Public Schools only)		.
		Note: This line item will only be completed by LEAs that meet the requirement of line item #6.		
		List any Focus School served with these funds, the amount of funds each school will receive.		List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.
		Include a separate budget narrative for each Focus School as an appendix.		

8	**Support to Low Performing Title I Schools** All LEAs with approaching target schools. Any LEA with Focus Schools (**except Baltimore City Public Schools and Prince George's County Public Schools).** a. **Optional:** LEAs with Focus or approaching target Title I schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii] b. **Optional:** Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.	$13,250	**Option a:** Identify additional Focus School and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented. Hourly special education coach for FOCUS school (Georgetown East); approximately 974.56 hours Salary: $12,182, Fixed Charges $1,068. **Option b:** List the amount reserved for Choice transportation.
9	**Services to Neglected Children** Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. *(see guidance document for recommended reservations)*		
10a	**Required : Services for Homeless Children** Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. *(see guidance document for recommended reservations)* 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.	$68,927	Homeless Liaison to work with Title 1 Schools and support Pupil Services with the homeless population throughout the county. 0.60 FTE Social Worker: $50,250 Fixed Charges: $18,677 Complete description attached.
	Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.		

	10b	**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).**		(Report FTE, salary and fringe attach a job description for this position)
	10c	**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).		**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.
	11	**Total** Reservations **Not requiring Equitable Services,** lines 5-10 **(Use this number in Table 7-10 LINE 4).**	$693,035	
	12	**Total of Equitable and Non-Equitable Reservations minus Administration.** **(Present this number in Attachment 4-A System-wide Program and School System Support to Schools).**	$408,309	Total Non-Equitable LINE 11 $693,035 **Plus** Equitable Reservations LINE 4 $326,132 **Equals** $1,019,167 **Minus** Administration – LINE 5 $610,858 **Equals**: $408,309

B. BUDGET INFORMATION

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 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.)   Monies calculated for equitable services to private school participants, their families, and their teachers.

1a. District-wide Instructional Program(s) Reservation

7 Total # of underline private school children 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.)**	÷	**5,033** Total # of public school children from low-income families in Title I public schools **plus** private school children from low-income families. **(Use the total number reported in the Title I Allocation Worksheet Column I + N.)**	=	**.0014** Proportion of reservation
.0014 Proportion of reservation	**x**	**169,932** Reservation **(Use # from Table 7-8, Line 1a)**	=	**238.00** Proportional monies available for equitable services to private school participants

1b. District Professional Development Reservation

7 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.)**		**5,033** Total # of <u>public 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 number reported in the Title I Allocation Worksheet Column I + N.)**		**.0014** Proportion of reservation
.0014 Proportion of reservation		**25,834** Reservation **(Use # from Table 7-8, Line 1b)**		**36.00** Proportional monies available for equitable services to private school participants

Parental Involvement Reservation

7 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.)**	÷	**5,033** Total # of <u>public 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 number reported in the Title I Allocation Worksheet Column I + N.)**	=	**.0014** Proportion of reservation
.0014 Proportion of reservation	x	**130,366** Reservation **(Use # from Table 7-8, Line 2)**	=	**183.00** Proportional monies available for equitable services to parents of private school participants

TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement

(Total from Table 7-9 report on Table 7-10 LINE 3)   Total **$ 457.00**

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation **(Use amount shown on C-1-25)**	-----	**10,633,267**
2	Total reservations **requiring** equitable services. **(Use the number presented in Table 7-8, LINE 4)**	minus	**326,132**
3.	Equitable share **Total** reported in **Table 7-9**	minus	**457**
4.	Total Reservations **not requiring** Equitable Services **(Use the number presented in Table 7-8, LINE 11)**	minus	**693,035**
5.	**Total Title I LEA allocation minus all reservations**: Title I allocation **(LINE 1 above) minus** all Reservations **(LINES 2, 3 &4 above)**. (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) **This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.**	equals	**9,613,643**
6.	Total **PPA** Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R.	----	**12,700**
7.	**Total Nonpublic Cost** equals line 6 plus line 3 **(Present this number in Attachment 4-A Nonpublic Cost.)**	----	**13,157**

C. PROJECTED 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, 2014 – September 30, 2015)

LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).

1. Total amount of Title I 2014-2015 allocation: $10,489,294

2. The estimated amount of Title I funds the school system will carryover: **$538,229.96**

3. The estimated percentage of carryover Title I funds as of **September 30, 2015** 5% **(THIS IS A PROJECTION)**.

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

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2015-2016

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 project 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 on the Title I web page on www.marylandpublicschools.org

3.   **Attach** the signed required assurance page with the final submission.

4.   **Attach** the allocation worksheets

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 2014-2015 removed from Title I in SY 2015-2016
- Highly Qualified Notifications
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City 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 & B, and 6-A & B

Be certain to 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 & Consolidation of ESEA Funds for Local Administration

Attachment 6A & B: Nonpublic School Information for ESEA Programs SY 2015-2016

2015-2016 Focus and Priority Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne Arundel	Georgetown East ES	240006000073			Focus
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		ESEA Priority	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closed July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		ESEA Priority	
	Baltimore Rising Star Academy	240009001664	Closed July 1, 2013	ESEA Priority	
	Booker T. Washington MS	240009000160		ESEA Priority	
	Calverton Elem/ MS	240009000164		ESEA Priority	
	Cherry Hill ES/MS	240009000171		ESEA Priority	
	Commodore John Rogers	240009000180		ESEA Priority	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		ESEA Priority	
	Garrison MS	240009000228	Closed July 1, 2013	ESEA Priority	
	Glenmount ES/MS	240009000222			Focus
	Graceland Park/O'Donnell Heights ES	240009000224			Focus
	Hampstead Hill Academy	240009000234			Focus
	Hazelwood ES/MS	240009000241			Focus
	Highlandtown ES #215	240009000243			Focus
	Langston Hughes ES	240009000266			Focus
	Margaret Brent ES	240009000276			Focus
	Benjamin Franklin High School @ Masonville Cove	240009000157		ESEA Priority	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296	Closed July 1, 2013		
	Robert W. Coleman	240009000303			Focus
	Southwest Baltimore Charter School	240009001527			Focus
	Steuart Hill Academic Academy	240009000319		ESEA Priority	
	William C. March MS	240051001568	Closed July 1, 2013	ESEA Priority	
Baltimore County	Featherbed Lane ES	240012000385			Focus

	Riverview Elementary	240012000464			Focus
	Sandy Plains ES	240012000470			Focus
	Winfield ES	240012000498			Focus
Carroll	Robert Moton ES	240021000544			Focus
Charles	C. Paul Barnhart ES	240027000380			Focus
	Dr. Samuel A. Mudd ES	240027000585			Focus
	Mt Hope/Nanjemoy ES	240027001492			Focus
Dorchester	Choptank ES	240030000841			Focus
Harford	William Paca/Old Post Road ES	240039000716			Focus
Howard	Bryant Woods ES	240042000720			Focus
	Guilford ES	240042000733			Focus
	Laurel Woods ES	240042000761			Focus
	Swansfield ES	240042000755			Focus
Kent	Kent County MS	240045000766			Focus
Montgomery	Brookhaven ES	240048000789			Focus
	Kemp Mill ES	240048000858			Focus
Prince George's	Andrew Jackson Academy	240051001683			Focus
	Benjamin Stoddert MS	240051001464		ESEA Priority	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		ESEA Priority	
	G. James Gholson MS	240051001211		ESEA Priority	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		ESEA Priority	
	Thomas Johnson MS	240051001175		ESEA Priority	
	Thurgood Marshall MS	240051001465		ESEA Priority	
	William Wirt MS	240051001186			Focus
St. Mary's	George Washington Carver ES	240060001483			Focus
	Park Hall ES	240060001234			Focus
Talbot	Easton ES	240063001244			Focus
Washington	Eastern ES	240066000418			Focus
Wicomico	Prince Street School	240069001314			Focus

Title I Schools in SY 2014-2015 removed from Title I in SY 2015-2016

MSDE School ID #	Public School Name	Status Last Year SW or TAS
1108	Ferndale Early Education Center	TAS
1162	Marley Elementary	TAS
1172	North Glen Elementary	TAS

Print on School's Letterhead

October 2015

Dear Parents:

Both parents and the Anne Arundel County Public School System want the most highly qualified teachers in every classroom in our schools. In compliance with the No Child Left Behind Act signed by President Bush on January 8, 2002, effective as of the first day of the 2002-2003 school year, a public school system must, under certain circumstances, notify parents of students in Title I schools when their children are being taught by a teacher who does not meet the established criteria for the definition of "highly qualified".

The public law defines a "highly qualified" **teacher** as holding a bachelor's degree **and** passing a rigorous State test, which demonstrates subject knowledge **and** teaching skills in reading, writing, mathematics, and other areas of basic elementary school curriculum.

We are excited to have (insert substitute's name) as a part of our instructional team. (Substitute's name) will be working closely with the Instructional Coaches, team teachers, other faculty members and me in order to plan rigorous lessons so that your child continues to receive a qualified education.

If you have any question about this letter, please call the school office at (410) (insert school phone number). Thank you.

Sincerely,

Principal's Name

507-KH

POLICY BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY

Related Entries: Policy 507
Responsible Office: <u>Volunteer/School & Family Partnerships</u>

Parent/Family/Community Involvement

A. PURPOSE

To ensure a strong home-school-community partnership, and to promote and increase effective and comprehensive involvement practices.

B. ISSUE

The Anne Arundel County Board of Education recognizes that engaging parents in the education process is essential to improved academic success for students. It further recognizes that a child's education is a responsibility shared by the school and the family during the entire time a child attends school.

C. POSITION

1) Although parents/families are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. The Board recognizes its responsibility to eliminate barriers that impede family involvement and to create an environment supportive of comprehensive family involvement programs that have been developed in collaboration with parents.

2) The Board supports the development, implementation, and regular evaluation of parent involvement programs in each school and at the county level, which will involve parents/families in the decisions and practices at all grade levels in a variety of roles.

3) The Board supports the development of parent/family involvement programs that are comprehensive and coordinated in nature. These programs will include, but may not be limited to, the research-based six National Standards for Parent/Family Involvement Programs:

   a) Communication – Communication between home and school is regular, two-way, and meaningful.

b) Parenting Skills- Responsible, parenting is promoted and supported.

c) Student Learning – Parents play an integral role in assisting student learning.

d) Volunteering – Parents/families are welcome in the school, and their support and assistance are sought.

e) Decision Making and Advocacy – Parents/families are full partners in the decisions that affect children and families.

f) Collaborating with the Community – Community resources are made available to strengthen school programs, family practices, and student learning.

4) The Board directs the Superintendent to develop regulations that govern parent involvement programs in the schools.

Policy History: Policy 507 adopted10/7/92; Policy 507-KH adopted: 12/15/04

School Letterhead here

October 5, 2015

Dear _____,

One component of the Targeted Assistance Title I Program at _____ School is to provide intervention for students most at risk of meeting the Maryland State Standards. Your child, _____, has been identified to participate in the following Reading/Math Intervention Program:

_____ Early Reading Intervention – Development of Phonological Awareness (sounds, rhymes), Alphabet Understanding, Phonics (using letter/sound association), and Word Reading.
_____ Wilson Foundations – Support in Phonetic Awareness Skills (knowledge of sounds of letters), Decoding (applying letter sounds to read unknown words), and Spelling
_____ Voyager Passport – Development of Phonemic Awareness (sounds, rhyming words), Phonics (letters and their sounds, decoding of unknown words), building Vocabulary, Comprehension, and Fluency. These skills have been identified as skills needed to be proficient readers.
_____ Leveled Literacy Intervention – Development of Phonemic Awareness (sounds, rhymes), Phonics (strengthening letter/sounds association), Decoding (using phonics to read unknown words).
_____ Do the Math
_____ FASTT MATH NG-First in Math
_____ Understanding Numeration
_____ Understanding Math Plus
_____ Dreambox

Your child will meet daily for _____ minutes with me, _____, in addition to receiving instruction in the classroom. This program is a supplemental program designed for small groups of students. Each group will consist of no more than six students.

Your child will begin in this group on _____.
Each marking period you will receive a comment sheet to indicate progress that your child has shown in this program.
        ** In addition to the above interventions during the school day, your child may also be invited to participate in our Extended Learning opportunities and YOU, as a parent of a participating student, will be invited to attend parent trainings that will help support you at home to work with your child in the areas of math and/or reading.

If you have any questions, please contact _____ at (410) 222-xxxx.

_____
Intervention Provider

Please sign this and return it to me tomorrow. Thank You!

I, _____, give permission for my child, _____, to receive the indicated Reading and/or Math Intervention.

_____   _____
Parent Signature   Date

The Journey
GREATNES

NCLB Title I
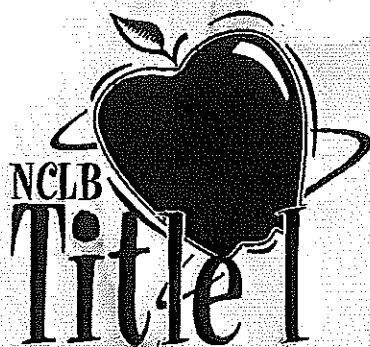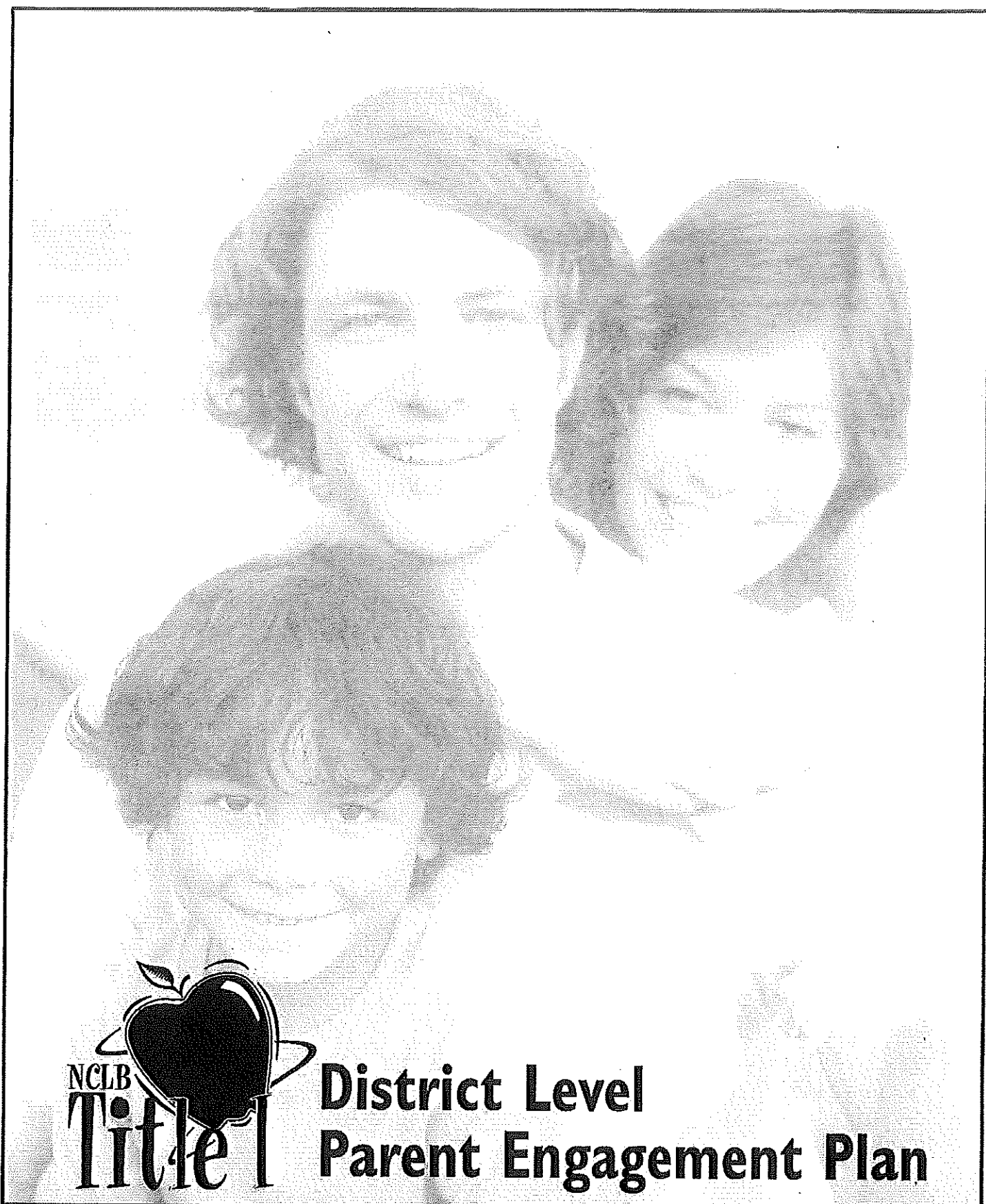
District Level
Parent Engagement Plan

Anne Arundel County Public Schools
Title I Program

Updated for School Year 2015-2016

Title I Supports Strong Effective

...Building Parent Capacity

The Title I Office will:

Hosts quarterly parent advisory council meetings within Title I schools and neighborhoods to promote effective leadership skills, more effective communication with school staff, and build knowledge of instructional standards and practices within Anne Arundel County. Topics this year include: Instructional Resources for Parents to Support Students at Home, Keeping Kids Healthy, Social Service Resources for Parents, Parents as Decision Makers, and workshops on Common Core and the upcoming PARCC Assessment

Provide materials and training to parents through Title I newsletters and Title I website, which will include information about Title I, state and local assessments, achievement standards, and suggestions and strategies to work with children at home to increase student achievement.

Participate at county events at least once a year to inform parents about Title I and its requirements.

Invite parents to attend a professional development conference alongside school-based staff to include sessions on arts integration, reading and math support at home, the importance of monitoring social media, and more!

Provide parents with a list of upcoming parent events offered at their schools.

✱Parents will be reimbursed for car mileage when attending Title I district level parent events.

Parent Involvement by...

...Building School Capacity

The Title I Office will:

Monitor schools and their parent plans to ensure that annual school meetings are conducted to gather parent input, ensure all parent events include an evaluation from parents to validate parent needs, and to ensure opportunities to join School Improvement Teams are provided as a means to encourage parent participation in the decision-making process.

Gather input to share with school staff from the Parent Advisory Council (PAC), parent evaluations, and spring surveys to determine satisfaction, suggestions, and recommendations for future parent initiatives and budgets, as well as input on professional development for instructional staff on how to work with parents as equal partners.

Review School Improvement Plans to ensure parent offerings are aligned with instructional goals in areas of need.

Provide at least one presentation related to effective parent involvement at Title I sponsored professional development events for school-based staff.

Supply a Title I Overview PowerPoint presentation to school staff to use during Title I parent events and site-based staff development which will include all parent involvement requirements.

Collaborate with AACPS to ensure that all Title I related parent documents are distributed in a format and language that parents understand. Language interpreters will be provided as necessary.

...Working with Outside Businesses

The Title I Office will collaborate with various businesses, agencies, and outside programs to:

Provide parents with materials, training, incentives, and resources from various social service organizations to enhance their knowledge of opportunities available to them.

AACPS believes in the support of parents and the greater community to increase student achievement.

Both the county's Parent Policy and this Title I Parent Plan are written to ensure strong home-school-community partnerships and promotes the increase of effective comprehensive involvement practices — adapted from the AACPS Parent Policy which is part of the Master Plan.

In an effort to reach *all* families, the Title I Office makes sure to reach out to our homeless families to offer support and get input based on their needs.

In addition to the commitment and expectations found in parent involvement plans at each Title I school and the Anne Arundel County Public Schools Parent Involvement Policy and Regulation, the Title I Office agrees to implement the following Title I law requirements as documented in the No Child Left Behind Act. All parent plans are reviewed, evaluated, and updated annually in a joint effort between parents and educators as a part of the Parent Advisory Council Meetings.

We welcome feedback about our District-level Parent Plan and its components. Please feel free to contact the Title I Office with any feedback or questions about this plan.

Sheri Burton.. 410.222.5444
Coordinator of Compensatory Education Programs

This annual Title I Parent Plan will be posted on the Title I website as well as published in the District Title I Newsletter each spring to allow for input on its revisions.
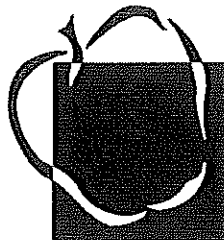
ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., *Superintendent of Schools*

SCHOOL YEAR _____

TITLE I IDENTIFICATION CRITERIA - FALL
2015/2016

_____ Total Reading Score

_____ Total Math Score

_____ Total Score

School Name _____   Student ID _____

Student Name _____   Birth Date _____

Gender _____   Ethnicity _____

A. Reading Criteria

Grade	KRA K Only Not Yet Status – 1 Pt Other Status – 0 Pts	Enrolled in Reading Intervention Grades 1 - 5 Enrolled - 1 Pt Not Enrolled – 0 Pt	Reading Level Qualification Grades K-5 Met - 1 Pt Not Met – 0 Pts	Assessment Score Grades 3-5 Only Basic – 1Pt Above Basic – 0 Pts

Total Reading Points* _____

* Total Possible Reading points
    Grade K (2 Pt)
    Grades 1 - 2 (2 Pts)
    Grades 3 – 5 (3 Pts)

B. Math Criteria

Grade	Fluency Grades 1 – 5 Less than 65% - 1 Pt 65% - 100% - 0 Pt	Illustrative Math Task Grades 2 – 5 Incorrect, not attempted – 2 Pts Partial Understanding – 1 Pt Complete Understanding – 0 Pts	Average of Assessments Grades 2 – 5 Below 70% - 1 Pt 70% and Above – 0 Pts	Math Segment KRA K Only Not Yet Status – 1 Pt Other – 0 Pts	Mid-Year Tool Assessment K Only ND Status – 1 Pt Other – 0 Pts

Total Math Points* _____

* Possible Math points
    Grade K (2 Pt)
    Grades 1 (2 Pts)
    Grades 2 – 5 (4 Pts)

C. Previous Services _____ (9 Possible Points – 1 point for each that applies, except where noted)

_____ Previous Title I   _____ Summer School Participant   _____ Retained (2 pts)   _____ IEP

_____ FARMS   _____ ESOL   _____ Homeless   _____ Did Not Attend Pre-K

To Figure Score:
- Add all points from Section A, B, & C
- For reading score add A & C
- For math score add B & C

Targeted Title I
Reading

	Beginning of Year Identification Qualifications
Kindergarten	• KRA (Language & Literacy) – Not yet status • Level B or below from F&P
Grade 1	• Level B or below from Kindergarten F&P
Grade 2	• Level H or below from Grade 1 F&P
Grade 3	• Level K or below from Grade 2 F&P • Basic on Grade 2 Reading Assessment from EOY
Grade 4	• Level N or below from Grade 3 F&P • Basic on Grade 3 Reading Assessment 3
Grade 5	• Level Q or below from Grade 3 F&P • Basic on Grade 4 Reading Assessment 3

Targeted Title I
Mathematics

Grade	Requirements
K	• KRA for Math Segment (not yet) • Mid-year Math Assessment (ND)
1	• Fluency check – beginning of year • Tool Math Assessment from K (ND)
2	• Fluency check – beginning of year • Illustrative Math task for the beginning of the year (formative) • Average of last two assessments from Grade 1
3-5	• Fluency check – beginning of year • Illustrative Math task for the beginning of the year (formative) • Average of prior year's assessments

Scoring (Grade 1)

Fluency:
Less than 65%   1 point
65%-100%   0 points

Math Tool:
ND Status   1 point
Other   0 points

Scoring (Grade K)

Math Segment KRA:
Not Yet Status   1 point
Other   0 points

Mid-year Assessment:
ND Status   1 point
Other   0 points

Scoring (Grades 2 – 5)

Fluency:
Less than 65%   1 point
65% - 100%   0 points

Illustrative Math Task:
Incorrect, not attempted   2 points
Partial understanding   1 point
Complete understanding   0 points

Average of Assessments:
Below 70%   1 point
70% and above   0 points

Anne Arundel County Public Schools
No Child Left Behind Title I

Nonpublic School Letter of Intent
Non Public Title Grants Meeting
March 3, 2015
2:00PM-3:30PM Board Room

We have been notified about the intent of the Title I program as follows (either during an in-person meeting and/or via email communication). During this communication we have been informed about:

- The intent of Title I, Part A with regards to the provision of instructional support services to eligible children attending nonpublic schools,
- Eligibility criteria for nonpublic schools,
- Types of educational services to nonpublic schools,
- Information regarding timely and meaningful consultation, and
- Equitable services for teachers and families.

In order to determine eligibility for Title I services private schools must:

Step 1: Provide a list of addresses of students attending the school,
Step 2: Provide poverty information for children residing in Title I attendance areas,
Step 3: Attend a follow-up meeting to begin consultation.

(Please check one of the boxes below)

[✓] **As a result of the information provided to me regarding Title I**

Saint Philip Neri School
_____
(Name of School)

has decided to <u>accept</u> Title I services for the 2015-2016 school year (if they are deemed eligible).

[ ] **As a result of the information provided regarding Title I**

_____
(Name of School)

has decided to <u>decline</u> Title I services for the 2015-2016 school year regardless of eligibility.

Kati Oaley   6-1-15
Private School Representative   Date

St. Philip Neri School   410-859-1212
Name of Private School   Phone

Please return to Kimberly VerMerris @ Board of Education- Title I Office
2644 Riva Road, Annapolis MD 21401 by April 30, 2015.

Anne Arundel County Public Schools
No Child Left Behind Title I

Nonpublic School Letter of Intent
Non Public Title Grants Meeting
March 3, 2015
2:00PM-3:30PM Board Room

We have been notified about the intent of the Title I program as follows (either during an in-person meeting and/or via email communication). During this communication we have been informed about:

- The intent of Title I, Part A with regards to the provision of instructional support services to eligible children attending nonpublic schools,
- Eligibility criteria for nonpublic schools,
- Types of educational services to nonpublic schools,
- Information regarding timely and meaningful consultation, and
- Equitable services for teachers and families.

In order to determine eligibility for Title I services private schools must:

Step 1: Provide a list of addresses of students attending the school,
Step 2: Provide poverty information for children residing in Title I attendance areas,
Step 3: Attend a follow-up meeting to begin consultation.

(Please check one of the boxes below)

As a result of the information provided to me regarding Title I

_____
(Name of School)

has decided to <u>accept</u> Title I services for the 2015-2016 school year (if they are deemed eligible).

✓ As a result of the information provided regarding Title I

_____
(Name of School)

has decided to <u>decline</u> Title I services for the 2015-2016 school year regardless of eligibility.

Sister Bernadette Gregorek
Private School Representative *RSM*

St. John the Evangelist Severna
Name of Private School *Park, MD*

3-24-15
Date

410-647-2283
Phone

Please return to Kimberly VerMerris @ Board of Education — Title I Office
2644 Riva Road, Annapolis MD 21401 by April 30, 2015.

Anne Arundel County Public Schools
No Child Left Behind Title I

Nonpublic School Letter of Intent
Non Public Title Grants Meeting
March 3, 2015
2:00PM-3:30PM Board Room

We have been notified about the intent of the Title I program as follows (either during an in-person meeting and/or via email communication). During this communication we have been informed about:

- The intent of Title I, Part A with regards to the provision of instructional support services to eligible children attending nonpublic schools,
- Eligibility criteria for nonpublic schools,
- Types of educational services to nonpublic schools,
- Information regarding timely and meaningful consultation, and
- Equitable services for teachers and families.

In order to determine eligibility for Title I services private schools must:

Step 1: Provide a list of addresses of students attending the school,
Step 2: Provide poverty information for children residing in Title I attendance areas,
Step 3: Attend a follow-up meeting to begin consultation.

(Please check one of the boxes below)

☐   As a result of the information provided to me regarding Title I

_____
(Name of School)

has decided to **accept** Title I services for the 2015-2016 school year (if they are deemed eligible).

☑   As a result of the information provided regarding Title I

London Towne Academy
(Name of School)

has decided to **decline** Title I services for the 2015-2016 school year regardless of eligibility.

Diana Naylor   Co Owner
Private School Representative

London Towne Academy
Name of Private School

_3/10/15_
Date

_410 798-5128_
Phone

Please return to Kimberly VerMerris @ Board of Education Title I Office
2644 Riva Road, Annapolis MD 21401 by April 30, 2015.

Anne Arundel County Public Schools
No Child Left Behind Title I

Nonpublic School Letter of Intent
Non Public Title Grants Meeting
March 3, 2015
2:00PM-3:30PM Board Room

We have been notified about the intent of the Title I program as follows (either during an in-person meeting and/or via email communication). During this communication we have been informed about:

- The intent of Title I, Part A with regards to the provision of instructional support services to eligible children attending nonpublic schools,
- Eligibility criteria for nonpublic schools,
- Types of educational services to nonpublic schools,
- Information regarding timely and meaningful consultation, and
- Equitable services for teachers and families.

In order to determine eligibility for Title I services private schools must:

Step 1: Provide a list of addresses of students attending the school,
Step 2: Provide poverty information for children residing in Title I attendance areas,
Step 3: Attend a follow-up meeting to begin consultation.

(Please check one of the boxes below)

☐ As a result of the information provided to me regarding Title I

_____
(Name of School)

has decided to <u>accept</u> Title I services for the 2015-2016 school year (if they are deemed eligible).

☒ As a result of the information provided regarding Title I

St. Mary's Elementary School
(Name of School)

has decided to <u>decline</u> Title I services for the 2015-2016 school year regardless of eligibility.

Laura M. Swerdzewski
Private School Representative

St. Mary's Elementary
Name of Private School

5/31/15
Date

410-263-2869
Phone

Please return to Kimberly VerMerris @ Board of Education- Title I Office
2644 Riva Road, Annapolis MD 21401 by April 30, 2015.

Revised 10/12/15

By December 30th (prior to the next school year)	Send initial Save-the-Date notification to all public school officials to inform them of the upcoming Spring Grants Meeting to begin the consultation process.
By March 30th (prior to the next school year)	Grants Meeting with private school officials to review timeline and consultation process.
By April 30th (prior to the next school year)	Private school officials will submit a complete list of all private schools with students in grades pre-K through 5 and their addresses to determine which students live in our Title I attendance areas
By May 15th (prior to the next school year)	Title I Staff will identify students living in Title I attendance areas, distribute, and collect confidential Income Surveys from identified parents to confirm private school eligibility and communicate to these schools who are eligible for Title I services. For those schools within the Archdioceses, only those addresses submitted by the Archdioceses will be include in determining fund and eligibility.
By June 1st	Title I Staff will get confirmation, in writing, from those private school committing to Title I services for the next school year**
By August 30th	Title I Staff will meet with private school leadership team to begin consultation on which services will be provided, which assessments will be used, and how and when the program will be monitored throughout the year. Private school officials will submit a Needs Assessment as well as a projected Participation List of students, their grade levels, addresses and academic needs.
By September 20th	Title I services to begin in all eligible private schools.
Ongoing	Instructional consultation, monitoring, and evaluation of student progress and program to document its effectiveness. Program Monitoring will include: One on-site visit by December 1 Two on-site visits between January 1st – April 30th One on-site visit between May 1st – end of school year (for those sites that have services beyond Spring break) Consultation Topics to Address: 1. Overview of Title I services 2. Source of data LEA will use to determine student participation 3. Resources to determine academic eligibility 4. How, when, by whom will LEA service private school children 5. Size and scope of the services 6. How and when the LEA will make decisions about the delivery of services 7. Services offered to LEA 8. Assess the academic needs and strengths 9. Professional Development 10. Parent Engagement

** AACPS will try our best to encourage the private schools to stay committed once we have confirmation. We will have enough consultation meetings in place to adjust Attachment 7 prior to submission, should private schools decide not to participate after June 1st.
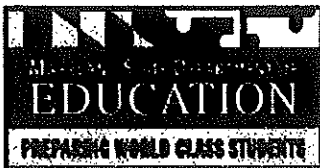
200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

June 25, 2015

Mr. Anthony R. Alston
Executive Director of Equity
   and Accelerated Student Achievement
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401

Dear Mr. Alston:

Thank you for your letter dated June 8, 2015 informing the Maryland State Department of Education (MSDE) of the names of the alternative schools and/or special centers that Anne Arundel County Public Schools will designate as "skipped schools" for school year 2015-2016. The two schools (J. Albert Adams and Mary Moss Academy) in the Anne Arundel County Public School System are coded as alternative schools or special education schools with poverty levels above 75%.

Title I statute requires local education agencies (LEAs) with schools above 75 percent poverty to meet requirements related to the identification and selection of Title I schools. As you are aware, alternative schools (Code 40), special education schools (Code 30), and vocational education schools (Code 20) that have enrollment and FARMS numbers included on MSDE's official enrollment and FARMS data for the 2015-2016 school year must be included in the LEA's Title I ranking of schools. In Maryland, schools coded as 20, 30, or 40 are considered schools rather than programs. Only those entities coded as "90" are considered programs, and would not be included in the school ranking.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A),(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

MarylandPublicSchools.org

Mr. Anthony R. Alston
June 25, 2015
Page 2

Based on the information provided to MSDE by Anne Arundel County Public Schools, the following schools qualify for Title I, Part A funding per section 1113 of the Elementary and Secondary Education Act (ESEA).
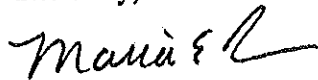
J. Albert Adams- 76.19%
Mary Moss Academy- 77.19%

Anne Arundel County Public Schools provided MSDE with an explanation and preliminary allocation for the AAA funding that will be provided to each of the skipped schools. Based on the information provided, MSDE approves your request.

Please be mindful that any school that is skipped will need to be included in the rank order of Title I schools on the **Title I Allocation Worksheet** and equitable services calculations must be applied. In addition, please submit the completed **Title I Skipped School Addendum** and the **Title I Skipped School Allocation Worksheet** according to the established MSDE timelines for Attachment 7 and the 2015 Master Plan Update. Please contact your MSDE specialist, Young-chan Han at young-chan.han@maryland.gov or call (410) 767-6756, if you have specific questions regarding the completion of the addendum. Ms. Han will be pleased to assist you.

Thank you for submitting this request in a timely manner. Please forward a copy of this letter to staff in your system with the need to know this information. I look forward to working with you in partnership to serve our Maryland students.

Sincerely,

Maria E. Lamb, Director
Program Improvement and Family Support Branch

MEL/sw

c: Young-chan Han, MSDE

MarylandPublicSchools.org

Title I FY 16 Allocation Worksheet
School Year 2015-2016

Local School System   Submission Date   Note: 1/2 day Pre-K equals .5 FTE

	N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place* after school name	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/14)	Number of Low Income Public School Children (as of 10/31/14)	Number of CEP Direct Certification Children (as of October) for CEP Schools	CEP count multiplied by the 1.6 multiplier[1]	FTE Low Income Public School Children used to Allocate Title I Funds[2]	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low-Income Private School Children Residing in this School's Attendance Area	FTE Low-Income Private School Children Residing in this Schools Attendance Area	Per-Pupil Allocation (P=R/N)	Public School Allocation (L×P =Q)	Allocation for Private School Children (O×P =R)
1	F	SW	4162	Georgetown East	PreK-5	N	372	301	0.0	0.0	301.0	80.91%	0	0.0	$2,400.00	$722,400.00	$0.00
2		SW	4262	Tyler Heights	Pre-K	N	602	481			481.0	79.90%	0	0.0	$2,100.00	$1,010,100.00	$0.00
3		SW	4142	Eastport	PreK-5	N	273	218		0.0	218.0	79.85%	0	0.0	$2,100.00	$457,800.00	$0.00
4		SW	4222	Mills-Parole	PreK-5	N	618	490		0.0	490.0	79.29%	0	0.0	$2,100.00	$1,029,000.00	$0.00
5	S	SW	4064	J. Adams Academy	6-9	N	63	48		0.0	48.0	76.19%	0	0.0	skipped	skipped	$0.00
6		SW	1082	Belle Grove	PreK-5	N	261	195		0.0	195.0	74.71%	0	0.0	$2,100.00	$409,500.00	$0.00
7		SW	3152	Van Bokkelen	PreK-5	N	468	343		0.0	343.0	73.29%	0	0.0	$2,100.00	$720,300.00	$0.00
8		SW	1202	Park	PreK-5	N	468	338		0.0	338.0	72.22%	3	3.0	$2,100.00	$709,800.00	$6,300.00
9		SW	1142	Hilltop	PreK-5	N	699	478		0.0	478.0	68.38%	0		$1,847.00	$882,866.00	$0.00
10		SW	4182	Germantown	PreK-5	N	749	475		0.0	475.0	63.42%			$1,847.00	$877,325.00	$0.00
11		SW	1122	Freetown	PReK-5	N	461	288		0.0	288.0	62.47%	0		$1,847.00	$531,936.00	$0.00
12		TAS	3132	Maryland City	PreK-5	N	374	228		0.0	228.0	60.96%			$1,847.00	$421,116.00	$0.00
13		SW	1262	Woodside	PreK-5	N	325	194		0.0	194.0	59.69%			$1,600.00	$310,400.00	$0.00
14		SW	3142	Meade Heights	PreK-5	N	334	199		0.0	199.0	59.58%			$1,600.00	$318,400.00	$0.00
15	N	TAS	1092	Brooklyn Park	PreK-5	N	395	233		0.0	233.0	58.99%	4	4.0	$1,600.00	$372,800.00	$6,400.00
16	N	TAS	1132	Glendale	PreK-5	N	406	229		0.0	229.0	56.40%			$1,600.00	$366,400.00	$0.00
17	N	TAS	3372	Glen Burnie Park	PreK-5	N	521	288		0.0	288.0	55.28%			$1,600.00	$460,800.00	$0.00
18										0.0	0.0	#DIV/0!				$0.00	$0.00
19												#DIV/0!				$0.00	$0.00
20										0.0	0.0	#DIV/0!				$0.00	$0.00
21										0.0	0.0	#DIV/0!				$0.00	$0.00
				Total					5026	5026.0	5026.0			7	7.0	$3,600,943.00	$12,700.00

Table 7-9   Table 7-9   Table 4 A&B   Table 4 A & B

Table 7-10 /6

*Community Eligibility Provision
[1] The 1.6 multiplier applies only to a Community Eligibility school.
[2] For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

6-9-15

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c, of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____   _____
Superintendent of Schools/Head of Grantee Agency   Date

(not yet received)

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

ORIGINAL GRANT BUDGET	$10,663,267.00	AMENDED BUDGET #		REQUEST DATE	11/12/15
GRANT NAME	FY 2016, Title I	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Bridge to Excellence	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2015 FROM	6/30/2017 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						309,707.00	309,707.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	5,000.00			18,095.00			23,095.00
Prog. 16 Inst. Admin. & Supv.	206,521.00		4,300.00	7,992.00			218,813.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	6,474,479.00	27,567.00	275,298.00	400.00			6,777,744.00
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						13,157.00	13,157.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	125,605.00	45,097.00	23,121.00	54,413.00			248,236.00
Prog. 10 Guidance Services	43,350.00						43,350.00
Prog. 11 Psychological Services	27,105.00						27,105.00
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.	50,250.00						50,250.00
208 Student Health Services							0.00
209 Student Transportation		32,233.00					32,233.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	9,750.00						9,750.00
211 Plant Maintenance							0.00
212 Fixed Charges				2,879,827.00			2,879,827.00
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	6,942,060.00	104,897.00	302,719.00	2,960,727.00	0.00	322,864.00	10,633,267.00

Federal Tax Identification Number: 52-6000882 — DUNS Number: 074926064

	Name	Signature	Date	Telephone #
Finance Official Approval	M. Durholz	M. Durholz	11/12/15	410-222-5204
Supt./Agency Head Approval	George Arlotto, Ed.D.		11-12-15	410-222-5204
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher - Avg for steps 1 to 5 @ $54,100	0.50 FTE Pre-K teacher will support the school's earliest learners.	0.50	27,050
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Math Resource Teacher	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher - Avg for steps 21 to 25 @ $88,090	1.00 FTE, Reading Resource Teacher, will support ELA instruction in the classrooms.	1.00	88,090
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher Assistant/ Home-School Liaisons @ $22,800	1.00 FTE Behavior Interventionist supports all students 0.50 FTE Pre-K TA 0.50 FTE TA for the school.	2.00	45,600
10 Guidance Services/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Guidance Counselor @82,100	0.50 FTE supports students and their families through school based and outside resources.	0.50	43,350
212 Fixed Charges	Personnel & Temporary Salaries	Belle Grove	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			118,241
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Belle Grove	Grade Level Field trips/Assemblies	These events will support reading, math and STEM areas for our students.		1,500
209 Student Transportation	Buses for Field Trips	Belle Grove	Jubbs and Hubers Bus Services	These county approved companies will provide the transportation for our field trips.		1,200
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Belle Grove	Desk Top Word Cards $167.20 Book Pouches 327.50 Office Depot Office Supplies 375.52 Office Depot Laser Print Ink Cartridges 6@ 147.99 887.94 Dry Erase Sleeves 68.26 Listening Center 184.47 Kaeden Book Order 108.50 Scholastic Guided Reading Complete Pack Levels, L, M, N, O, P 510.00 Scholastic Classroom Books for Pre-K-Grade 5 1,564.00 Really Good Stuff Pouches and Baskets 387.28 BMI Novels 1,511.33 Nasco Items: Books, cubes, number lines, base 10 kits, dice, 24 game, rods, frames to total $810.50; EAI Education Supplies: Decimal and Fractions Tie set, value cards primary, value cared intermediate to total $403.50	This will provide teachers with additional resources that will support student achievement.		7,306
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Belle Grove	40 substitute days @ $90/day	These substitute days will allow teachers to have collaborative planning sessions, attend professional development workshops and assess students.	40.00	3,600
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Belle Grove	7 teachers @ $25.00 an hour to prepare professional development sessions for staff in the academic areas.		7.00	175
212 Fixed Charges	Fixed Charges	Belle Grove	Hourly @ .0877			331
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Belle Grove	IRA Membership for 3 teachers @ $69 each $414. NCTM Membership for 3 teachers $159. NCSM membership for 2 teachers $170. Cost for professional supplies for teachers $2017 to include professional journals and books.			2,751

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Belle Grove	NCTM Conference San Francisco, CA for 2 teachers: Airfare: $395.96/pp $791.92 Registration: $452/pp 904.00 Accommodations: $253 per night/pp 2024.00 Food: $35/day for 4 days 280.00	This will build teacher capacity to support student achievement in both subject areas.		4,000
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Belle Grove	ASCD Conference on Teaching Excellence: registration-$439; hotel $199 per night x3=$597; flight $500; food $35 per day x3 =$105; ASCD Annual Conference and Exhibit Show: registration $359; hotel $159 per night x 3=$477; flight $418; food $35 per day x3=$105	This will support and build leadership and instructional capacity.		3,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Belle Grove	15 teachers @ $25.00 an hour to support a math event 15 teachers @ 25.00 an hour to support a reading event	Parent activities based on academic need and parent involvement providing parents to make a difference in their child's educational success.	30.00	750
212 Fixed Charges	Fixed Charges	Belle Grove	Hourly @ .0877			66
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Belle Grove	Allocation of $1,900	This money is allocated to provide assemblies and speakers which will address parental needs in the areas of academic and social development.		1,900
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Belle Grove	'Coffee with Kelly': October – May - 20 parents per session-Continental Breakfast $50.00/session (9 sessions X $50 = $450 Reading and Math resources to be given to parents $250.00 Reading Night - November 2015; 100 parents - Cookies and Milk $200.00 Books for each student $330.00 Math Night – April 2016; 100 parents – Dinner $400.00 Games and activities to be given to students $400.00	Parent activities based on academic need and parent involvement providing parents to make a difference in their child's educational success.		2,030
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park ES	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Title 1 Math Resource Teacher	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park ES	Teacher - Avg for steps 11 to 15 @ $70,100	1.00 FTE Title 1 Math Interventionist	1.00	70,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park ES	Teacher - Avg for steps 21 to 25 @ $88,090	1.00 FTE Title 1 Reading Resource Teacher	1.00	88,090
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park ES	Teacher Assistant/ Home-School Liaisons @ $22,800	0.50 FTE Teacher Assistant	0.50	11,400
212 Fixed Charges	Personnel & Temporary Salaries	Brooklyn Park ES	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			94,056
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Brooklyn Park ES	Intervention Programs: 2 ERI Kits @$1,390 = $2,780 +2 Teacher Resource Vol. 1-4 $164 ea.x 8 = $1312, Ticket to Read 80 x $25 = $2000, LLI Gold (Gr. 4) $4,750, LLI Purple Gr. 5 $4,750, LLI K Booster pack $828, LLI Take Home Books Gr.1 $198, Gr. 2 $216, , SPIRE App $20 x 10= $200, Dreambox 30 students x $25 = $750 + $275 webinar, Do the Math x AB $2200, Color Printer $499, paper 4 boxes @ $27 = $108, Printer Ink $1500, Harmonicas $150 for behavior plan, Lucy Calkins Units of Study $5,837	Supplemental materials will provide teachers with additional resources to support student achievement.		28,353

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Brooklyn Park ES	21 teachers x 3 full days @ $90 per sub day, 2 teachers 2 full days @$90	21 teachers x 3 full days for Common Core planning in Math and Reading, and full day implementation of Fountas and Pinnell Assessment with Instructional Implications	67.00	6,030
212 Fixed Charges	Fixed Charges	Brooklyn Park ES	Hourly @ .0877			529
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Brooklyn Park ES	Author for Read Across America $500	To engage targeted students in reading and listening comprehension		500
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Brooklyn Park ES	Self stick Easel Pads 2 @ $55 = $110, Markers 6 @ $5 = $30, Post It Notes 6 @ $5 = $30, Post It Page Markers 6 @ $3 = $18			188
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Brooklyn Park ES	NCTM/NCSM Conferences in San Francisco- $6,000.00 (Flight $850 x 2 = $1700.00, Registration for conferences $ 910 x 2 = $1820, Hotel $1875 and Food $35/day x 5 days = $175 x 2 = $350, Transportation- $255); Greg Tang 4 @$250 = $1,000 + MAG 2@$225 = $450; lodging at 200 per night per person (2 people)=$400 IRA Membership for 3 teachers @ $69 each $414; 174 miles total travel by 2 teachers at .0575 =$10	To develop strategies in In support of the County initiative for early literacy, and all classes with targeted students and their families in reading/writing and math to, in addition to the teachers who work with them		8,274
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Brooklyn Park ES	ASCD National Conference (Registration- $359, Food- $70, Flight- $412, Hotel- $1159)	To develop strategies in support of Leadership Team, Staff and Students for work in the County initiative for Early Literacy and all classes with students in the targeted population		2,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Brooklyn Park ES	2 Title One Reading/Math Evening Family Engagement Events- (avg 3 hrs. each), avg. 10 staff members per event x @ 25 hr.	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	60.00	1,500
212 Fixed Charges	Fixed Charges	Brooklyn Park ES				132
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Brooklyn Park ES	Two parent engagement events with Shauna King of King Professional Development @$500 ea., dinner served at both events approximately $750 per event for Chick Filet or other vendor Total cost per event = $1,250 (cost of King + food)*2 = $2,500	Targeted parent activities based on academic need and parent involvement provides parents of targeted students an opportunity to make a difference in their child's educational success both by learning strategies to help support their child's needs both at home and in school. Targeted parents will only be invited to these events.		2,500
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Brooklyn Park ES	Math Night- 4 sets of 20 4pk Math flashcards @ $115 ea.=$460.supplies for making math materials $240 Reading Night- 80 take home reading books @ $10.00 = $800	Targeted parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success. Supplies purchased will allow targeted parents to create and take home educational activities for targeted students and parents to work on at home		1,500
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher - Avg for steps 1 to 5 @ $54,100	0.50 FTE Pre-K Teacher Title I 1.00 FTE Title I Math Resource 2.00 FTE Interventionist	3.50	189,350
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE Title I Reading Resource Title I	1.00	79,010
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher Assistant/ Home-School Liaisons @ $22,800	0.50 FTE Pre-K Aide Title I 1.00 FTE Teaching Assistant	1.50	34,200

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Personnel & Temporary Salaries	Eastport Elem	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			137,384
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Eastport Elem	Reading Assistant Software Renewal- 3,000 More Starfall Site License- $300 General Office Supplies for center making etc.-$2115 Reading and Math Centers and Professional Books-$4500	Programs will support CCSS Reading, Writing, and Math initiatives, offering opportunities for differentiation and extension.		9,915
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Eastport Elem	5 Full Day DIBELS subs x $90/day-$450 10 Full Day Subs for Teachers Attending Professional Development Out of Building x $90/day- $630	Substitutes will allow teachers to administer DIBELS assessments and to attend professional development outside the building.	15.00	1,350
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Eastport Elem	42 Hours of Stipend pay for Grade Level Collaborative Planning and SLO Support X $25/hour (three hours per teacher, per grade level)- $1050	Teachers will collaboratively plan for CCSS and PYP instruction.	42.00	1,050
212 Fixed Charges	Fixed Charges	Eastport Elem	Hourly @ .0877			210
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Eastport Elem	MAG Conference- Ocean City, MD- 3 Teachers ($600 registration, $300 lodging, $150 mileage); NCTM Conference- San Francisco, CA- Math Resource ($450 registration, $1000 lodging/travel); SOMIRAC Conference- 5 Teachers ($200 each for registrations)	Resource staff will gain information on the new PARCC assessment. Math Resource will gain information to share and use when collaboratively planning with staff and to support SIP initiatives. Teachers will gain information on new reading initiatives.		3,500
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Eastport Elem	SOMIRAC Conference- $100	Principal will gain information on new reading initiatives.		100
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Eastport Elem	4 Parent Engagement Events (avg. 3 hours each), avg 10 staff members per event x $25/hr= $3000	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	120.00	3,000
212 Fixed Charges	Fixed Charges	Eastport Elem	Hourly @ .0877			263
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Eastport Elem	Author for reading night- $500	Author will work with families at reading night.		500
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Eastport Elem	September- Autumn Harvest of Learning- $200 supplies, $1000 food- $1200 November, May- Lil' Skipjacks Program materials/books- $150 January- Reading Night- $350 milk and cookies, $300 supplies- $650 April- Math Night- $500 food, $400 supplies- $900 June- Growing Parent Partnerships- $300 food/supplies- $300	Supplies will be used to support parent instruction at parent events. Food will be served as dinner at these events.		3,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 1 to 5 @ $54,100	1.00 FTE Classroom Reduction Teacher - This will reduce class size in grade 2 to support student learning.	1.00	54,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Title I Reading Teacher 1.00 FTE Pre-K Teacher	2.00	126,480
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 11 to 15 @ $70,100	1.00 FTE STEM Teacher	1.00	70,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 21 to 25 @ $88,090	0.50 FTE Math Resource Teacher	0.50	44,045
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher Assistant/ Home-School Liaisons @ $22,800	1.00 FTE Instructional Assistant 1.00 FTE Pre-K Assistant	2.00	45,600

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Personnel & Temporary Salaries	Freetown	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			151,933
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Freetown	Mobile Ed. Productions, Inc. (STEM Museum); Interact Story Theatre (Colonial Village); BIZ Town for Grade 5 (70 students @ $ 30.00/student)	Programs to benefit students to provide background knowledge to support the reading, writing, math, and social studies & science standards of the Common Core	1 at $ 995.00 + 345.00 +$ 2100.00	3,440
209 Student Transportation	Buses for Field Trips	Freetown	175.00 /(6) grade level to support students for field trips & $ 278.00 to support Gr. 5 field trip to BIZ Town	Benefits our school population to provide opportunities for students to develop background knowledge	1,328.00	1,328
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Freetown	STEM Materials - Bee Bots - $ 2000.00; office supplies ie. Printer cartridges, paper, folders, binders, easels, batteries $ 1500.00; Math supplies - $ 1500.00 ; Reading Supplies - $ 1500.00, Intervention supplies - $ 211.00 First Book Grant - $ 1,380.00	Materials for Common Core Reading, Math,, STEM Lab, Computer Lab Support , Intervention materials, office materials, charges for First Book Grant - Intervention supplies	8,091.00	8,091
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Freetown	24 days X 3 = 72 sub days for 4 QUAG planning days Teacher Conferences - STEM 6 days, SoMIRAC - 3 days, NCTM 6 days	QUAG planning 4 times/year for staff = 96 Days X $ 90.00 + STEM Conference 2 teachers for 3 days = 6 days X $ 90 SoMIRAC 3 teachers - 3 days @ $ 90.00/ day, NCTM - 2 teachers for 3 days each 6 days @ $ 90.00/day	87.00	7,830
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Freetown	Planning outside of the school day; supporting transition programs for K and Gr. 5 to middle school.	Teachers will be planning outside of school hours for reading, math, and writing. 175 hours @ $ 25.00/hr.	175.00	4,375
212 Fixed Charges	Fixed Charges	Freetown	Hourly @ .0877			1,070
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Freetown	SoMIRAC Conference Cost for 2 teachers - $245.00 NCTM Conference Cost - $7,000	SoMIRAC Conference (2 teachers) -$100 per teacher =$200 + $ 44.85 (78 miles round trip) @ $ .575 cents/mile April 2016 to total $245.00; NCTM Conference-4 teachers: Airfare: $398.96/pp =$1596; Registration: $452/pp=$1808; Accommodations: $253 per night/pp for 3 nights=$3036; Food: $35/day for 4 days =$560 all to total $7,000	245 + 7,000	7,245
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Freetown	ASCD Conference $1,555 SoMIRAC $390 NAREN $360 MSET $195	ASCD National Conference- 1 administrator; April 1-4; Registration: $400; Travel: (plane) $405; Lodging: (hotel-1 room) $600; Meals: $150

SoMIRAC- 2 administrator; Registration: $290; $100 mileage for 2 administrators
MSET/Common Ground - (April 28, 29) registration $195
NAREN- 1 administrator; Registration: $360 | 1555+390+195 +360 | 2,500 |
| 01 Regular Programs/ 1 Salaries/Wages | Stipends to support Parent Events | Freetown | 6 staff members for 3 hours @ $25.00/hr. for 4 events - 72 5 staff members for 4 hours @ $ 25.00 - 20 hours 3 staff members for 3 hours @ $ 25.00/hr for 4 events - 36 5 staff members for 2 hours @ $25.00/hr for 2 events - 20 | Stipends to support each of the four Title I Family Nights Stipends to support the AACC Parent events, Community Day Event ; Reading Fairs Support includes registering families, helping with set up and food delivery, working rotations, developing the materials for the evening. | 148.00 | 3,700 |
| 212 Fixed Charges | Fixed Charges | Freetown | Hourly @ .0877 | | | 324 |

Category/Object	Budget Category	School/District	Calculation	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 Nights; Food Services - 4 nights: AACC Partnership for Ready, Set, Learn Program - Ultimate School Shows - Reading Kick off for Summer	Programs to benefit the needs of our parents and community - $ 2500.00 Transportation to bring our families to school for events. $ 500.00 Food Service to use our kitchen. $ 48.00 X 4 = $ 192.00 - Reading Kick Off program - $ 995.00	4,187.00	4,187
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Freetown	BTSN (markets, chart paper, markers) ; Title I Family Nights: The Value of Preparation - October, 2015 . Dinner for 100 people @ $ 5.00/person - Title I Overview to Parents & Reading & Math Activities, The Value of Exploration: Title I STEM Night - Experiments with the Families & Pizza - $ 6.00 / person for 100 people, The Value of Knowledge: Title I PARCC Night - Dinner for 100 people and materials for testing online & online materials, The Value of Craftsmanship: Title I Family Night, Parent Survey & Reflections Reading Fairs - $ 250.00 for materials for Reading Fairs	BTSN - $ 50.00 for supplies; Paper Supplies, incentives, and dinner = $ 500.00 - October, 2015; $ 600.00 for STEM Night - supplies and dinner for January, 2016; $ 500.00 for dinner & books for PARCC Night - February, 2016; $ 6.00/person for 100 people for Family Night (Parent Survey) May, 2016. ($ 600.00) ; Reading Fairs (December & April) $250 for supplies for fairs.	2,500.00	2,500
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown E.	Teacher - Avg for steps 1 to 5 @ $54,100	3.00 FTE Classroom teachers to reduce class sizes in grades 1, 2 and 4. 1.00 FTE Pre-K Teacher. 1.00 FTE Stem teacher to prepare for PARCC.	5.00	270,500
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown E.	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE School Performance Coach to collect and analyze data to improve academic achievement.	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown E.	Teacher - Avg for steps 11 to 15 @ $70,100	0.50 FTE Title I reading and 1.00 FTE math teachers support to help manage the Title I program and provide resources and support to teachers and parents.	1.50	105,150
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown E.	Teacher Assistant/ Home-School Liaisons @ $22,800	1.50 FTE Pre-K Teacher Assistants to provide support and allow for small groups in the PreKindergarten classrooms.	1.50	34,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown E.	Teacher - Retire/Rehire @ $62,500	0.30 FTE Math Interventionists to provide small group in instruction for students who need additional support.	0.30	18,750
212 Fixed Charges	Personnel & Temporary Salaries	Georgetown E.	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			212,475
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Georgetown E.	Joe Romano- 2 Assemblies (1 primary/1 intermediate)- Math focus	Assemblies to provide our students with background knowledge and integrating the arts into different subject areas.		1,000
209 Student Transportation	Buses for Field Trips	Georgetown E.	PreK Trip to Farm / K Trip to Zoo / 1st grade trip to Carrie Weedon / 2nd Grade to Science Center / 3rd grade to Paca House / 4th Grade to General Assembly / 5th grade to Middle School	Field trips to build background knowledge and offer our students world experiences. This will offset cost of these trips by $715		5,005
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Georgetown E.	Intervention Materials ($1000) / Agenda Books ($500) / Ticket to Read ($3500) / Math Supplies ($1000) / Reading Supplies ($1000) / Toner and Paper ($1019)	Language Arts, Math and Science resources to support our transition into Common Core and implementing PARCC.		8,019

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Georgetown E.	DIBELS Subs (6 subs) Student Achievement Meetings (14 subs)	Substitutes in order to plan instruction, analyze and discuss data, and attend conferences.	20.00	1,800
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Georgetown E.	Strategic Planning (5 people @ $25/HR for 7 hours for 2 days)	Overtime to pay teachers to work during the summer to plan for the upcoming school year and write the School Improvement Plan.	70.00	1,750
212 Fixed Charges	Fixed Charges	Georgetown E.	Hourly @ .0877			311
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Georgetown E.	Reading and Math Night (18 people @ 2 Hours= 36 Hours) STEM Night- (8 people @ 3 Hours= 24 Hours) Family Night at the Library- (10 people @ 2 Hours= 20 Hours)	Teachers to run stations at 3 parent events during the school year to help educate our parents on supporting their children at school.	80.00	2,000
212 Fixed Charges	Fixed Charges	Georgetown E.	Hourly @ .0877			175
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Georgetown E.	Translation of Documents	Translation of documents from English to Spanish to support our Spanish speaking population.		200
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Georgetown E.	September- Library Night- snack, books & activities $300 October- Grandparents and Special Friends Day- snack & academic focused games for families $1000 October - Dads Day at School- snack & academic focused game for families $1000 Nov.- Reading and Math Night- food, books and supplies $499 April- Science Night- food, science boards and materials $1000 May- Moms day at school- snack & academic focused game $500 May- Parent Budget Meeting Supplies $250 May- Kindergarten Orientation- food, books and supplies $500	Students and families will gather at Georgetown East to actively participate in activities aligned with reading and math content related objectives. The subject area objectives chosen for the event activities will be identified through analysis of student performance/achievement data. Students, parents, and community members will share positive experiences interacting with academic content, thus unifying all stakeholders in a common vision and commitment to learning. An interpreter will be available to assist Spanish-speaking parents. Evaluations will be distributed and the feedback will be used for planning and modifying future events.		5,049
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 1 to 5 @ $54,100	2.00 FTE Pre-K Teachers 1.00 FTE Interventionists	3.00	162,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Math Resource 1.00 FTE Interventionist	2.00	126,480
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 11 to 15 @ $70,100	0.50 FTE Interventionist	0.50	35,050
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE Reading Resource 0.30 FTE Interventionist	1.30	102,713
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 21 to 25 @ $88,090	1.00 FTE Interventionist	1.00	88,090
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher Assistant/ Home-School Liaisons @ $22,800	2.00 FTE Pre-K 1.00 FTE Poverty Aide	3.00	68,400
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Instructional Assistant - Hourly @ $12.50 per hour	Instructional Assistant, 1,000 hours @ $12.50	1,000.00	12,500
212 Fixed Charges	Personnel & Temporary Salaries	Germantown	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			257,879

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/Hours/Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Germantown	InterAct Story Theater Grant: $2100	Artist in Residency; Arts Integration		2,100
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Germantown	Chromebooks @ $315 x 30 = $9,450; Office Depot Supplies: $1000; Mentor Texts: $994	Office Depot Supplies (journals, easels, chart paper for anchor charts, crayons, pencils, etc.); Chromebooks for inquiry based learning (30 books); Mentor Texts to support writing action step		11,444
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Germantown	16 Full Substitute Day @ $90 = $1440; 25 half day subs @ $45 = $2250	16 Full Substitute Day for *Gems of Germantown* (vertical observations/coaching); 25 days for each grade level team to have a half day planning period	28.50	2,565
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Germantown	100 hours @ $25 = $2500	100 hours for collaborative planning (grade level & resource team)	100.00	2,500
212 Fixed Charges	Fixed Charges	Germantown	Hourly @ .0877			444
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Germantown		Books to support our Action Steps in Reading, Writing, and Math; PD materials (folders, journals)		2,500
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Germantown	SoMIRAC Registration: $190 per person; $100 for mileage; Greg Tang Registration: $225; $100 for mileage	SoMIRAC (3 Instructional Staff Members registration & mileage); Greg Tang Conference: Clever Connections (3 instructional staff members registration & mileage)		1,845
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Germantown	SoMIRAC Registration: $190 per person; $50 for mileage; Greg Tang Registration: $225; $50 for mileage	SoMIRAC (1 Administrator registration & mileage); Greg Tang: Clever Connections (1 Administrator registration & mileage)		515
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Germantown	50 hours @ $25 = $1250	50 hours to pay teachers for preparing/hosting parent events supporting our School Improvement Plan Action Steps (Reading, Writing, Math, Science, Arts Integration)	50.00	1,250
212 Fixed Charges	Fixed Charges	Germantown	Hourly @ .0877			110
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Germantown	Story Can Theater: $650; Literacy Fiesta: $650; Additional Math Event: $700	InterAct Story Theater: Story Can Theater, Literacy Fiesta		2,000
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Germantown	STEM Event: materials for rotations, $500; Reading Workshop: materials (markers, pencils, paper glue, scissors, cartridge ink for color printer) $300, take home item to implement the strategy, dinner/snack $400; Math meets Common Core Workshop: materials for rotations $500, take home item for strategy $400, dinner/snack $600; Rigor through Questioning Workshop: materials (markers, pencils, paper glue, scissors) $290, take home item to implement the strategy $500, dinner/snack $650; Headsets for Interpreting $3500	**STEM Event:** materials for rotations; **Reading Workshop:** materials (markers, pencils, paper glue, scissors), take home item to implement the strategy, dinner/snack; **Math meets Common Core Workshop:** materials for rotations, take home item for strategy, dinner/snack; **Rigor through Questioning Workshop:** materials (markers, pencils, paper glue, scissors), take home item to implement the strategy, dinner/snack; **Headsets for Interpreting**		8,040
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 1 to 5 @ $54,100	1.00 FTE Math Resource 2.00 FTE Interventionist	3.00	162,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Interventionist	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE Reading Resource	1.00	79,010

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/Hours/Sub Days	Amount
212 Fixed Charges	Personnel & Temporary Salaries	Glen Burnie Park	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			127,434
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Glen Burnie Park	Per Office Depot Master Agreement pricing 2 laptops @ $996, 2 cases @ $32, 1 portable projectors @ $401; laptop docking station @ $280; thumb drive @6	laptops for Title 1 resource teachers, cases, clickers for presentations		2,743
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Glen Burnie Park	1 day per quarter per teacher (72 days x 90) Additional planning days based on need (18)		90.00	8,100
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Glen Burnie Park	30 hours per quarter for language arts or math planning based on identified needs; 30 hours x $25/hour; 10 teachers per quarter		120.00	3,000
212 Fixed Charges	Fixed Charges	Glen Burnie Park	Hourly @ .0877			973
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Glen Burnie Park	One professional development sessions with Shauna King of King Professional Development @$1,250, two professional development sessions with Honi Bamberger @ $625 each ($1,250)	Shauna King (working with difficult students), Honi Bamberger (math)		2,500
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Glen Burnie Park	Professional Resources: K-2 Chart Sense: $25 x 15 teachers = $375 3-8 Chart Sense: $25 x 15 teachers = $375 Teaching the Critical Vocabulary for the Common Core: $25 x 30 teachers = $750 The Next Step in Guided Reading: $14 x 30 =$420 5 Practices for . . . Mathematical Discussions: $30 x 30 teachers =$900 High-Yield Routines K-8: $28 x 30 teachers =$840 Putting the Practices into Action: $20 x 30 teachers = $600 Teaching with the Brain in Mind: $22 x 30 teachers = $660 The Art of Teaching Writing: $40 x 30 teachers = $1200 Smarter Charts: $16 x 30 =$480 Chart Sense: $25 x 30 teachers = $750 Smarter Charts: $20 x 30 teachers = $600 The Next Step Videos for Guided Reading: 1x$50 = $50	refreshments, materials for presentation, materials for possible make-it/take-it planning Professional resources for teachers (5 Practices for Orchestrating Productive Mathematic Discussions, High Yield Routines, Putting the Practices Into Action, Eric Jensen, Ruby Payne, The Art of Writing, Smarter Charts, Teaching the Critical Vocabulary of the Common Core, K-2 Chart Sense, 3-8 Chart Sense, Chart Sense for Writing		8,000
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Glen Burnie Park	SoMIRAC conference registration: 15 teachers @ $200 = $3000.	Attendance at SoMIRAC, NCTM Conference, MCTM, MAG		3,000
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Glen Burnie Park	NAESP Conference in Washington, DC, June, 2015 Registration fee: $350 Travel/meals: $150	NAESP		500
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Glen Burnie Park	4 parent 2 hour meetings with up to 10 teachers per meeting (teachers to present and for childcare) - total of 80 hours After school planning for parent meetings - total of 40	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	120.00	3,000
212 Fixed Charges	Fixed Charges	Glen Burnie Park	Hourly @ .0877			263

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Glen Burnie Park	(1) Reading Family Night: drink and snack for students; books and materials $1100; book coupons for 50 students at $4.75 to total $238;(2) Math Family Night: drink and snack for students; books and materials for learning stations $1100; math board games for parents and students to play during the night at 6 games totaling $211 ; dinner for both nights at $500 each=$1000; approximately 50 students/30 parents	Refreshments, materials of instruction (math/reading), door prizes		3,649
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 1 to 5 @ $54,100	1.00 FTE Math Interventionist will support Grades 1, 2 and 4 with planning for math instruction and working with targeted students during small group instruction in math.	1.00	54,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Reading Teacher/Interventionist will support 1st and 3rd grades with planning for instruction and providing intervention/remediation services throughout the instructional day. 0.50 FTE Reading Teacher will support KDG and 5th grade with planning for instruction and providing intervention/remediation services throughout the instructional day. 0.50 FTE Reading Interventionist will provide interventions to students during the school day.	2.00	126,480
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE Math Resource Teacher will support KDG/PK, 3rd, and 5th grades with planning for math instruction	1.00	79,010
212 Fixed Charges	Personnel & Temporary Salaries	Glendale	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			105,887
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Glendale	18 1/2 (.50) day planning sessions for comprehensive teachers to engage in math long range planning after 1st marking period.	Teachers will benefit from a half day to plan with Title 1 Math Resource Teachers to analyze data points to determine students instructional strengths and needs.	9.00	810
212 Fixed Charges	Fixed Charges	Glendale	Hourly @ .0877			71
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Glendale	(1) Math Family Night: 10 teachers x 2 hours each @$25/hr = $500 (2) Reading Family Night: 10 teachers x 2 hours each @$25/hr = $500 (3) Title 1 Parent Orientation: 4 teachers x 4 hours each = $400 (4) Spring Budget Planning Meeting: 4 teachers x3 hours each = $300	Teachers will prepare/host parent events supporting our School Improvement Plan Action Steps (Reading, Writing, Math, Science, Arts Integration) and they will work with parents to develop strategies to use with their children to support Reading and Math throughout the school year.	68.00	1,700
212 Fixed Charges	Fixed Charges	Glendale	Hourly @ .0877			149
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Glendale	Cab Services $300; 30 trips at approximately $10 for approximately 5 families roundtrip for 1 iep team meeting, 4 parent conferences, Title I Math and Reading nights for a total of 6 events	Provide transportation so parents may be engaged in their child's education.		300

Anne Arundel County Public Schools
FY16 Title I Budget Narrative

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Glendale	(1) Reading Family Night: drink and snack for students; books and materials $1019 (2) Math Family Night: drink and snack for students; books and materials for learning stations $1020. (3) Fall OR Spring Book Fair: $5 coupon for 270 students to self select a book to purchase = $1350 approximately 100 parents	We are going to have a Reading Family Night for parents of students identified for Title I services to understand the value of reading aloud with students at home while providing sample questions and activities they can use at home. This aligns with the county's focus on early literacy skills. We are going to have a Math Family Night for parents of students identified for Title I services to learn strategies and the reason why behind the Common Core Standards. Title I Parents and students will participate in learning stations so that parents can see what math instruction is like for students in school. We want our students to be able to buy and have a book of their own since many of our students do not have the luxury of owning their own book.		3,389
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 1 to 5 @ $54,100	1.50 FTE Pre-K Teacher Support county mandated Pre-K program.	1.50	81,150
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Math Interventionist 0.50 FTE Interventionist 1.00 FTE Title I Reading Teacher Support Reading Program and work with struggling readers Support Math instruction and work with above and struggling students in Math	2.50	158,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 11 to 15 @ $70,100	1.00 FTE Interventionist 1.00 FTE Instructional Coach Support Reading Program and work with struggling readers Support Math instruction and work with above and struggling students in Math. Support all instruction and keep data at forefront by hiring an Instructional Coach.	2.00	140,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 21 to 25 @ $88,090	1.00 FTE Title I Math Teacher. Support math program and work with teachers to build capacity in teaching common core math.	1.00	88,090
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher Assistant/ Home-School Liaisons @ $22,800	1.50 FTE Pre-K TA 2.00 FTE Teacher Assistant Support county mandated Pre-K program, support K by working with small groups and providing ERI intervention, support low performing students with reading interventions	3.50	79,800
212 Fixed Charges	Personnel & Temporary Salaries	Hilltop	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			244,834
209 Student Transportation	Buses for Field Trips	Hilltop	Biztown : $1,300 Lindale: $500 PreK - 4 allocate $1,000 per grade x 6 = $6,000	Provide opportunities for students to participate in real life experiences and make connections to academic content.		7,800

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Hilltop	Biztown = $3000 30 chromebooks to add to grades 3 - 5 = $10,000 Brain Pop - site license - $1,800 Projector Bulbs - $1,000 LLI Gold Kit - $5,000 Office supplies, paper, toner, markers, etc - $3,661	Materials and resources for teachers and students to enrich instruction as well as support our advanced and our struggling learners. Chromebooks are needed to provide additional computers in classrooms to support Fastt Math and Dreambox in grades 3 - 5.		24,461
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Hilltop	Subs for Collaborative Planning for K & 1 to implement new curriculum (1 day per quarter for each grade): 11 teachers x 4 days x $90 per day = $3,960 Substitutes for grades 2 - 5 for units of study planning each quarter 18 teachers x 4 days x $90 per day = $6,480 Substitutes for Sue O'Connell PD: 15 subs x 3 days x $90 = $4,050 Subs for Collaborative Planning for PreK - 1 day per quarter. 3 subs x 4 days x $90 per day	Provide planning days to teachers to support building teacher capacity in CCSS Math and in writing as well as support teachers implement the new curriculum in K-1.	173.00	15,570
09 Professional Development/ 1 Sales/Wages	Teacher Stipends for Professional Development	Hilltop	Planning for K & 1 prior to beginning of school year. 11 teachers x 5 hours x $25 per hour = $1,375	Pay teachers to work prior to the beginning of the school year to begin planning using the new curriculum in K-1.	55.00	1,375
212 Fixed Charges	Fixed Charges	Hilltop	Hourly @ .0877			1,486
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Hilltop	Sue O'Connell 9 days @ $1,700 per day = $15,300 Barbara Cannon $4,999	Teachers will attend quarterly PD led by Sue O'Connell that will support the school-wide focus of teaching problem solving. PreK teachers will meet regularly with Barbara Cannon to plan and incorporate strategies and activities to help our youngest learners grow. In addition, Barbara will model lessons for PreK teachers as well as implement the coaching model with them.		20,299
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Hilltop	Memberships: NCTM for 2 - $200 Professional Materials for Workshops and Grade Group Mtgs. = $1,800	Registrations to professional organizations and purchasing materials to help teachers grow professionally		2,000

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Hilltop	Title I Conf, 2 teachers @ $2,114 each = $4,228 Food $35 per day 4 days for 2 teachers= $280 Registration: $559 x 2 = $1,118 Hotel: $250 per night x 4 nights x 2 tchrs = $2,000 Airfare: $375 r/t x 2 = $750 Taxi to/from hotel/airport $40 each way x 2 = $80 NCTM/NCSM Conf, Math Resource Teacher + 1 teacher to attend just NCTM = $6,242 NCTM Reg: $495 NCSM Reg: $450 x 2 = $900 Hotel: $274 x 6 = $1,644 + $268 = $1,912 Hotel Teacher: $274 x 3 + 132 = $954 Taxi to/from hotel/airport $40 each way = $80 x 2=$160 Airfare: $316 each way toal of $632 x 2 = $1,264 Food: $35 per day x 5 days x 2 = $350" IRA Membership for 3 teachers @ $69 each = $207	Keep abreast of latest trend in CCSS and PARCC and learn innovative strategies that work with struggling learners	4228+6242	10,470
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Hilltop	"NCTM/NCSM Conf, Principal = $3,787 NCTM Reg: $495 NCSM Reg: $450 Hotel: $274 x 6 = $1,644 + $268 = $1,912 Taxi to/from hotel/airport $40 each way = $80 Airfare: $300 each way toal of $600 Food: $50 per day x 5 days = $250"	Keep abreast of latest trend in CCSS and PARCC and learn innovative strategies that work with struggling learners		3,787
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Hilltop	Teacher Stipends for Parent Events 144 hours @ $25 per hour for: Math Night/Title I Orient. 12 tchrs x 4 hours = $1,200 STEM Night: 12 tchrs x 4 hours = $1,200 Reading Night/Spring Budget Mtg. 12 tchrs x 4hrs = $1,200	Teachers will be paid to plan activities for parents and students to support learning beyond the school day.	144.00	3,600
212 Fixed Charges	Fixed Charges	Hilltop	Hourly @ .0877			316
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Hilltop	Fall Book Fair Vouchers: $800 400 vouchers Food for Math Night: $1,400 #200 guests Food for STEM Night: $1,400 #200 guests Food for Reading Night: $1,400 #200 guests Agenda Books: $3,000 375 students Summer Materials: $3,000	Purchase books for struggling students at book fair and send home parent activity. Provide an agenda book to every student to support home/school communication Provide meals for evening events to give parents opportunity to eat with families and learn techniques to help students with content at home Provide materials for students to use over the summer to keep them learning during the break.		11,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	MD City	Teacher - Avg for steps 21 to 25 @ $88,090	1.00 FTE Title I Reading Resource Teacher - to provide instructional support and intervention groups for targeted students 1.00 FTE Title I Reading Interventionist - to provide small group intervention for targeted students 1.00 FTE Title I Math Resource Teacher	3.00	264,270

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	MD City	Teacher Assistant/ Home-School Liaisons @ $22,800	0.60 FTE Home School Liaison - To work with families with to help connect home and school	0.60	13,680
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	MD City	Instructional Assistant - Hourly @ $12.50 per hour	6.5 hours x 159 days to support math instruction in grades K - 5 starting October 1.	1,033.50	12,919
212 Fixed Charges	Personnel & Temporary Salaries	MD City	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			107,378
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	MD City	Chromebooks to support math intervention so that students have access to technology to work on research based programs 12 chromebooks x $315.49 = $3785.88 Ticket to Read license to support Wilson and LLI identified students - 50 students ($880) Edu Press Close Reading Quick Flip Reference for small group instruction to increase student practice with TDQ (16 x $9.99 =$174.22 + SHIPPING $14.95= $189.17) Fundations materials for Level I small group intervention ($68.04) Journals and binders for targeted students to monitor academic progress: 40 Primary composition books, 30 intermediate composition books, 50 1'binders) $161.40 Office Depot Supplies: ink for printer, post-its, markers, folders, variety of other materials that may arise for small group instruction intervention $800	See calculation for program benefit.		5,885
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	MD City	Substitutes for Conferences: SOMIRAC - 1 day, MSET - 2 days, Greg Tang -2 days (5 days total) Substitutes for F&P Screening (15 teachers x 2 days, fall and spring reading level screening = 30 days)		35.00	3,150
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	MD City	Stipend Pay for after-school data/intervention talks Thurs - 3:35 - 4:35 (2x month x 9 x 18 teachers) Articulation and Mid-year Rankings (15 teachers x 2 hours = 30 hours)	All classroom teachers are involved with articulation because we will complete a mid-year and end of year ranking of all students in math and reading to help with progress monitoring of current TAS students and the fall identification process for Title I participation. This allows us to compare progress of identified Title I students with their peers. All teachers currently work with Title I TAS students at some point during the instructional day.	354.00	8,850
212 Fixed Charges	Fixed Charges	MD City	Hourly @ .0877			1,052

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	MD City		Various materials and supplies for professional development that supports our SIP and our TAS ($682);Office Depot – chart paper, markers, sticky notes, binders, dividers, index cards, labels, ink for printer ($154) Reading resources that support our needs as indicated on our SIP. Purchase resource books to plan and guide professional development of instructional practices to build student capacity by use of anchor charts – Chart Sense: Common Sense Charts to Teach 3-8 Informational Text and Literature, K-2 Chart Sense: Common Sense Charts to Teach K-2 Informational Text and Literature ($30 each = $60) The Reading Strategies book – Jennifer Serravallo ($64) Math resources that support our needs as indicated on our SIP. Purchase books to support and guide PD Introduction to Problem Solving, Second Edition, Grades 3-5 ($35), Introduction to Problem Solving, Grades PreK-2 ($35), Beyond Pizzas & Pies: 10 Essential Strategies for Supporting Fraction Sense, Grades 3–5, Second Edition Beyond Invert and Multiply: Making Sense of Fraction Computation, Grades 3–6 (set of 3 one for each grade level $100 each x 3 + shipping = $334.00)		682
09 Professional Development/ 4 Other Charges	Conferences for Teachers	MD City	Learning Forward Conference in DC - 3 day $641 per person registration (2 Teachers) SoMirac $200 registration per person (3) Greg Tang Clever Connections (2 teachers) $225 per person Baltimore, Oct 9 MSET/Common Ground - (April 28, 29) registration $195	Learning Forward Conference in DC - 3 day $641 per person registration (2 Teachers) to build leadership SoMirac $200 registration per person (3) to network with other ELA professionals and to learn ways to better implement common core and build our ELA program Greg Tang Clever Connections (2 teachers) $225 per person Baltimore, Oct 9 - to learn more problem solving strategies to support our SIP MSET/Common Ground - (April 28, 29) registration $195 (to learn new ways to use technology to engage our TAS and prepare for PARCC)		2,527
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	MD City	Learning Forward Conference in DC (December 2015) Registration $641	Principal will gain information on new initiatives.		641
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	MD City	Title I Orientation (2 x 2 hours = 4 hours) Reading Night (2 x 2 hours = 4 hours) Math Night (3 x 2 hours x 2 = 12 hours) (Semesters to address big ideas that are being taught during the school year) - to teacher parents unfamiliar math strategies that their children are learning, share parent friendly resources to support help at home Dreambox Night Introduce and get parents to sign up for the program to monitor student progress and learn math skills themselves (2sessions x 1 hour = 2 hours) Title I EOY (3 x 2 hours = 6 hours)	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	28.00	700

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Fixed Charges	MD City	Hourly @ .0877			61
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	MD City	Translations for documents and parent nights (@$100/event x6 + school documents Home-school compact, SIP)	Translations for documents and parent nights		700
			Transportation for parents	Transportation for parents		
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	MD City	Dreambox subscriptions (60 x $25 = $1500)	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.		4,093
			Title I Orientation, Take 15 for the Family MDSE Title I ideas (food and supplies $200)			
			Reading Night (food and supplies $250)			
			Math Nights (food and supplies $400)			
			Title I EOY (food and supplies $300)			
			Channing Bete Parent Common Core Handbook ($343 for 100)			
			Materials for Home School Liaison to work with families on reading and math ($700)			
			Postage to communicate with families at home (@400)			
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 1 to 5 @ $54,100	1.00 FTE Pre-K Teacher	1.00	54,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Title I Reading Resource	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 11 to 15 @ $70,100	0.80 FTE Interventionist	0.80	56,080
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 21 to 25 @ $88,090	0.50 FTE Title I Math Resource	0.50	44,045
212 Fixed Charges	Personnel & Temporary Salaries	Meade Heights	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			88,173
209 Student Transportation	Buses for Field Trips	Meade Heights	BizTown Busses - Grade 4 and Grade 5	Supports and supplements CCSS in Math, Social Studies, and Language Arts 2 buses @$400 each = $800		800
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Meade Heights	Novels and LA resources to support CCSS in grades 1-5 1639.00 Manipulatives and teacher resources to support the CRA Model and Problem Solving Drawing - 1639.00	Reading and Math Materials to support the CCSS		3,278
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Meade Heights	20 days of Substitute Pay @ $90/day	DIBELS Coverage Vertical Planning Data Meetings	20.00	1,800
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Meade Heights	126 hours of PD Stipend Pay @ $25/hour		126.00	3,150
212 Fixed Charges	Fixed Charges	Meade Heights	Hourly @ .0877			434

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Meade Heights	Registration $500 Hotel - $2000 Airfare - $800	NCSM/NCTM Conference - CA - 1 Teacher		3,300
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Meade Heights	Math Night - 12 teachers for planning and event presentations - 12 x 2 hours each @ $25/hr Reading Night - 12 teachers for planning and event presentations - 12 x 2 hours each @ $25/hr Science/STEM Night - 12 x 2 hours each @ $25/hr	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	60.00	1,500
212 Fixed Charges	Fixed Charges	Meade Heights	Hourly @ .0877			132
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Meade Heights	Math Night - Food $750 - Materials/Supplies $298 Reading Night - Food $750 - Materials/Supplies - $298 Science/STEM Night - Food $750 - Materials/Supplies - $298	Math Night - Workshops for parents to support strategies for the four operations using the CRA model and problem solving model drawing Reading Night - To be determined Science/STEM Night - To be determined Spring Budget Meeting - Parents evaluate and make changes to the parent plan and Home School Compact		3,144
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Teacher - Avg for steps 1 to 5 @ $54,100	1.00 FTE Title 1 Math Resource 1.00 FTE PreK Teacher	2.00	108,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Title 1 Reading Teacher 0.50 FTE Pre-K Teacher 1.00 FTE Title 1 Math Resource	2.50	158,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE STEM interventionist	1.00	79,010
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Teacher - Avg for steps 21 to 25 @ $88,090	3.00 FTE Interventionists	3.00	264,270
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Teacher Assistant/ Home-School Liaisons @ $22,800	1.50 FTE Pre-K Teacher Assistant 1.00 FTE Teacher Assistant	2.50	57,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Permanent Substitute @ $28,200	1.00 FTE Permanent Sub	1.00	28,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole Elem	Instructional Assistant - Hourly @ $12.50 per hour	Instructional Assistant, 1,200 hours @ $12.50	1,200.00	15,000
212 Fixed Charges	Personnel & Temporary Salaries	Mills-Parole Elem	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			298,231
209 Student Transportation	Buses for Field Trips	Mills-Parole Elem	Prek/Kindergarten Montpelier Mansion @ 1400.00 First Grade: Baltimore Zoo @ 800.00 Second Grade: Aquarium @ 600.00 Third Grade: Science Center @ 600.00 Fourth Grade: St. Marys City @ 600.00 Fifth Grade: Washington DC @ 600.00 Second Grade: Maritime Museum 1100.00	Field trips to enhance academic areas.		5,700
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Mills-Parole Elem	Materials to support Guided Reading, Units of Study in Writing, Independent Learning Stations, and Writing to Source to include texts for students and teachers, manipulatives, audio/visual items for learning stations, materials to support fact fluency, book study (mathematics), and manipulatives	Supplemental materials will provide teachers with additional resources to support student achievement.		5,197

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Mills-Parole Elem	58 Substitutes Days for Reading 20 Substitute days for Math Planning		78.00	7,020
212 Fixed Charges	Fixed Charges	Mills-Parole Elem	Hourly @ .0877			616
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Mills-Parole Elem	Popping with Success: 2 Teachers @ 2 Hours Each, 1 Instructional Assistants $125 Parents as Students Conference 20 Teachers @ 4 Hours; 4 Instructional Assistants @ 2 Hours $2160 Bedtime Story Night 22 Teachers @ 3 Hours Each $1650 Science Fair Night 4 Teachers @ 2 Hours, 1 Instructional Assistants $240 Math Night 27 Teachers @ 3 Hours, 3 Instructional Assistants @ 3 Hours $2430	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	258.00	6,450
212 Fixed Charges	Fixed Charges	Mills-Parole Elem	Hourly @ .0877			566
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Mills-Parole Elem	Popping with Success Snack (popcorn) $100.00 Bedtime Story Night Snacks (cookies and juice $200) and Supplies (labels and markers $50) $250.00 Parents as Students Conference Dinner (Ledo's Pizza) $800.00 Science Fair Night Snacks (muffins and juice $450) and Supplies (tri-fold display board $350) $ 800.00 Math Night Dinner (Chick Fil A approximately $1500) and Supplies (dice, math board games, calculators, writing utensils, paper, math Journals $1500) Totaling $3000 Spring Parent Meeting (Donut holes, coffee, tea, chart paper, markers/ $300 Agenda Books (for Parents as Students parent event) $ 1100.00 Purple Paper $250.00 Monthly Student Demonstrations for Parents (Supplies, display boards, chart paper, markers, felt, printing paper) $600	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.		7,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 1 to 5 @ $54,100	3.00 FTE CSR Teachers 1.00 FTE Pre-K Teacher	4.00	216,400
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 6 to 10 @ $63,240	1.00 FTE Reading Resource Teacher	1.00	63,240
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 16 to 20 @ $79,010	1.00 FTE Math Resource Teacher 1.00 FTE Interventionist	2.00	158,020
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher Assistant/ Home-School Liaisons @ $22,800	1.00 FTE Teacher Assistant	1.00	22,800
212 Fixed Charges	Personnel & Temporary Salaries	Park	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			197,270
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Park	Materials to support Guided Reading, Units of Study in Writing, Independent Learning Stations, and Writing to Source to include texts for students and teachers, manipulatives, audio/visual items for learning stations, materials to support fact fluency, book study (mathematics), and manipulatives	Accelerated Reader Intervention Supplies Writer's Workshop Supplies		14,904

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 4 Other Charges	Car Mileage	Park	* 695.65 miles @ $0.575 per mile=$400	Math Resource Meetings / Reading Resource Meetings / Title I Meetings / * 695.65 miles @ $0.575 per mile=$400		400
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Park	Substitutes for Running Records 2X a year= 40 / DIBELS Substitutes= 8 / Vertical Teaming Math Substitutes= 22 / Early Literacy Planning=16 / K. Bumgardner=20 / 106 Substitutes @ $90 =$9540.00	Substitutes for Running Records 2X a year= 40 / DIBELS Substitutes= 8 / Vertical Teaming Math Substitutes= 22 / Early Literacy Planning=16 / K. Bumgardner=20 / 106 Substitutes @ $90 =$9540.00	106.00	9,540
212 Fixed Charges	Fixed Charges	Park	Hourly @ .0877			837
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Park	6 Days with Kathy Bumgardner 11/10, 11/11, and 11/12, 3 TBD-Focus on Writing=$1800 per day = 10800 / 2 Days Kagan= $5998 / Marilee Sprenger On Site PD-Student Memory Strategies= 1 day @ $5000 per day	Focus on Writing / Student Memory Strategies		21,798
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Park	NCTM Renewal=$90 / IRA Renewal=$45 / ASCD Renewal=$239.00 / Supplies for K. Bumgardner Teaching Tools=$500 / Books for PD Library=$126	Supplies to Make Kathy Bumgardner Teaching Tools Books for Professional Development Library / Renewal Subscription NCTM-Math Resource / Renewal Subscription IRA-Reading Resource / Renewal Subscription ASCD-Principal		1,000
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Park	1 teacher conference @ $2,200	Rochester, NY-Reading Connections: Teaching Abstract Concepts in Concrete Ways-October 29, 2015	1.00	2,200
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Park	2 teacher conferences at $550 each	Rochester, NY-Reading Connections: Teaching Abstract Concepts in Concrete Ways-October 29, 2015-2 Reading Teachers	2.00	1,100
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Park	12 Teachers @$25 an hour for Math Event / 10 Teachers @ $25 an hour for Early Literacy Night / 12 Teachers @ $25 an hour for Writing Night / 6 Teachers @ $25 an hour for Budget Meeting	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	40.00	1,000
212 Fixed Charges	Fixed Charges	Park	Hourly @ .0877			88
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Park	Transition Supplies for Pre-K to K = $419.30-Channing Bete Supplies / Transition Supplies for 5th to Middle School =$449.25 Channing Bete Supplies for Families / Back to School Night = Guide to School-Wide Title I @ Channing Bete = $671.45 / Math Event-Supplies=$725 supplies, $1000 for food / Early Literacy Event=$725 supplies, $1000 for food / Writing Night =$725 supplies, $1000 for food / Budget Meeting - Food for Parents that attend= $600	Transition Supplies for Pre-K to K / Transition Supplies for 5th to Middle School / Back to School Night / Math Event / Early Literacy Event / Writing Night / Budget Meeting		7,315
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 1 to 5 @ $54,100	6.00 FTE CSR Teachers / 0.50 FTE Pre-K Teacher / 1.00 FTE Interventionist STEM / 1.00 FTE Reading Resource Teacher	8.50	459,850

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 6 to 10 @ $63,240	0.90 FTE Interventionist	0.90	56,916
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 11 to 15 @ $70,100	1.00 FTE Math Resource Teacher	1.00	70,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher Assistant/ Home-School Liaisons @ $22,800	1.50 FTE Pre-K Teacher Assistants	1.50	34,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Permanent Substitute @ $28,200	1.00 FTE Permanent Sub	1.00	28,200
11 Psychological Services/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Psychologist @ $90,350	0.30 FTE Bi-Lingual	0.30	27,105
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Instructional Assistant - Hourly @ $12.50 per hour	Kindergarten TSA, for approximately 151.35 days @ 7 hours per day	1,059.50	10,595
212 Fixed Charges	Personnel & Temporary Salaries	Tyler Heights	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			305,827
209 Student Transportation	Buses for Field Trips	Tyler Heights	9 buses at $300 per bus	Field trips to enhance academic areas will be taken by all grades levels 1-5. Special opportunities to take academic trips or competitions throughout the school year.		2,700
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Tyler Heights	Half day quarterly collaborative planning substitutes for each classroom teacher. 2 days for SOMIRAC subs, 8 days for NCTM subs (10 days). 29 K-5 Classroom teachers +3 Sped Teachers = 32Teachers. Days for conferences + days for planning (32+10=42)	Grades K-5 and special educators and ESOL will receive two full day substitutes throughout the year to focus on instructional planning and data analysis. PreK teachers will receive the total of 1 sub day throughout the year to focus on instructional data.	42.00	3,780
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Tyler Heights	Integrated planning sessions including grade level teachers, special educators, ELA lead teacher. 30 Classroom Teachers x 3hours = 90 Stipend hours.	Collaboration to increase effectiveness of coteaching, differentiation, and appropriate supports/interventions for students.	90.00	2,250
212 Fixed Charges	Fixed Charges	Tyler Heights	Hourly @ .0877			529
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Tyler Heights	NCTM - 2 teachers; April 12-16, 2016; San Francisco; Registration: $900; Travel: (plane) $1,000; Lodging: (hotel-2 rooms) $2400; Meals: $300 SOMIRAC - 4 teachers; April 6-8, 2016; Registration :$600 MCTM- 2 teachers, October 18, 2015, Registration: $100 NAREN- behavior specialist; April 16-18, 2016; Registration: $360	Teachers will attend conferences to acquire most relevant and current information regarding reading and math instruction in order to share with staff		5,660

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Tyler Heights	ASCD National Conference- 1 administrator; April 1-4; Registration: $400; Travel: (plane) $400; Lodging: (hotel-1 room) $600; Meals: $150 SOMIRAC- 2 administrator; Registration: $290; $100 mileage for 2 administrators NAREN- 1 administrator; Registration: $360	Gather most current information regarding instructional strategies for student success and strategies for school leadership		2,300
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Tyler Heights	Teachers for 60 hours @ $25 per hour; 4 Title I events to gain academic strategies to use at home; 15 teachers per event $25 per hour per event	Teachers and staff will facilitate the Title One Events to engage parents in new learning and building relationships with families to foster community collaboration.	60.00	1,500
212 Fixed Charges	Fixed Charges	Tyler Heights	Hourly @ .0877			132
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Tyler Heights	Bedtime Math, Books, and More 100-130 parents/100 kids; Purpose: • Supplies needed: Literature Books for each family (English or Spanish): $550; Bedtime Math Book for each family (English or Spanish): $1000; materials for STEM activity: $300; Food/Snacks @ $2.50 per person for total of $575. Black History Month Dinner 100-125 parents/75 kids • Supplies needed: Cost of performance: $800; Materials for family project component $100; Food/Dinner @ $8 per person for total of $1600. Parent Learning Conference: 200-225 parents • Supplies needed: Materials to support each session $400; Food/Dinner @ $8 per person for a total of $1800. Celebratory Carnival:300-350 parents/400 kids. This event was specifically requested by parents during the spring budget meeting in June 2015. $625; Food/snacks @ $3 per person for a total of $2250.	Students and parents will come to the event to learn ways to incorporate reading, math and STEM learning opportunities at home;Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success. Knowledge of various cultural traditions and historical facts will be shared to increase cultural awareness among parents & students. There will be a family project component to support the show.This event will be geared toward our parents and supporting them. Childcare will be provided for children. The traditional school PBIS carnival will now include educational games for students to play;engage parents and students in an active reading and math night using brain friendly strategies	10,000.00	10,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Teacher - Avg for steps 1 to 5 @ $54,100	4.00 FTE CSR - Lower class size to meet individual student needs and raise student achievement. 0.50 FTE Pre-K - Provide early childhood intervention to increase academic achievement and prepare students for Kindergarten STEM - Supports SIP - Action Step - Implement Intermediate and Primary 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 Math/Reading Intervention - Provide intervention to students not meeting proficiency with CCSS and collaborates on-going to provide support to teachers	4.50	243,450

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/Hours/Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Teacher - Avg for steps 6 to 10 @ $63,240	0.50 FTE STEM Intermediate - Supports SIP - Action Step - Implement Intermediate and Primary 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 1.00 FTE Math/Reading Intervention - Provide intervention to students not meeting proficiency with CCSS and collaborates on-going to provide support to teachers 1.00 Math Resource - Manage Title I budget and plan PAC activities to support the SIP. Provide support for the SIP - Action steps in reading and math. Provide intervention for identified students, coach, model and provide professional development to increase math instructional capacity	2.50	158,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Teacher Assistant/ Home-School Liaisons @ $22,800	1.50 FTE TA Pre-K 1.00 FTE Poverty Aide- Title I - Support teachers and students in the implementation of the CCSS	2.50	57,000
15 Office of the Principal/ 1 Salaries	Personnel & Temporary Salaries	Van Bokkelen	Financial Secretary @ $5,000	Financial secretary will work after hours to maintain Title I budget, including monitoring, requisitions, payroll, and all aspects of the budget	400.00	5,000
212 Fixed Charges	Personnel & Temporary Salaries	Van Bokkelen	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			212,900
209 Student Transportation	Buses for Field Trips	Van Bokkelen	Pre-K - Aquarium 2 buses @ $400 = $800 Kindergarten - Harbor Queen 2 buses @ $400 = $800 Grade 1 - Smithsonian 2 buses @ $475 = $950 Grade 2 - Smithsonian 2 buses @ $475 = $950 Grade 3 - National Museum 2 buses @ $475 = $950 Grade 4 - MD Science Center 2 buses @ $400 = $800 Grade 5 - National Mall 2 buses @ $475 = $950	Field trips support the CCSS in reading, math and science		6,200
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Van Bokkelen	Movie Site License - $375 Agenda books - $1300 Student awards and incentives - $400 Office Depot - $5000 Projector bulbs - 4@77.50 = $310 Projector bulb - 1@260 = $250 Math, Reading & STEM supplemental materials - $20877	Movie Site License to incorporate movie clips into reading, math, and science instruction Student Agenda books to support parent communication and PAC activities 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 Projector bulbs - to support instructional technology component for classroom instruction and professional development Math, Reading & STEM supplemental materials of instruction to support CCSS		28,512
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Van Bokkelen	Collaborative planning and professional development 15 teachers x 8 hrs @ $25/hr = $3000 + fixed charges 263 = $3263	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	120.00	3,000
212 Fixed Charges	Fixed Charges	Van Bokkelen	Hourly @ .0877			263

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Van Bokkelen	Purchase "Engaging Students with Poverty in Mind" by Eric Jensen $20.00 per copy x 50 books = $1000.00	To increase teacher's understanding of how we can reach our most fragile students while maintaining high academic and social expectations		1,000
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Van Bokkelen	SOMIRAC - 4 teachers @ $185.00 each = $740.00 ASCD - 1 teacher Registration: $532.00 Airfare: $600.00 Hotel: $450.00 Food Allowance: $70.00	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		2,392
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Van Bokkelen	ASCD - Principal Registration: $532.00 Airfare: $600.00 Hotel: $450.00 Food Allowance: $70.00	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		1,652
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Van Bokkelen	9/30/15 - Fall Budget Meeting - 2 Teachers 10/13/15 - Cultural Arts Night - 6 Teachers 11/12/15 - "It's Academic" Night - 5 Teachers 1/14/16 - Parents' Night Out - 6 Teachers 2/18/16 - Writers Showcase - 5 Teachers 4/20/16 - STEM Night/Science Fair - 10 Teachers 5/11/16 - Spring Budget Meeting - 2 Teachers 6/2/16 - Transition to Kindergarten Night - 4 Teachers 40 teachers x 3hrs@$25=$3,000+ Fixed Charges $263=$3263	Teachers will teach parent activities at each event.	120.00	3,000
212 Fixed Charges	Fixed Charges	Van Bokkelen	Hourly @ .0877			263
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Van Bokkelen	Kona Ice - $1500 Snow cones to share with community during community visit 500 kiddie cups @ $1.50 each x 2 events = $750 x 2 = $1500	Community Visit - to engage parents/students with bridging the gap with school personnel to build a stronger relationship		1,500

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Van Bokkelen	Fall Budget Meeting - $100 Cultural Arts Night - $500 Academic Night - $1000 Parents' Night Out - $500 Writers Showcase - $500 STEM Night/Science Fair - $1000 Transition to Kindergarten Night - $300 Spring Budget Meeting - $100 2 Community Visits - $300	Fall and Spring Budget Meeting - Review Home School Compact, Parent Plan, and Budget to determine how parents would like to spend PAC Allocations. Academic Night - 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. Parents Night Out - Parents will have the opportunity to attend two breakout sessions. Topics will include: Maryland's CCR Standards, viewing and using instructional technology in our building, an overview of PARCC testing, and a presentation offering parenting tips for how to handle challenging behaviors. Child care will be provided. Writers Showcase - Students will present their published writing that demonstrates cross-curricular connections. Cultural Arts Night - Provide ways for parents to use music, art, and P.E. to strengthen reading, writing, and math skills. 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 Night - Provide parents of students in Pre-K to activities to prepare their child for success in Kindergarten. A snack will be served.		4,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher - Avg for steps 11 to 15 @ $70,100	1.0 FTE Math Resource Teacher	1.00	70,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher - Avg for steps 16 to 20 @ $79,010	0.60 FTE Title I Reading Resource Teacher 0.50 FTE Pre-K Teacher 0.50 FTE Interventionist Specialist	1.35	106,664
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher Assistant/ Home-School Liaisons @ $22,800	1.00 FTE TA, 0.50 FTE Pre-K Teacher Assistant	1.50	34,200
212 Fixed Charges	Personnel & Temporary Salaries	Woodside	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			92,309
209 Student Transportation	Buses for Field Trips	Woodside	$250.00 per grade level; Trip ($250 will off set cost of these trips) K- Zoo (60 kids) 1st Zoo (60 kids) 2nd Aquarium (60 kids) 3rd Science Center (60 kids) 4th Arlington Echo (50 kids) 5th Dumping Grounds (50 kids)	Field trips to enhance academic areas.		1,500
01 Regular Programs/ 3 Supplies/Materials Software	Supplies/Materials Software	Woodside	Leveled Book Carts ($300), Guided reading books ($920) K /1 New Curriculum Materials ($1,000), Math Resources ($395), AVID ($500)	Supplemental materials will provide teachers with additional resources to support student achievement.		3,115

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/Hours/Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Woodside	12 substitute days @ $90 a day for data collection/analysis, long range planning days 5 days at $90		17.00	1,530
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Woodside	Preplanning Days (20 hours at $25 an hour) 10 teachers , 5 hour @ $25		20.00	500
212 Fixed Charges	Fixed Charges	Woodside	Hourly @ .0877			178
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Woodside	Reading Night 20 hours at $25 an hour, STEM Night 20 hours at $25 an hour	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	50.00	1,250
212 Fixed Charges	Fixed Charges	Woodside	Hourly @ .0877			110
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Woodside	STEM Night Planetarium ($600), Toddler Tuesday Presenter ($1000)	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.		1,600
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Woodside	Reading Night Books ($500) Snacks ($250) Stem Night Materials ($500), Snack ($250) Toddler Tuesday Materials ($500)	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.	2,000.00	2,000
207 Student Personnel Serv	Personnel & Temporary Salaries	Zsystemwide	Social Worker @ $83,750	Homeless Liaison to work with Title 1 Schools and support Pupil Services with the homeless population throughout the county.	0.60	50,250
16 Dist. Admin & Supv/ 1 Salaries/Wages	Personnel & Temporary Salaries	Zsystemwide		0.50 FTE Program Manager @ $52,652; 0.50 FTE Sr. Manager @ $72,225; 2.00 FTE Budget Technician@ $40,822	3.00	206,521
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Zsystemwide	Instructional Assistant - Hourly @ $12.50 per hour, FOCUS school support	Hourly special education coach for FOCUS school (Georgetown East): approximately 974.56 hours	974.56	12,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Zsystemwide	Instructional Assistant Stipends - Hourly @ $12.50 per hour	1,040 hours; 16 teacher assistants for 65 hours each @ $12.50 per hour = $13,000 for Extended Learning Program; schools: Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Germantown, Glen Burnie Park, Glendale, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside,	1,040.00	13,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Zsystemwide	Instructional Teacher Stipends - Hourly @ $25.00 per hour	4,160 hours; 64 teachers for 65 hours each @ $25 per hour (teachers and Site Directors)=$104,000 nfor Extended Learning Programs; schools: Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Germantown, Glen Burnie Park, Glendale, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside,	4,160.00	104,000
31 Operations/1 Salaries/Wages	Personnel & Temporary Salaries	Zsystemwide	Custodian hourly wages @ $20 per hour	Custodian Stipends for Saturday School Programs: salaries, $25.00/hour *6 custodians * 65 hours	390.00	9,750
212 Fixed Charges	Personnel & Temporary Salaries	Zsystemwide	Full Time @ .247, Hourly @ .0877, Medical $10,300 and $142 Retirement Admin Fee			113,199
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	Zsystemwide	Supplies to support extended learning initiatives	Supplemental materials will provide teachers with additional resources to support student achievement.		32,066

Category/Object	Budget Category	School/ District	Calculation	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
16 Inst. Admin & Supv/ 4 Other Charges	Car Mileage	Zsystemwide	17 schools/8 total visits to average 30 miles round trip =4080 milesx $0.575 per mile	Program Manager and Senior Manager will travel to 17 schools to support instruction, compliance of Title 1 dollars and lead and attend Math and Reading training sessions as well as meet with the schools' leadership team to analyze data at a minimum of four school visits each with the maximum number of visits not determined by each Manager. schools: Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Germantown, Glen Burnie Park, Glendale, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside,	86,956.52	2,346
16 Inst. Admin & Supv/ 3 Supplies	Office Supplies	Zsystemwide	binders, file cabinets, paper, markers, pens, folders, thumb drives, toner cartridges, binders, dividers, labels, locking carts; Laptop docking stations $280, 2 clickers $42 each	Title 1 office personnel will use these materials to more effectively run the office; Title 1 Program Manager and Senior Manager will host meetings and presentations using visual audio equipment		4,300
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Zsystemwide	$90 per day; 16 schools; 19 1/2 days	Substitutes/Stipends for teachers during professional development; schools: Belle Grove, Brooklyn Park, Eastport, Freetown, Georgetown East, Germantown, Glen Burnie Park, Glendale, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside,	112.00	10,080
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Zsystemwide	10 teachers @ $25 (2 hours) per hour for 12 days totaling $6000; 12 Site Directors for summer school @ $35 days for 12 days ($5040);	Site Directors will develop Extended Year Programs complete with compiling a list of students and preparing the sites and hiring ESY teachers; it will address systemwide offerings for book studies, formative assessment writing, Guided Reading Professional Development	363.00	9,075
212 Fixed Charges	Fixed Charges	Zsystemwide	Hourly @ .0877			1,679
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Zsystemwide	paper; folders; binders;index cards; writing utensils; study guides; 3 books for study for 16 Title I schools and 1 Sr Instructional Manager for Reading and Math content teachers @ $20 per book to total $2040; bi-monthly PDs will occur.	Senior Manager will use supplies to host meetings for Math and Reading Title 1 teachers to keep them apprized of current practices and strategies	2040+2960	5,000
16 Inst. Admin & Supv/ 4 Other Charges	Conferences for Title I Sr. Mgr. and Program Mgr.	Zsystemwide	Title I National Conference for Program Manager and Sr Instructional Manager: Registration: 559 per person; airfare to Houston, Texas: $354 per person; $1000 for hotel at 250 per night for 4 nights; 35 per day for food at 4 days: $140 to total: $2053 times 2= $4106 ASCD National Conference- 1 Title I Manager; April 1-4; Registration: $400; Air fare to Atlanta, Georgia $400;Hotel 3 nights at $200 = $600; Meals: $35 per day for 4 days=$140	Title 1 Conference for Program Manager and Senior Manager for National and State Conferences to stay apprize of federally approved programs, and compliance regulations	2053+2053+154 0	5,646
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Zsystemwide	32 Title 1 Reading and Math Teachers at $25 per hour for 3 hours for Bookfair and Game Day. Local author will be guest of honor: $500	Two teachers per room. 8 rooms with games 3 stations that will be played by parents and students	96.00	2,900
212 Fixed Charges	Fixed Charges	Zsystemwide	Hourly @ .0877			254

Category/Object	Budget Category	School/District	Calculation	Program Benefit	Position FTE/Hours/Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Zsystemwide	contract with Anne Arundel Community College for fall and spring Parent Activities for a total of 75 parents and 75 children to total $1770 per session to include: contracted presenter employeed by AACPS: $270; Catering for breakfast and snacks $1000; childcare $500; Translator for each session; 4 sessions for 3 hours = $300 and for both fall and spring to total $600	To help build home school connection	270+270+1000+ 1000+500+500+ 300+300	4,140
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Zsystemwide	Spring Game/Math 24-8 rooms; 3 game stations per room at $75.00 per game: 3 x 8 x $75 = $1,800. Title 1 Winter Bookfair (Scholastic) with 150 students and adults where students will receive a $5 book coupon: 150 x $5 = $750; parents will receive a $7 book coupon: 150 x $7 = $1,050.	To build home school connection and support parents in gaining strategies to help support reading in the home and school		3,600
22 Business Support	Business Support	Zsystemwide	Administrative Fee @ 3%			309,707
Non Public	Non Public	Zsystemwide	Non-Public school participation			13,157
Total						10,633,267

Row Labels	Sum of Amount	Parent Involvement Allocation (schools)	PPA Allocation
Belle Grove	414,180.00		4,680.00
Brooklyn Park ES	378,392.00		5,592.00
Eastport Elem	463,032.00		5,232.00
Freetown	538,848.00		6,912.00
Georgetown E.	729,624.00		7,224.00
Germantown	888,725.00		11,400.00
Glen Burnie Park	467,712.00		6,912.00
Glendale	371,896.00		5,496.00
Hilltop	894,338.00		11,472.00
MD City	426,588.00		5,472.00
Meade Heights	323,176.00		4,776.00
Mills-Parole Elem	1,040,760.00		11,760.00
Park	717,912.00		8,112.00
Tyler Heights	1,021,644.00		11,544.00
Van Bokkelen	728,532.00		8,232.00
Woodside	315,056.00		4,656.00
Zsystemwide	912,852.00		310,400.00
Grand Total	**10,633,267.00**		119,472.00	9,600,943.00

Attachment 8
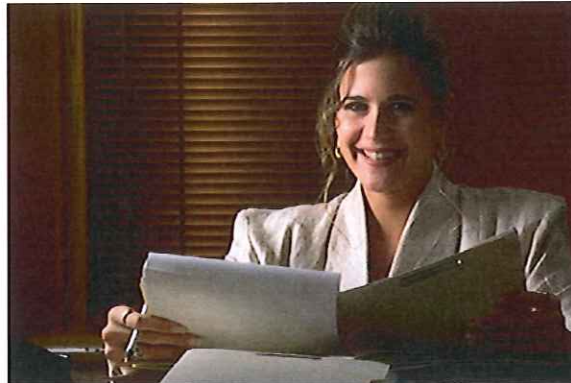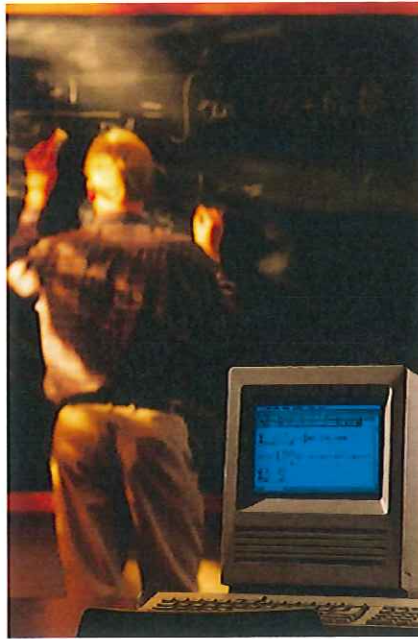
Title II, Part A
Preparing, Training and Recruiting
High-Quality Teachers and Principals

Local School System: <u>Anne Arundel County Public Schools</u>   Fiscal Year 2014

Title II-A Coordinator: <u>Andrea Zamora</u>

    Telephone: <u>410-721-8300</u>   E-mail: <u>azamora@aacps.org</u>

A. **PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	**Performance Indicators**	**Performance Targets**

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*
		  2002-2003 Baseline: 64.5
		  2003-2004 Target: 65
		  2004-2005 Target: 75
		  2005-2006 and thereafter Target: 100
		
		Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools*
		  2002-2003 Baseline: 46.6
		  2003-2004 Target: 48
		  2004-2005 Target: 65
		  2005-2006 and thereafter Target: 100

	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).	Percentage of Teachers Receiving High-Quality Professional Development*
		  2002-2003 Baseline: 33
		  2003-2004 Target: 40
		  2004-2005 Target: 65
		  2005-2006 Target: 90
		  2006-2007 and thereafter Target: 100

	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Qualified Title I Paraprofessionals*
		  2002-2003 Baseline: 21
		  2003-2004 Target: 30
		  2004-2005 Target: 65
		  2005-2006 and thereafter Target: 100

*Note: MSDE will collect data. The local school system does not have to respond.

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. **ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].	**Program 1.1.1 (HR Recruitment)** a. Provide registration and travel expenses for recruitment specialists to attend minority recruitment teacher job fairs and to visit historically black colleges and universities and IHEs with teacher candidates from underrepresented populations in order to hire highly qualified minority teachers and increase the diversity of the teaching staff. b. Diversity Recruitment Fair - Provide recruitment weekend travel, accommodations, and activities for out of county and out of state HQ minority candidates. (In an effort to increase recruitment of highly qualified diverse candidates and alleviate some of the concerns associated with relocation, AACPS has created the Teacher Diversity Recruitment Weekend designed to provide highly qualified prospective teacher candidates with an opportunity to explore our diverse county and interview with principals. Data will be collected regarding the number of candidates who accept positions and tracked over time for retention. BTE: Goal 3, Objective 3, Strategies 1-4, pages 17-20 AACPS Strategic Plan – Diverse & HQ Workforce, Recruitment Timeline: January 2016- February 2017 **Program 1.1.2 (HR Relocation Stipends)** Provide relocation stipends up to $2,000 to HQ "out of state" teachers of special education, core content (especially mathematics & science) and elementary classroom teachers who agree to teach in "high needs" schools or hard to staff schools. This initiative will result in an increase in the number of highly-qualified teachers. BTE: Goal 1, Objective 3, Strategies 10, page 133 Timeline: August 2015 -January 2016	Program 1.1.1 $8,000 $15,500 1.1.2 $42,420	
1.1	**Program 1.1.3(Praxis & ParaPro Exams)** Praxis & AACPS Strategic Plan – Diverse & HQ Workforce, Recruitment ACTFL exam fees for teachers primarily at the middle & high school levels & ParaPro exams for paraprofessionals to increase the # of HQ staff. BTE: Goal 1, Objective 5, Strategy 7, page 151 AACPS Strategic Plan – Diverse & HQ Workforce Timeline: January 2016-January 2017	Program 1.1.3 $4,500	

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. **ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	**Program 1.2.1 (CSR)** Provide funding for 14 positions for the purpose of Elementary Class Size Reduction. All teachers funded by this source will meet Highly Qualified status. **BTE:** Goal 3, Objective 3, Strategy 1, pages 17-20 **AACPS Strategic Plan** – Academic Achievement Timeline: September 2015-August 2016	**1.2.1 (CSR)** **$1,037,950**	
Activity 1.2	**Program 1.2.2 (Professional Development Schools-PDS)** PDS programs are intended to develop and recruit future teachers. Provide professional development for PDS site coordinators, mentors, and interns through the following activities: a. 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). b. Mentor teachers provide job-embedded & structured learning activities for PDS interns and RTC teachers during phase 1 of the internship. **BTE:** Goal 3, Objectives 2-3, Strategy 1, pages 13, 18, Goal 1, Objective 5, Strategy 7, page 151a **MSDE PDS Standards:** I **AACPS Strategic Plan** – Diverse & HQ Workforce, Recruitment Timeline: January 2015 – December 2016	**Program 1.2.2** **$43,508** **$16,316**	

ATTACHMENT 8   TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B.   ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented,

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: *(a) Content knowledge.* Providing training in one or more of the core academic subjects that the teachers teach; *(b) Classroom practices.* Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	**Program 2.1.1 (Art)** Provide professional development for art teachers through attendance at national, regional, and/or local conferences focused on content knowledge and exemplary practices in art education. Art teachers will share professional learning with colleagues through job-embedded activities such as collaborative planning. **BTE:** Goal 3, Objective 2, Strategy 2, page 16 **AACPS Strategic Plan** – Academic Achievement-Fine Arts **Timeline:** January 2016 – January 2017	**2.1.1 (Art)** $4,500	
	Program 2.1.2 (Dance) Provide professional development for dance teachers through attendance at national, regional, and/or local conferences focused on content knowledge and best classroom practices in dance education. **BTE:** Goal 3, Objective 1, Strategy 1, page 7 **AACPS Strategic Plan** – Academic Achievement-Fine Arts **Timeline:** January 2016 – January 2017	**2.1.2 (Dance)** $4,500	
	Program 2.1.3 (Music) Provide professional development for music teachers through workshops focused on music content knowledge and improving instructional practice. **BTE:** Goal 1, Objective 6, Strategy 4, page 160 **AACPS Strategic Plan** – Academic Achievement-Fine Arts **Timeline:** January 2016 – January 2017	**2.1.3 (Music)** $4,351	
	Program 2.1.4 (Instructional Technology) Professional development for teachers, resource teachers, and school-based eCoaches focused on topics such as technology integration, addressing Maryland technology literacy standards for students, differentiating instruction, and designing school-based professional development. Professional development includes the following activities: a. Provide professional development for teachers and program manager through attendance at national, regional, and/or local conferences (such as ISTE and MSET) focused on integrating technology into instruction as well as effective 21st Century strategies. b. Provide professional development for teachers through workshops focused on topics, such as exploring AACPS Technology Connections containing resources aligned to content, and other technology resource integration, addressing student learning styles utilizing instructional technology methodologies and strategies to assist in eliminating the achievement gap. PD sessions include online, face to face, hybrid, and collaborative learning. **BTE:** Goal 1, Objectives 1& 5, Strategies 1,3,5,7, page 151a **AACPS Strategic Plan** – Academic Achievement **Timeline:** January 2016 – January 2017	**2.1.4 (Inst. Tech.)** $24,545	

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.1	**Program 2.1.5 (Curriculum & Instruction)** Data suggests the need for students to be able to engage in higher order thinking within and across disciplines. In addition, students at all levels will benefit from differentiated instruction based on their needs as determined by teacher analysis of assessments. AACPS Early Learning and Math Data denotes a disparity in readiness and achievement as students enter kindergarten and 1st grade. Data also indicates achievement gaps exist between student groups in grades 2-12 in core content and literacy measures. Professional development will be provided by coordinators, resource teachers, and school-based teacher leaders for core content, WCL, ELL, and fine arts teachers of grades K-12, focused on improving knowledge of content and national standards, teaching strategies and practices, and examining data in order to improve student achievement for all student groups. Teachers will enhance their skills in designing teaching/learning strategies based on student needs and to promote higher order thinking skills in students across disciplines in grades K-12. In order to develop and provide these professional learning opportunities, coordinators, resource teachers, and school-based teacher leaders will attend conferences, workshops, and other train the trainers PD. Teachers will attend traditional workshops as well as participate in on-line sessions, and engage in job-embedded professional development through site-based workshops, collaborative sessions, study groups, and coaching. Core content (Math, Science, Reading, Social Studies, English) and World Classical Languages program coordinators, resource teachers, and school-based teacher leaders will attend conferences sponsored by organizations such as ASCD, NSDC, IRA, NCTE, NCTM, NCSS, NSTA, and LF focused on topics/content including improving content knowledge, instructional practices/strategies for effective content instruction to improve student academic achievement in core academic classes. Conference attendees will provide targeted professional development for teachers of core content through workshops, study groups, collaborative sessions, collegial coaching, and on-line learning opportunities. In addition, teacher leaders in Math, Science, Reading, Social Studies, English, World Classical Languages, and ELL will participate in professional development provided by conference attendees in mentoring, coaching, and facilitating site-based professional development in order to help their colleagues expand their content knowledge and ability to use content specific instructional methods and strategies to advance student academic achievement. In addition to the BTE goals and objectives referenced in attachment 8, this professional development supports Anne Arundel County Public Schools **Strategic Plan** goal for student achievement. **BTE:** Goal 1, Objective 1, Strategies 3- 6, 15 pages 17-29, 49-51 Goal 1, Objective 1, Strategy 7, 11, 32, page 30, 42, 84c Goal 3, Obj. 3, Strategy 1, 18-20 Timeline: January 2016 – March 2017	**2.1.5** **$201,670**	

| 2.1 | **Program 2.1.6 (Professional Growth and Development)** Professional development will be provided for teacher leaders focused on improving instructional practice, learning effective instructional strategies, methods, and skills to improve the quality of teaching and improve student academic achievement through job-embedded professional development, collaborative sessions, mentoring/coaching, and workshops. Teachers will attend PD in order to learn effective instructional practices matched to student needs and provide site-based PD, coaching, and support to other teachers.

Teacher leaders will participate in targeted year-long professional development on identified topics with a focus on instructional coaching.
The topics that will be addressed include:
• 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

BTE: goal 3, Obj. 3, Strategy 1, 18-20
AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Data & Decision Making, Monitoring Student Performance
Timeline: January 2016 – February 2017 | 2.1.6

$71,048 | |

| Local School System: Anne Arundel County Public Schools | Fiscal Year 2016 |

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
	Program 2.1.7 (Professional Development Schools Program -PDS) 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 intern experience, instructional planning, coaching, assessments, data, & meeting the needs of diverse learners through the following activities: a. Teachers in PDS schools who serve as PDS site coordinators and mentors for student teaching interns as well as 1 PDS school administrator, and the AACPS PDS program manager will attend national, regional, and local conferences such as the NAPDS National Conference, the Maryland PDS conference to focus on topics such as instructional planning with interns, coaching, using assessments and data, strategies which effectively support pre-service teachers, how to measure the impact of a PDS experience on teacher preparation, how to coach pre-service teachers, collaborative inquiry and reflective practice, and how to apply 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 40 PDS schools through collaborative sessions, workshops, and study groups. b. Provide professional development for 40 PDS site coordinators, mentor teachers, college representatives, and interns through attendance at PDS network sessions, workshops, collaborative planning sessions, focused on topics related to effective PDS programs and the intern experience, instructional coaching, collaborative planning, using assessment/data, meeting the needs of diverse learners, etc. c. Provide substitutes for PDS Site Coordinators to attend IHE campus based professional development, planning, and observations as well as release time for mentor teachers to conference with interns. d. Provide stipends to compensate PDS mentors to provide professional development for interns before or after school hours and for strategic planning at designated sites. A goal of our PDS program is to increase the number of pre-service interns prepared and qualified to be offered teaching positions in our county and who due to their positive experience in our PDS program are willing to accept positions here. This is one of our strategies to increase the number of highly qualified teachers in AACPS. **BTE: Goal 3, Objective 3, Strategies 1-2, pages 16, 18** **MSDE PDS Standards** **AACPS Strategic Plan** – Academic Achievement, Recruitment, Diverse & HQ Workforce **Timeline: January 2016-February 2017**	2.1.7 $33,399	

ATTACHMENT 8   TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a) (3) (B)].	**Program 2.2.1 (Advanced Placement)** Professional Development for teachers of Advanced Placement courses through attendance at national, regional, and local institutes & conferences such as those sanctioned by the College Board and AP Institutes focused on increasing successful completion of AP courses for students with a focus on needs of diverse learners - part of ongoing PD which includes AP teacher collaborative planning and coaching. This professional development activity targets teachers of AP courses offered in Anne Arundel County Public Schools. After attending AP institutes and College Board workshops, attendees participate in on-going professional development connected to their initial workshop attendance. This professional development will result in increased teacher capacity to implement multiple pedagogies and opportunities for advanced student-centered learning, student recruitment resulting in an AP student population reflective of the school demographic (ethnicity and FARMS status),rigorous instruction focused on depth, complexity, and a synthesis of ideas incorporating "big ideas" as indicated in AP syllabus essential questions, use of formative, summative, and anecdotal data to monitor and evaluate instruction in AP courses. The anticipated benefit is that more high school seniors in each NCLB student group will have completed at least one AP or honors course, those who are enrolled will take an AP or related exam, and that the majority of those who take an AP or IB exam will earn a score of 3 or better. This professional development supports Anne Arundel County Public Schools Strategic Plan. **BTE:** Goal 1, Objective 1, Strategy 11, page 42 **AACPS Strategic Plan** – Academic Achievement **Timeline:** January 2016-February 2017	2.2.1 $36,000	

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a) (3) (B)].	**2.2.2 Office of Equity & Student Achievement – Education that is Multicultural, DI** Provide professional development for teachers and administrators through professional learning opportunities that address increasing student achievement for diverse learners, with a particular focus on topics such as culturally responsive instructional practices, differentiated instruction, culturally responsive data analysis & instructional practices, effective classroom management, and forming positive relationships with students to improve student engagement and achievement. **BTE:** Goal 1, Objective 7, Strategy 1, pages 165a-166 **AACPS Strategic Plan** – Academic Achievement – Data & Decision Making, Teaching & Learning. Safe & Supportive Learning Environment – Social Climate. **Timeline:** January 2016 – February 2017	**2.2.2** **$35,241**	

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.2	**2.2.3 Advanced Studies and Programs** Provide professional development for teachers of students in grades K-12 to expand instructional practices/strategies to meet diverse learning needs, and ability to analyze student assessments and data through attendance at conferences, workshops, site-based study groups, and job-embedded professional development activities such as collaborative sessions, study groups, peer observations, and coaching. Attendance of AVID, STEM, AP, IB Coordinators, resource teachers, and school-based teacher leaders at conferences and training focused on topics/content including instructional practices/strategies and content delivery to meet the instructionally and culturally diverse learning needs of students, analyzing student data to inform and improve classroom instruction. After attendance at targeted conferences, attendees will participate in delivering professional development for teachers through workshops, study groups, collaborative sessions, collegial coaching, and on-line learning opportunities. Professional development will be content specific for teachers of math, science, reading, social studies and English as well as cross curricular to promote cross content learning and collaboration among teachers. Professional development for teachers will focus on helping them identify strategies and provide instruction to meet the needs of students from culturally diverse backgrounds through application of effective instructional strategies and methods and in programs such as AVID, IB, GTAP, and AP. This professional development supports Anne Arundel County Public Schools Strategic Plan. BTE: Goal 1, Objective 1, , Strategy 3, page 20, Strategy 11, page 42, Strategy 13, pages 44, Goal 1, Objective 2, Strategy 1, pages 86-88, Goal 1, Objective 1 Strategy 8, pages 32-36 AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Programs of Choice, Arts Integration, CCRS **Timeline:** January 2016- February 2017	2.2.3 $17,702	
2.2	**2.2.4 Professional Growth and Development** Provide professional development for school-based teacher leaders/professional learning liaisons who will provide site-based professional development and lead collaborative groups of teachers in professional learning activities. Teacher leaders will participate on face to face as well as on-line professional learning and collaboration with colleagues using the Learning Forward professional learning standards to engage in professional development regarding effective instructional practices, teacher collaboration, addressing student learning needs, and using data to guide effective instructional decision making. Professional development will include opportunities that address increasing student achievement for all learners through topics such as using data to inform instruction, differentiated instructional practices, universal design for learning, effective classroom management strategies.	2.2.4 $17,653	

	Content/Program coordinators and resource teachers will provide professional development, guidance, and support to school teams in design and implementation of school learning plans. Provide professional development for teachers through professional learning opportunities that address increasing student achievement for diverse learners, with a particular focus on topics such as culturally responsive instructional practices, differentiated instruction, universal design for learning, culturally responsive data analysis & instructional practices, effective classroom management, and forming positive relationships with students to improve student engagement and achievement. **BTE: goal 3, Obj. 3, Strategy 1, 18-20** **AACPS Strategic Plan** – Academic Achievement – Teaching & Learning, Data & Decision Making, Monitoring Student Performance **Timeline:** January 2016-February 2017		

2.3
 	
Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a) (6)].
	Program 2.3.1 – Office of School Performance - Leadership Succession
	Professional development for novice administrators, aspiring administrators, and experienced administrators in need of improvement to build knowledge of instructional practice, data analysis, and leadership skills in support of AACPS leadership succession:
	
	a. Provide mentoring program to support 1st - and 2nd -year principals and assistant principals as well as experienced administrators in need of improvement to support growth in the areas to include instructional leadership, equity, management, monitoring of student performance, school safety and discipline, and parent and community relations. PD materials will also be purchased for novice administrators.
	
	b. AACPS annual conference for assistant principals and quarterly workshops to increase their understanding and skills of instructional leadership and building professional learning communities.
	
	c. Attendance for novice assistant principals at local and/or national academies and/or conferences such as the Maryland Instructional Leadership Institute, MAESP, or ASCD focused on administrators learning to become instructional leaders and to acquire skills and knowledge regarding current research related to fulfilling system goals.
	As part of the two-year long ongoing professional development plan for novice administrators, new assistant principals and new principals are offered the opportunity to attend conferences and workshops such as MILI, MAESP, or MASCD if the focus/content of the conference or workshop is directly tied to the principal professional practice outcomes and/or to the AACPS Goals and Indicators of the Strategic Plan.
	
	d. Aspiring Leaders professional development and practicum for teachers to explore the roles and responsibilities of instructional leaders. Teachers will enhance their leadership skills, engage in shadowing experiences, and complete administrative tasks and reflection activities under the direction of a principal or assistant principal.
	
	This activity is targeted to professional development for first and second year principals and assistant principals as part of our leadership succession plan. Experienced administrators in need of improvement are supported as well. The mentoring/coaching provided by retired administrators, the annual assistant principals' conference, as well as the professional development provided at monthly new administrator sessions (not funded as part of Title II) all focus on the outcomes of our instructional leadership framework which is based upon the Maryland Instructional Leadership framework.
	
	AACPS Principal Professional Practices/TPE
	AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Data & Decision Making. Diverse, HQ Workforce – Leadership Succession
	BTE:Goal 3, Objective 3, Strategy 1, pages 18-19a
	Timeline: January 2016 – February 2017
		2.3.1
		
		a.
		    $44,052
		
		b.
		    $3,920
		
		c.
		    $3,900
		
		d.
		    $4,895	

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3	**Program 2.3.2 - Office of School Performance - Instructional Leadership** 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. Professional development will support system initiatives including observing and analyzing teaching, higher order thinking, differentiated instruction, culturally relevant instruction, establishing effective Professional Learning Communities, observing/monitoring instruction, engaging community stakeholders, enhancing workforce quality, and equity. 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. Anne Arundel County Public Schools have implemented an ongoing program of professional development for school based administrators at elementary, middle, and high school focusing on developing and refining specific leadership skills. Attending national and local conferences allows administrators to experience professional development which builds upon their knowledge of instructional practice, data analysis, and leadership skills in support of the AACPS Leadership Succession Plan, the AACPS TPE, and system goals. As one part of the on-going professional development program for administrators, the Anne Arundel County Public Schools have identified specific conferences that provide targeted professional learning experiences for our principals, and assistant principals. Each conference is selected to meet the differentiated need of the specific administrator in consultation with his or her Regional Assistant Superintendent and the Associate Superintendent for School Performance. That selection is determined from a review of the school's data and the administrator's professional learning goals, the school improvement plan, and the alignment of the conference outcomes with the outcomes identified in the *AACPS Principal Professional Practices* and the *AACPS Strategic Plan*. Specific professional learning topics include creating a culture of coaching, implementing and monitoring programs in differentiated instruction and formative assessment, engaging community stakeholders in student learning, leading academic programs to meet the needs of diverse learners, and system initiatives. Designated principals will attend conferences sponsored by state and national organizations such as NAESP, NASSP, ASCD, NSDC, MAESP, MASSP, and CEASOM as long as the focus/content of the conference or workshop is directly tied to topics/content and system initiatives listed above. Attendees will be responsible for providing professional development to their colleagues at regular monthly principals' sessions.	2.3.2 $6,000	

	Attending conferences provides professional learning for school administrators to expand their skills in instructional leadership and management in order to provide instructional leadership to teachers which in turn help all students to reach high standards as established by AACPS and MSDE performance level standards in core content areas and will further help principals lead school staffs to eliminate achievement disparities among all groups of students. (AACPS Strategic Plan and OCR Mediated Agreement). Principals will attend conferences and workshops to help them better implement the model and to improve instructional programming for learners. Administrators who attend conferences and workshops are expected to participate in the development and delivery of professional learning for their colleagues as part of the AACPS professional development program for veteran administrators. **AACPS Principal Professional Practices** **AACPS Strategic Plan** – Academic Achievement, Diverse, HQ Workforce – Leadership Succession **Timeline:** January 2016 – February 2017		

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a) (4)].	**Program 3.1.1 (New Teacher Support)** In order to increase teacher retention and meet COMAR regulation 13A.07.01 Comprehensive Teacher Induction Program, new teachers, new to the profession or new to the district, need ongoing support and professional development until they receive tenure. Provide professional development for new teachers in order to improve the success and retention of new teachers through workshops, collaborative sessions, and consultation with master teachers focused on topics such as instructional strategies, pedagogy, classroom management, and content knowledge. Professional development is designed and facilitated by Right Start Advisors (mentor teachers) and the manager for New Teacher Support. Professional learning activities include: • Workshops in the form of site-based after-school sessions, Saturday symposia, as well as sessions with release time focused on topics such as instructional strategies, pedagogy, classroom management, and content knowledge and opportunities. • Observation and consultation opportunities for new teachers with master teachers on topics such as classroom management, instructional delivery, and planning additionally supported with relevant coaching by Right Start Advisors. • End of year professional development and reflection opportunities for new teachers and Right Start Advisors to encourage reflective practice. Activities are evaluated through session evaluations, focus groups, classroom visits, and Annual Right Start Program Review with manager of New Teacher Support. BTE: Goal 3, Objective 2, Strategy 2, pages 14-15 AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Data & Decision Making, Monitoring Student Performance. Diverse & HQ Workforce **Timeline:** January 2016 – February 2017	**3.1.1** $192,308	

3.2	Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].		

3.3	Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	**Program 3.3.1 (National Board Certification Program)**
		Provide professional development and support for teachers pursuing National Board Certification (NBC) to increase the "pass rate" and professional development for currently National Board Certified Teachers who provide PD and support to candidates.
		   ■ Attendance at the NBPTS conference for NBC teachers who provide PD and support to candidates.
		   ■ 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.
		   ■ Provide opportunities for NBC candidate support teachers to review and provide feedback for 4 entries from NBC candidates.
		
		BTE: Goal 3, Objective 2, Strategy 1, page 13
		AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Data & Decision Making. Diverse & HQ Workforce – National Board Certification
		Timeline: January 2016 - 2017
			3.3.1
			
			$20,273	

		TOTAL ALLOWABLE ACTIVITIES—PUBLIC	$1,894,151	
		TOTAL ALLOWABLE ACTIVITIES—NONPUBLIC		$67,158
		AACPS INDIRECT FEE	$56,825	
		TOTAL TITLE II-A FUNDING AMOUNTS	$2,018,134	

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
2.1 2.2 2.1 2.2	**Annapolis Area Christian School** • Workshops and courses to support understanding and application of national standards to core content with a focus on math, English, science and social studies. • Workshops to support acquisition of skills and strategies to support students with learning differences specifically ELL and LD students. • Workshops to support understanding and application of STEM • Coursework at AP Institutes to develop new skills and strategies for working with students to enrich and extend their learning	$8,507
2.2	**Archbishop Spalding High School** • Attend IB Conference and AP Summer institute to develop new skills and strategies for working with students to enrich and extend their learning.	$13,831
2.1 2.2	**Monsignor Slade Catholic School** • Provide consultant-led workshops, for aligning core content with national standards • Provide professional development by way of a consultant-led workshop and conference attendance for differentiation of instruction	$6,367
2.2	**St. Jane Frances School** • Provide consultant-led workshops and conferences for integrating STEM into instruction.	$1,653
2.2/3.2	**St. John the Evangelist School** • Provide consultant-led workshops for differentiation of instruction and technology integration	$4,570
3.2	**St. Martin's in the Field** • Provide professional development to expand teacher knowledge and skills for the use of technology in the classroom.	$1,220
2.2 2.1	**St. Martin's Lutheran School** • Workshops to improve and expand teacher strategies for integrating STEM into the core content areas • Workshops to improve strategies and knowledge to support math instruction	$1,087
2.1	**St. Mary's Elementary School** • Provide professional development for content in reading and math by way of attendance at national conferences, workshops and book studies	$9,239
2.2 2.1	**St. Mary's High School** • Provide AP Institute attendance in order to improve teacher content knowledge and best practices. • Provide professional development by way of workshops and conferences to improve teacher knowledge and practices for integrating technology into instruction.	$5,590
3.2	**St. Paul's Lutheran School** • Workshops and courses to incorporate technology into the classroom and curriculum.	$2,949
3.2 2.1	**St. Philip Neri School** • Workshops and courses to incorporate technology into the classroom and curriculum. • Provide professional development by way of membership in professional organizations, workshops and conferences in order to align practices with national standards and to improve teacher content knowledge in math and language arts.	$3,638
2.2 3.2 2.1	**School of the Incarnation** • Provide consultant-led workshop and conference attendance for differentiation of instruction • Provide professional development for workshops for technology integration in all content areas. • Workshops to improve instructional practices and core content knowledge in math and language arts.	$8,507
Total	**TOTAL ALLOWABLE ACTIVITIES-NONPUBLIC**	$67,158

ATTACHMENT 8   TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Anne Arundel County Public Schools   Fiscal Year 2016

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

While recruiting highly qualified teachers continues to be a challenge for the Anne Arundel County Public Schools and other school systems across Maryland, the percentage of core academic subjects taught by highly qualified teachers continues to increase. Anne Arundel County Public Schools continues to be committed to reaching a goal of 100 percent of core classes taught by highly qualified teachers. In order to continue progress toward that goal, the Anne Arundel County Public Schools continues to implement a number of activities provided in Title II, Part A, that supplement and advance the recruitment and retention efforts of the Division of Human Resources. As part of initiatives agreed upon in a mediated agreement with the United States Office of Civil Rights (AACPS, 2005), the Division of Human Resources has been charged with increasing the number of highly qualified African American teachers. All of the efforts to increase the number of HQ African American teachers have been complimented by the formation of a workforce diversity monitoring team led by a workforce diversity specialist. Allowable activity 1.1.1 provides for travel and related expenses for recruitment specialists to attend both minority recruitment fairs and actively recruit teacher candidates at historically black colleges and universities. Once prospective teacher candidates are identified, Human Resources hiring specialists work to develop a relationship that leads to employment. It is important to note that:
-   Activity 1.1.1 has been included in previous Title II, Part A, plans;
-   1.1.1 supports the recruitment of highly qualified teachers who, otherwise, might not be aware of their opportunities with AACPS.
-   Activity 1.1.1b was included in the FY 15 grant.

Of those teachers who have not met the HQ testing requirement, allowable activity 1.1.3 provides teachers with access to Praxis and ACTFL examinations. Additionally, instructional assistants are provided with access to the Para Pro examination. By providing direct financial support, this benefit provides sufficient motivation that, in turn, increases the pass rate. All paraprofessionals assigned to Title I schools are currently Highly Qualified. We are in full compliance with the Title I law at this time in terms of paraprofessionals. As part of the AACPS strategic plan, we set a goal to increase the number of HQ paraprofessionals throughout the district in schools at other than Title I schools which meet HQ requirements.

The Anne Arundel County Public Schools includes activity 1.1.2 (relocation stipends) to support recruitment and retention incentives. In Activity 1.1.2, Anne Arundel County Public Schools proposes to reimburse new, highly qualified teachers for a portion of their moving expenses if they agree to teach in "high needs" or hard to staff schools. Our goal is to provide a reasonable and necessary benefit to help these new teachers feel valued, particularly teacher candidates from out of state.
-   In addition, activity 1.2.2 and 2.1.7 provides for continued support for professional development for site coordinators, mentor teachers and interns in our Professional Development Schools (PDS) as well as teachers in our RTC programs. An important focus of the PDS program continues to be to develop and recruit future teachers from our IHE partners with whom we have 40 active PDS partnerships.

Anne Arundel County Public Schools uses the Title II, Part A funds, particularly at the Secondary level, to improve the percentage of highly qualified teachers through the following activities:

- Activity 1.1.2 – relocation stipends to HQ "out of state" teachers of special education, mathematics, & science, core content, and elementary classroom teachers in "high needs" schools.
- Activity 1.1.3 – Praxis & ACTFL exam fees for teachers primarily at the middle and high school level.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

The Anne Arundel County Public Schools includes several strategies and activities to reduce the achievement gaps that exist between high poverty and low poverty schools through the implementation of activities provided in Title II, Part A.

- Activity 1.2.1 targets class size reduction (CSR) to reduce the student-teacher ratio in high needs schools from 1:25 to 1:20 or lower. The Title I Office and the Division of Human Resources have targeted specific classes in grades 1-3. This activity is further strengthened through activity 1.1.2 by providing relocation stipends for these teachers working in "high needs" schools.
- Activity 3.1.1 supports the Right Start New Teacher Support Program, which provides targeted professional learning necessary for ensuring the success and retention of new teachers. Right Start Advisors (mentor teachers) provide focused professional development and support specific to all new teachers. RSA's provide focused support with strategies designed to eliminate gaps. All newly hired first, second, and third year teachers during the 14-15 school year were offered the professional development and support services from a mentor teacher. For the past 13 years, the Right Start New Teacher Support Program reports a 95 percent retention rate for new teachers who receive direct professional growth and support services from a mentor teacher and who engage in the professional learning activities designated for new teachers.
- 378 classroom teachers in AACPS are currently National Board Certified, although 436 have achieved NBC over the past 13 years. Activity 3.3.1 supports teachers pursuing National Board Certification.

See BTE, Part I Guidance document, section I.D.vi regarding progress and additional system initiatives contributing to an increase in Highly Qualified staff.

Activity 2.3.1 and 2.3.2 continue to support the Leadership Succession and Development initiative in AACPS and provides professional learning for aspiring teacher leaders as well as ongoing professional learning for school-based administrators. The purpose of this activity is to improve the quality of our future and current administrators in order to provide highly effective instructional leaders. A key factor in reaching the AACPS goal for high academic achievement and eliminating achievement gaps is the development of highly effective instructional leaders in our classrooms, schools, and central office. The demands of our system's academic achievement goal require strong, well developed and highly capable instructional leaders to lead our teachers in helping students to reach their highest potential. The Leadership Succession Plan of AACPS provides a comprehensive model for defining, developing, and supporting leaders for the future of Anne Arundel County Public Schools.

The remaining activities proposed in Attachment 8 provide multiple opportunities for professional learning focused on improving teacher and/or administrator quality and eliminating gaps in student achievement between high poverty and low poverty schools as well as between student groups system-wide.

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 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:

a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services;**

Nonpublic school representatives participated throughout the development of Anne Arundel County Public School's Bridge to Excellence Master Plan. A non-public school representative served on the Advisory Committee.

In February, 2015 certified letters were sent to all non-public schools that were on MSDE's list of nonpublic schools, 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 (agendas attached) and participated in the planning process. Summary plans from the nonpublic school representatives are included after section B in attachment 8.

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 former AACPS Development Office which is now subsumed under 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.

b) The basis for determining the needs of private school children and teachers;

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.

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.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

AACPS Program Managers were available at the consultation/information meetings to answer questions and to discuss programming with nonpublic school representatives. In addition, AACPS Program Managers reviewed each plan and worked with the non-public schools to ensure that plans were complete and fit the guidance for non-public school allowable activities. After receipt of funding, the AACPS Division of Development, Partnerships, and Marketing will convene another meeting of AACPS personnel and nonpublic school representatives to discuss specifics of budgets, services and locations and will address any issues that remain. In addition, non-public school teachers are invited to participate in AACPS professional development activities which are funded by Title II-A.

d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. <u>The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.</u>)

Please refer to the *Attachments for Equitable Services to Students in Private Schools*. The Anne Arundel County Public Schools has instituted procedures previously established by the State Superintendent's Non-public Workgroup.

Services are provided to public and private school students and teachers based upon the identified needs of students and teachers in those schools.

MSDE-approved nonpublic schools are invited to attend an annual federal program meeting to express their interest in accessing ESEA federally funded programs. In accordance with the procedures established, interested nonpublic schools receive preliminary allocations based on a per-pupil basis for nonpublic and public students. Each nonpublic school then submits a draft plan/proposal which includes a needs statement, proposed allowable activities, estimated costs, and evaluation plan summary. Each plan is reviewed by the Title II-A coordinator who consultants with each non-public school representative via phone, email, and/or in person regarding the details of their plan and to offer guidance to refine the plans if needed. As soon as AACPS receives the final award notice, the per-pupil figure is recalculated and a final allotment figure is given to each participating school. All participating nonpublic school representatives will be invited to meeting after funds are awarded by MSDE, to review the process for accessing benefits and services from the grant. The Title II-A coordinator monitors the implementation and expenditures of the plans and corresponds with the non-public school representatives via phone and/or email as necessary.

E. BUDGET INFORMATION AND NARRATIVE

Title II, Part A - Budget FY 2016
Preparing, Training and Recruiting High-Quality Teachers and Principals

Category/ Program/Object	Line Item	Calculation	Amount	Activity Subtotals
201 23 / 4 Other	(1.1.1a)Recruitment specialist travel and minority recruitment fair registration fees for HR hiring specialists	travel for 4 HR specialists x $2,000	$8,000.00	
		Total 1.1.1a		**$8,000.00**
201 23 / 4 Other	(1.1.1b) Hotel, travel, meal expenses for 20 out of state candidates & 40 out of county candidates	hotel for 4 nights x 20 candidates (@ $100 per night) = $8,000; travel @ $225 x 20 = $4,500; bus 3 days @ $1,000 per day = $3,000	$15,500.00	
		Total 1.1.1b		**$15,500.00**
203 09 / 1 Salaries	(1.1.2) Relocation stipends for out of state HQ teachers	20 HQ new hires x $1,950	$39,000.00	
212 / 4 Fixed Charges	(1.1.2) Fixed Charges	8.77% of stipends	$3,420.00	
		Total 1.1.2		**$42,420.00**
212 / 4 Fixed Charges	(1.1.3) Praxis, ParaPro, & ACTFL exam fees - Fixed Charges	25 paraprofessionals x $45 = $1,125 & 38 teachers @varying rates ($80 to $160)= $3,375	$4,500.00	
		Total 1.1.3		**$4,500.00**
203 01 / 1 Salaries	(1.2.1) CSR Salaries	14 positions, $51,938.48 avg salary	$727,139.00	
212 / 4 Fixed Charges	(1.2.1) CSR employee benefits	24.70% + $9,230 each for medical + $142 Retirement Admin Fee	$310,811.00	
		Total 1.2.1		**$1,037,950.00**
203 09 / 1 Salaries	(1.2.2a) Stipends for PDS coordinators	40 site coordinators x $500 per semester (fall and spring)	$40,000.00	

212 / 4 Fixed Charges	(1.2.2a) Fixed charges for stipends	8.77% of stipends	$3,508.00	
		Total 1.2.2a		**$43,508.00**
203 09 / 1 Salaries	(1.2.2b) Stipends for PDS & RTC mentor teachers	150 mentor teachers@$100 per intern placement	$15,000.00	
212 / 4 Fixed Charges	(1.2.2b) Fixed charges for stipends	8.77% of stipends	$1,316.00	
		Total 1.2.2b		**$16,316.00**
205 09 / 4 Other	(2.1.1) National, regional and/or local conference attendance for Art teachers	registration & travel for 3 teachers x $1500	$4,500.00	
		Total 2.1.1		**$4,500.00**
205 09 / 4 Other	(2.1.2) National, regional, and/or local conference attendance for Dance teachers	registration & travel for 3 teachers x $1,500	$4,500.00	
		Total 2.1.2		**$4,500.00**
203 09 / 1 Salaries	(2.1.3) stipends for music teachers to attend workshops and collaborative sessions	20 teachers @$200 each	$4,000.00	
212 / 4 Fixed Charges	(2.1.3) Fixed charges for stipends	8.77% of stipends	$351.00	
		Total 2.1.3		**$4,351.00**
202 16 / 4 Other	(2.1.4) national, regional, local conference attendance for 1 mid-level Instructional tech program manager	registration & travel expenses for 1 instructional technology program manager to a national conference @ $2,000; local conference registration and membership $100	$2,100.00	
203 09 / 1 Salaries	(2.1.4) Substitutes for 45 teachers to attend workshops & conferences	45 teachers @ $90 per day	$4,050.00	
203 09 / 1 Salaries	(2.1.4) Stipends for after-hours workshop instructors and participants	$25 per hour x 75 teachers	$1,875.00	
212 / 4 Fixed Charges	(2.1.4) Fixed Charges for stipends and substitutes	8.77% of stipends and substitutes	$520.00	

		registration & travel expenses for 5 teacher specialists & 1 technology specialist @ $2,000 each; conference registration and membership for 40 teachers @ $100 ea		
205 09 / 4 Other	(2.1.4) national, regional, local conference attendance for teachers, resource teachers		$16,000.00	
		Total 2.1.4		**$24,545.00**
203 09 / 1 Salaries	(2.1.5) substitutes to provide release time for teachers to attend workshops	376 substitutes x 3.5 days x $90/day	$118,440.00	
203 09 / 1 Salaries	(2.1.5) stipends for teachers to attend workshops and collaborative planning sessions	460 teachers x $25/hr. x 4 hours	$46,000.00	
212 / 4 Fixed Charges	(2.1.5) Fixed charges for stipends and substitutes	8.77 % of stipends and substitutes	$14,421.00	
204 09 / 3 Supplies	(2.1.5) PD materials for teachers	PD materials for 100 teachers x $48.09 each	$4,809.00	
202 16 / 4 Other	(2.1.5) conference and workshop registration fees for content and program coordinators	6 coordinators x $1,500 conference fees	$9,000.00	
205 09 / 4 Other	(2.1.5) Conference and workshop registration fees for teachers	6 teachers x $1,500	$9,000.00	
		Total 2.1.5		**$201,670.00**
204 09 / 3 Supplies	(2.1.6) PD materials	PD Materials for teacher leaders - 120 x $27	$3,240.00	
205 09 / 2 Contracted	(2.1.6) consultant to train 120 teachers	$3,375/day x 14 days	$47,250.00	
203 09 / 1 Salaries	(2.1.6) substitutes for release time for teachers to participate in workshops and coaching sessions	$90 per sub day x 105 teachers x 2 days	$18,900.00	
212 / 4 Fixed Charges	(2.1.6) fixed charges	8.77% of substitutes	$1,658.00	
		Total 2.1.6		**$71,048.00**
202 15 / 4 Other	(2.1.7) Regional or Local Conferences for principals of Professional Development Schools	1 school administrator @ $1,496 each	$1,496.00	

202 16 / 4 Other	(2.1.7) Regional or Local Conferences for PDS Manager	1 PDS Program manager @ $1,496 each	$1,496.00	
203 09 / 1 Salaries	(2.1.7) teacher Stipends to attend PD & collaborative sessions	40 PDS site coordinators and mentor teachers @ $25/hr. x 10 hours	$10,000.00	
205 09 / 4 Other	(2.1.7) Regional or Local Conferences - registration & expenses for PDS site coordinators and mentors (teachers)	registration & expenses for 1 PDS site coordinators and mentors (teachers) @ $1,800 each	$1,800.00	
203 09 / 1 Salaries	(2.1.7) Substitutes to provide release time for mentor teachers and site coordinators to collaborate with interns	70 substitutes @ $90/day	$6,300.00	
203 09 / 1 Salaries	(2.1.7) Stipends for teachers to work with interns before or after school and strategic planning	400 hrs. x $25 per hour	$10,000.00	
212 / 4 Fixed Charges	(2.1.7) Fixed charges	8.77% of stipends and subs	$2,307.00	
		Total 2.1.7		**$33,399.00**
205 09 / 4 Other	(2.2.1) National, regional, and/or local conference attendance for teachers of Advanced Placement courses	registration and related expenses for 40 teachers @$900 each	$36,000.00	
		Total 2.2.1		**$36,000.00**
203 09 / 1 Salaries	(2.2.2) substitutes to provide release time for teachers to attend workshops	$90 per sub day x 3 days x 120 teachers	$32,400.00	
212 / 4 Fixed Charges	(2.2.2) Fixed charges	8.77% of substitutes and stipends	$2,841.00	
		Total 2.2.2		**$35,241.00**
203 09 / 1 Salaries	(2.2.3) stipends for teachers to attend professional development and collaborative planning sessions	$25/hr. x 8 hrs. x 40 teachers	$8,000.00	
212 / 4 Fixed Charges	(2.2.3) Fixed charges	8.77% of stipends	$702.00	

202 15 /4 Other	(2.2.3) Conference and workshop registration fees principals	1 principals x 1800	$1,800.00	
205 09 / 4 Other	(2.2.3) Conference and workshop registration fees for teachers	2 teachers x $1,800	$3,600.00	
202 16 / 4 Other	(2.2.3) conference and workshop registration fees for program coordinators	2 coordinators x $1,800 conference fees	$3,600.00	
		Total 2.2.3		**$17,702.00**
205 09 / 4 Other	(2.2.4) attendance at national or local conference for teachers	$1800 x 4	$7,200.00	
202 16 / 4 Other	(2.2.4) conference and workshop registration fees for mid-level professional development director and manager to attend national and/or local PD conferences	2 mid-level PD staff x $1,800 conference fees	$3,600.00	
203 09 / 1 Salaries	(2.2.4) Substitutes to provide release time for teacher leaders participate in workshops or to collaborate with teachers	70 x $90	$6,300.00	
212 / 4 Fixed Charges	(2.2.4) Fixed charges	8.77% of substitutes	$553.00	
		Total 2.2.4		**$17,653.00**
202 15 / 1 Salaries	(2.3.1a) stipends paid to retired administrators to mentor/coach novice administrators	$45/hr. x 15 hrs. x 60 administrators	$40,500.00	
212 / 4 Fixed Charges	(2.3.1a) Fixed charges	8.77% of stipends	$3,552.00	
		Total 2.3.1a		**$44,052.00**
202 15 / 3 Supplies	(2.3.1b) materials, supplies	PD materials @ $28 x 140 participants	$3,920.00	
		Total 2.3.1b		**$3,920.00**
202 15 / 4 Other	(2.3.1c) registration & related expenses for novice assistant principals and principals to attend PD for instructional leaders	registration $130 x 30	$3,900.00	
		Total 2.3.1c		**$3,900.00**

203 09 / 1 Salaries	(2.3.1d) substitutes to provide release time for teachers as aspiring leaders to shadow administrators or engage in administrative experiences	substitutes for 50 teachers @$90 per day	$4,500.00	
212 / 4 Fixed Charges	(2.3.1d) Fixed Charges	8.77% of substitutes	$395.00	
		Total 2.3.1d		**$4,895.00**
202 15 / 4 Other	(2.3.2) workshop, conference, and institute registration fees for school based administrators	3 x $2,000	$6,000.00	
		Total 2.3.2		**$6,000.00**
203 09 / 1 Salaries	(3.1.1) stipends for new teachers to attend PD sessions	300 teachers x $25/hr. x 14 hours	$105,000.00	
203 09 / 1 Salaries	(3.1.1) stipends for PD session facilitators for after school and Saturdays	48 facilitators @$54/hr. x 14 hrs.	$36,288.00	
203 09 / 1 Salaries	(3.1.1) substitutes for release time for professional development, observation and consultation with master teachers.	200 substitutes x $90/day	$18,000.00	
212 / 4 Fixed Charges	(3.1.1)Fixed Charges	8.77% of stipends and subs	$13,970.00	
205 09 / 4 Other	(3.1.1) membership subscription in Learning Forward for Right Start Advisors	48 x $100	$4,800.00	
204 09 / 3 Supplies	(3.1.1)PD materials	materials @ $50/teacher x 105	$5,250.00	
202 16 / 4 Other	(3.1.1) workshop, conference fees for new teacher support program manager	$1800 x 1	$1,800.00	
205 09 / 4 Other	(3.1.1) workshop, conference fees for new teacher support teacher specialist and mentor teachers	$1800 x 4	$7,200.00	
		Total 3.1.1		**$192,308.00**

203 09 / 1 Salaries	(3.3.1) Stipend for support providers to provide Entry review and feedback.	70 candidates x $37.50/entry x 4 entries	$10,500.00	
203 09 / 1 Salaries	(3.3.1) Substitutes to provide release time for NBC candidates to complete portfolios.	70 substitutes x $90/day	$6,300.00	
205 09 / 4 Other	(3.3.1) NBPTS conference (or similar conference_ fees for NBCT support teachers.	registration and travel, 2 teachers x $1,000	$2,000.00	
212 / 4 Fixed Charges	Fixed Charges	8.77% of stipends and subs	$1,473.00	
		Total 3.3.1		**$20,273.00**
204-203 07 / Non Public	Total Non-public allocation	Transfers	$67,158.00	$67,158.00
		Sub-total Non-CSR Activities	$856,201.00	
		Sub-total CSR	$1,037,950.00	
201 22 / 8 Transfers	AACPS Indirect Fee	**3% of subtotal less equipment**	$56,825.00	
		Grand Total Title II-A Program	**$2,018,134.00**	

Category/ Program/Object	Amount
201 23 / 4 Other	23,500.00
201 22 / 8 Transfers	56,906.00
202 15 / 1 Salaries	40,500.00
202 15 / 3 Supplies	3,920.00
202 15 / 4 Other	13,196.00
202 16 / 4 Other	21,596.00
203 01 / 1 Salaries	727,139.00
203 09 / 1 Salaries	540,853.00
204 09 / 3 Supplies	13,218.00
204-203 07 / Non Public	67,158.00
205 09 / 2 Contracted	47,250.00
205 09 / 4 Other	96,600.00
212 / 4 Fixed Charges	366,298.00
Grand Total	**2,018,134.00**

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____   _____
Superintendent of Schools/Head of Grantee Agency   Date

(not yet received)

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

ORIGINAL GRANT BUDGET	$2,018,134.00	AMENDED BUDGET #		REQUEST DATE	11/03/15
GRANT NAME	FY 2016, Title II, Part A	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Bridge to Excellence	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2015 FROM	6/30/2017 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						56,825.00	56,825.00
Prog. 23 Centralized Support				23,500.00			23,500.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	40,500.00		3,920.00	13,196.00			57,616.00
Prog. 16 Inst. Admin. & Supv.				21,596.00			21,596.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	727,139.00						727,139.00
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						67,158.00	67,158.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	540,853.00	47,250.00	13,299.00	96,600.00			698,002.00
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				366,298.00			366,298.00
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	1,308,492.00	47,250.00	17,219.00	521,190.00	0.00	123,983.00	2,018,134.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

	Name	Signature	Date	Telephone #
Finance Official Approval	M. Durho 2	M. Durhoz	11/10/15	410-222-5204
Supt./Agency Head Approval	George Arlotto, Ed.D.		11-11-15	410-222-5304
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

ATTACHMENTS FOR EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS for Section D.

- Letter of Invitation to Nonpublic Schools
- RSVP/Intent to Participate Form
- Consultation Forms
- BTE Master Plan Federal Program Point of Contacts
- Important Dates for Nonpublic Schools
- Agenda for Consultation Meeting
- Planning and Consultation Form

February 12, 2015

«School»
«Address»
«City State_Zip»

Dear Colleague:

You are invited to attend a meeting to discuss your nonpublic school's eligibility for funding authorized by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB). The meeting will be held on Tuesday, March 3, 2015, from 2:00–3:30 p.m. in Conference Room 2A of the Dr. Carol Sheffey Parham Building at 2644 Riva Road in Annapolis.

NCLB provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. NCLB requires the equitable participation of private school students, teachers and other education personnel in some of its major programs. The Local Education Agency (Anne Arundel County Public Schools) is required to consult with nonpublic schools in a timely and meaningful way in order to design and implement a program that is equitable and meets the needs of nonpublic school students.

In addition, the Maryland Bridge to Excellence in Public Schools legislation requires local school systems to develop a five-year comprehensive plan that integrates state, federal, and local funding and initiatives. The planning process, as well as the final Master Plan document, includes information on the participation of nonpublic schools in NCLB programs. The March 3, 2015, meeting will be the beginning of our consultation process for the 2015/2016 school year.

The following ESEA programs are included in the Master Plan:
- Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

In addition to the title programs, we will also discuss your school's desire to participate in any competitive grant programs that AACPS may choose to apply for throughout the year.

We look forward to meeting with you on March 3, 2015, from 2:00 – 3:30 p.m. in Conference Room 2A of the Parham Building at 2644 Riva Road in Annapolis. Your attendance at the meeting is necessary if your school is interested in participating in competitive and non-competitive ESEA programs. It is vital that you or your designee attend this meeting if you are interested in receiving funding for which you are eligible.

--- ELEVATING ALL STUDENTS... ELIMINATING ALL GAPS ---

Please return the attached RSVP form no later than Wednesday, February 25, 2015 so that we may make the appropriate meeting arrangements. Even if your school elects not to participate in any grant opportunities, please check the last box on the form and sign, date and return.

In preparation for the meeting, you may want to review the following resources:
- The Federal Legislation, available on the U.S. Department of Education website
- The Bridge To Excellence Comprehensive Master Plan documents, available on the Maryland State Department of Education homepage at http://marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/
- Anne Arundel County Public School's Bridge To Excellence Master Plan, available on the AACPS website
- The Maryland State Department of Education Nonpublic School Services at 410-767-0895

If you have questions, you may contact Sheila Hill, at AACPS, at 410-222-5336 or by email at skhill@aacps.org.

                                         Sincerely,

                                         [signature]

                                         **Carol Ann
                                         McCurdy
                                         Director
                                         Partnerships, Development &
                                         Marketing**

CAM/lrf

Bridge to Excellence
Nonpublic Schools Information Meeting

RSVP Form

March 3, 2015
(2:00 – 3:30 p.m.)

- **NAME OF SCHOOL** _____
- **Name of Person Attending** *(March 3, 2015)* _____
- **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 2015-2016 school year.
___**No,** I am NOT interested in my school's participation in Title I programs for the 2015-2016 school year. _____

TITLE II

___**Yes,** I am interested in my school's participation in Title II programs for the 2015-2016 school year.
___**No,** I am NOT interested in my school's participation in Title II programs for the 2015-2016 school year. _____

TITLE III

___**Yes,** I am interested in my school's participation in Title III programs for the 2015-2016 school year.
___**No,** I am NOT interested in my school's participation in Title III programs for the 2015-2016 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:

- **Please return this form by _February 25, 2015_ 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

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act of 2001*, provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. These services are considered assistance to students and teachers rather than private schools themselves. The reauthorized *ESEA* requires equitable services for private school students, teachers and other education personnel in some of its major programs. Following are explanations of some of the law's provisions and brief summaries of relevant *ESEA* programs.

What does *equitable participation* by private school students and teachers mean?

The participation of private school students, teachers and other education personnel in the *ESEA* programs providing services to this population is governed by the Uniform Provisions in Title IX of *ESEA*, sections 9501-9504. Three of these programs contain their own provisions for the equitable participation of private school students and teachers, which differ, in some respects, from the Uniform Provisions. These are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title V, Part A, Innovative Programs; and Title V, Part D, Subpart 6, Gifted and Talented Students.

Under the Uniform Provisions, local education agencies (LEAs) or other entities receiving federal financial assistance are required to provide services to eligible private school students, teachers and other personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school students and teachers participating in the program, and they must be provided in a timely manner.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

TITLE PROGRAM DESCRIPTIONS

The No *Child Left Behind Act of 2001* provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teacher and not to private schools. NCLB requires the equitable participation of private school students, teachers and other education personnel in some of its major programs.

It is the responsibility of local school districts to engage in "timely and meaningful" consultation with appropriate non-public school representatives in order to administer benefits through programs funded through NCLB. This requirement includes projects that are funded directly from the federal government, as well as projects from Maryland State agencies that distribute NCLB funding (such as Title II and the 21st Century Community Learning Centers).

The following information summarizes the major programs for which private schools students, teachers and educational personnel are eligible.

TITLE I, PART A

Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting schoolwide reform in high-poverty schools and ensuring students' access to scientifically based instructional strategies and challenging academic content. Title I provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students. Please be aware that in Anne Arundel County Public Schools Title I only services eligible elementary schools.

TITLE II, PART A

The purpose of the *Teacher Quality State Grants* (Title II-A), is to increase the academic achievement of all students by helping schools and school systems improve teacher and principal quality and ensure that all teachers are highly qualified[1]. *The No Child Left Behind Act of 2001*, which reauthorized *The Elementary and Secondary Education Act of 1965* (ESEA), revamped the Title II-A program by placing a major emphasis upon teacher quality as a factor in improving student achievement. This new program combined the former Eisenhower Professional Development and the Class Size Reduction programs and greatly expanded the number of activities allowed on the state and local levels. Therefore, each state and school district can tailor the interventions to target its unique challenges with respect to teacher quality.

TITLE III, PART A

The Language Instruction for Limited English Proficient and Immigrant Students program assists school districts in teaching English to limited English proficient students and in helping these students meet the challenging state standards required of all students. Local school systems have complete discretion in determining how to use Title III, Part A (Title III-A) funds to carry out programs and activities that meet both the purposes of Title III-A and the needs of limited English proficient students.

Bridge to Excellence Master Plan
Non-public Schools' Participation in Title Programs

Consultation Form:

March 3, 2015 Consultation Meeting

I am a representative of _____School, a private school within the attendance area boundaries of Anne Arundel County Public Schools. I hereby affirm that in the March 3, 2015 meeting, the district and school have engaged in consultation about the following federally funded programs & topics for the 2015-2016 school year:

Federal Programs
  ➢ *Title I, Part A* – Improving Academic Achievement of Disadvantaged Students
  ➢ *Title II, Part A* – Teacher and Principal Training and Recruiting Fund
  ➢ *Title III, Part A* – English Language Acquisition, Language Enhancement, and Academic Achievement

Topics Discussed
  ➢ Intent of the law
  ➢ Allocation of funds
  ➢ Types of services
  ➢ Consultation
  ➢ Next Steps

Cooperation by School:
By choosing to participate in one or more of the programs listed above, School agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the our school who reside within the District's boundaries. School also agrees to develop such plans and give such other reports as mandated by the programs in which it will participate.

Signatures
WE AGREE *that we have participated in a meaningful and timely discussion on each Title and have chosen to participate in the Title(s) marked below.*

Name of Private School Representative: *(Print)*	**Private School Representative Signature:**
Private School Name:	**Date signed:**

Private School Participation by Title
Complete the following chart below showing private school participation by checking (✓) either Yes or No for Title

Title I		Title II-A		Title III-A	
YES ☐	**NO** ☐	**YES** ☐	**NO** ☐	**YES** ☐	**NO** ☐

☐ Our private school is electing ***NOT*** to participate in federal funds with Anne Arundel County Public Schools.

Private School Name:	
Address	

Provide the information requested below for use by AACPS in calculating federal program allocations for the district and each participating private school in the 2015-2016 school year

Please complete all that apply, check (√) grades and enter enrollment figures below *(use data as of October 31, 2014)*

Number of Administrators: _____

Number of Teachers: _____

Number of Instructional Assistants: _____

Number of English Language Learners: _____

Elementary School	**Middle School**	**High School**
( ) K-6 _____	( ) 6-8 _____	( ) 9-12 _____
( ) K-8 _____	( ) 6-7 _____	( ) 10-12 _____
( ) 7-8 _____	( ) 8-9 _____	

Please initial: _____

FY 2015 Bridge to Excellence Master Plan
Non-public Schools
Participation in Title Programs

Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401

Contacts

Bridge to Excellence	Sheila Hill	410.222.5336 skhill@aacps.org
Title I	Dana Denny	410-222-5444 ddenny@aacps.org
Title IIA	Andrea Zamora	410-721-8301 azamora@aacps.org
	Liz Thompson	410-721-8301 eathompson@aacps.org
	Sharon Smith	410-721-8381 slsmith@aacps.org
Title III	Kelly S. Reider	410-222-5416 kreider@aacps.org
Property Control	James O. Williams	410-923-5031 jowilliams@aacps.org
Non-public School contact	Leathia Fletcher	410-222-5370 lfletcher@aacps.org
Budget	Marlene Durholz	410-222-5204 mdurholz@aacps.org
	Christina Gilman	410-222-5233 cgilman@aacps.org
Grants	Carol Ann McCurdy	410-222-5829 cmccurdy@aacps

Date	Event Location	Meeting Topic	Notes
March 3, 2015	Board of Education	Informational Meeting	Preliminary Consultation & Information Meeting
March 30, 2015	Carver Staff Development 2671 Carver Road Gambrills, MD 21054	Consultation/Planning Support meeting	Bring: Completed - Consultation Meeting Form, Competitive Grant form *(if*

Deadline Dates

Date	Event Location	Meeting Topic	Notes
April 30, 2015	Title IIA	Plans are due to Sharon Smith	Submit via email slsmith@aacps.org Feedback/consultation
April 30, 2015	Title I, IIA, III	Deadline for orders	Last day to submit orders for FY 15 grant through June 30, 2015
May 13, 2015	Final Title IIA plans	Plans are due to Leathia Fletcher	Submit final plans via U.S. mail (original signatures are needed. Mail to: Anne Arundel
November 2, 2015	FY15 Expenditures	Last Day to submit expenditures for FY15	Last day to submit grant orders, conference registrations, etc
January, 2016	FY16 Allotment	Awards/Allocations	Projected release of FY16 Grant award funds

Dates are subject to change. Revisions will be posted as more information becomes available.

Anne Arundel County Public Schools - Bridge to Excellence Master Plan

Non-Public Schools - Participation in Title Programs

Consultation Meeting

March 3, 2015
2:00 – 3:30 p.m.
Carole S. Parham Board of Education Building

Time	Agenda Item	Presenter
2:00	Welcome/Overview	Sheila Hill
2:05	Title I	Dana Denney
2:15	Title II-A	Andrea Zamora
2:35	Budget	Marlene Durholz
2:40	Competitive Grants & Consultation Form	Carol Ann McCurdy
2:45	Property Control	James O. Williams
2:45 – 3:30	Questions & Answers	

Notes:

TITLE IIA, FY 16
NON-PUBLIC GRANT PLANNING and CONSULTATION FORM
"NO CHILD LEFT BEHIND"

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 professional development only. Any materials or contracted services are to be used by administrators, teachers and/or paraprofessionals, not students.

Draft of this form must be sent to Sharon Smith at slsmith@aacps.org by April 30, 2015. Final approved form must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools by May 13, 2015.

School Name	
School Official/Primary Contact (Name and Title)	
Telephone Number	
Email Address	
Estimated Grant Amount	
Additional/secondary Contact (Name and Title)	
Email Address	
Telephone Number	

BUDGET (based upon the attached plan)

Programs, Activities, Services from planning form	Notes, Comments	Budget Category(ies)	Cost/ Total
		TOTAL	

Please note: AACPS does not disseminate funds to non-public schools. School districts (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 activities 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.

Title II-A Professional Development Plan for:	

Needs Assessment	
Programs, Activities, Services And follow up	
Goals and Evaluation	

I, _____ *(Private School Official)*
assure that any materials or contracted services described in this grant application are for teacher, not student use and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon in advance by me and the AACPS Title II-A Grant Coordinator.

_____   _____
(Private School Official Signature)   *(date)*

Title II-A Planning Guidance

Needs Assessment
- Identify your students' academic needs that have the highest priority for student improvement and provide appropriate data for support. This may include both formal and informal measures such as standardized test results, report cards, data from student work or portfolios, etc.
- Identify your teachers' professional development needs as related to improving your students' identified academic needs and provide your means of determination.

Programs, Activities, Services and Follow-up associated with the identified need (s)
- Describe the program, services, or activities you would like to implement to address these identified needs.
- Prioritize the programs, services, and activities as related to meeting the needs noted above.
- Include follow-up.
- Briefly describe how these programs, services, and activities will contribute to improving student academic achievement.
- Include a timeline.
- To the extent possible, include estimated cost of programs, services, activities, materials, etc. and include on the attached budget sheet.

Please refer to the attached document titled: *TITLE II: PREPARING, TRAINING AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS* **Title II, Part A--Teacher and Principal Training and Recruiting Fund** - Funds for Non-Public Schools

Goal Setting and Evaluation
- Write a suggested performance goal and means of evaluation for each identified need and planned activities. Include the method and time period for the evaluation plan. Consider:
  - Teacher participation in the planned activities
  - Teacher implementation/practice/application of knowledge, skills, etc.
  - Student data measures
  - What evidence or outcomes will you accept as adequate measures that the professional development will have been successful?
  - The timeframe for data collection, analysis, and evaluation

BUDGET CATEGORIES

Stipends – hourly pay for teachers/staff to attend training, etc.

Contracted Services – a company that will provide services to your school. This could be a bus company, a speaker, trainer, etc.

Supplies & Software –includes refreshments, professional development materials, books, software, etc.
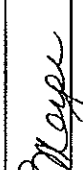
Registrations – fees paid for teachers to attend a conference or workshop and related expenses.

Fixed Charges – since AACPS will pay your teachers/staff directly we must include payroll taxes, which are calculated at .0877 (note: if you do not calculate the fixed charges for your budget they will be deducted from another category as they are required by law)

Non Public Schools Consultation Meeting
March 3, 2015
2:00 p.m.

School	Contact Name	Email	Signature
Asbury Community Christian Preschool	Vickie Whitley	vwhitley@asburychristianpreschool.org	*[signature]*
Indian Creek School	Sandi Hiller	shiller@indiancreekschool.org	*[signature]*
The Key School			
Play and Learn at Annapolis			
Play and Learn at Community Place			
St. Andrew's United Methodist Day School			
St. Mary's High School			
Wee Lad & Lassie Early Learning Center			
First Evangelical Lutheran Pre-Kindergarten	Elizabeth Meyer	tlmeyer5f@aol.com	*[signature]*
Monsignor Slade Catholic School			
St John the Evangelist			
St. Jane Frances School			
St. Margaret's Day School	Sarah Lam (Director, Tricia McVey), (Reception)	Tricia@st-margarets.org SaraL@st-margarets.org	*[signature]*
St. Martin's Luthern Church School	Jane D. Moore	jmoore@ststmartins.org	*[signature]*

Non Public Schools Consultation Meeting
March 3, 2015
2:00 p.m.

School	Contact Name	Email	Signature
St. Philip Neri	Joan Brooks	Jbrooks@st.philipNeri.org	*(signature)*
The Summit School	Danielle Randall	danielle.randall@thesummit school.us	*(signature)*
Edinboro Early School	Dr. Jon A. Gerbracht	jegerb@aol.com	*(signature)*
St Pauls Lutheran School	Julie Schott	jschott@stpaulsgb.org	*(signature)*
Annapolis Area Christian School	Ruth Hartson	rhartson@aacsonline.org	*(signature)*
St. Mary's High School	Sharon Wible	swible@stmarysannapolis.org	*(signature)*

Non Public Schools Consultation Meeting
March 3, 2015
2:00 p.m.

School	Contact Name	Email	Signature
St Paul's Lutheran Sch.	Cheryl Foster	cfoster@stpaulsgbora	*Cheryl Foster*
First Evangelical Lutheran	Tara Burchick	tara@burchick.net	*Tara Burchick*

Attachment 10

Title III, Part A
English Language Acquisition, Language Enhancement, and Academic Achievement

ATTACHMENT 10   TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: _Anne Arundel County_____ Fiscal Year 2016

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented,
(a) provide an outcome and a brief description of services, (b) timelines or target dates, (c) link the outcome to the NCLB indicator(s) detailed in the 2015 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]

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 NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Non-public Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and	**1.2.1** a) Update instructional materials to supplement new project based learning curriculum for at least two elementary and two secondary instructional units. Description	MOI: 80 elementary kits x 2 curriculum units x $75 = $12,000 MOI: 30 secondary kits x 2 curriculum units x $75 = $4,500	

assessment procedures [section 3115(d)(2)].	Provide supplemental instructional materials beyond the LEA purchased textbooks including non-fiction leveled readers, craft/project construction materials, printer ink and paper for publishing, Lego kits, etc. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools **1.2.2** a) Increase credit earning opportunities for high school students in English 10, Transitional Math, and Honors Science Research by updating existing credit bearing summer school curricula and instructional materials as measured by summer school enrollment and credit data. Description Revise and/or supplement existing summer school curricula with attention to language development. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools	MOI: newcomer curriculum consumables, supplemental texts, science equipment = $20,000 Stipend to research and assemble kits: 8 teachers x 8 hours per unit x 2 units x $25/hour = $3,200 Fixed costs: = $281 Stipend: 4 teachers x 20 hours x $35/hour = $2,800 Fixed costs = $246	
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].	**1.3.1** a) Increase graduation rates for English learners by providing an ESOL Summer Academy for middle and high school students focused on building academic language and literacy & earning additional credits toward graduation. Description Provide a summer academy at 6 middle and high school sites to maintain and increase English language skills over the summer and provide opportunity for earning additional credits toward graduation. Materials to include hands-on arts, construction, and paper for publishing. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools	Stipends for 2 program directors @ $30/hr. for 6 hrs./day for 30 days = $10,800 Fixed charges = $947 Stipends for 12 teachers @ $25/hr. for 6 hrs./day for 22 days = $39,600 Fixed Charges = $3,473 Transportation: $12,000 Provide transportation for summer academies. MOI: $2,500 Summer Academy materials	

| 1.3 *(cont'd)* | **1.3.2**
a) Address the AACPS early literacy goals and "summer slide" in elementary school by partnering with the public library system to offer a summer literacy program.
Description
Provide a series of bilingual (Spanish/English) early literacy parent/child sessions at three community library locations in collaboration with library staff. Sessions will address oral language development, concepts of print, early reading strategies, and empowering parents as the first teachers. The program will provide free books for summer reading and dramatic play experiences.

b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) No participating non-public schools | Stipends:
2 teachers x 24 hours x $25/hr. to prepare lessons and materials = $1,200

fixed charges = $105

4 teachers x 4 hrs./wk. x 6 weeks x $25/hr. to present lessons = $2,400

fixed charges = $211

MOI: books, puppets, dramatic play items = $2,500

Transportation = $12,000 Field trips | |
| 1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)]. | **1.4.1**
a) Plan and implement extended day activities for elementary and secondary English learners.

Description
Provide supplemental instructional and cultural activities for ELL students at elementary 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.

b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) No participating non-public schools

1.4.2
a) Plan and implement system level extended day activities for English learners K-12.

Description
Provide system-wide instructional and cultural activities for English learners K-12 | Stipends for 20 teachers @ $25/hr. for 60 hrs. = $30,000

Fixed Charges = $2,631

MOI = $5,000
Teaching supplies, student school supplies, lending library books, project materials

Transportation = $2,400
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

Stipends for 8 teachers @ $25/hr. for 10 hrs. = $2,000

Fixed Charges = $175 | |

1.4 *(contd)*	to increase student awareness for community involvement and continuing education after graduation. Activities may include, but not limited to: Hispanic Youth Mini-Symposium College Planning Supplemental field trips b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools	MOI = $2,500 Teaching supplies, student school supplies, lending library books, project materials Transportation = $2,400 Provide transportation for high school students for College planning & Mini-Symposiums	

Local School System: ___Anne Arundel County_____ Fiscal Year 2016

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]

Authorized Activities	Descriptions 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 NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Non-public Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].			
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	**2.2.1** a) Design, develop and facilitate professional development sessions for teachers, administrators, support staff, bilingual facilitators, 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. Description Research based professional development will be varied and differentiated to meet the needs of a variety of audiences.	Stipends for 1000 participants @ $25/hr. for a 3 hour session = $75,000 Fixed Charges = $6,578 Substitutes = 40 days x $90/day = $3,600 Fixed Charges = $316	

| 2.2 *(cont'd)* | b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) Non-public schools invited | Stipend = $4,500
supplemental
temporary
interpreters
(substitute for
bilingual facilitator
PD) 30 days x 6
hours/day x $25/hr.

Fixed charges =
$394

MOI = $6,000
book study books
(Enrique's Journey,
Distance Between
Us, Critical
Vocabulary of the
Common Core,
Becoming Dr. Q,
Spare Parts, etc.)

MOI = $2,500
Conference
materials and
giveaways including
reference books,
professional
resources, etc.

Contracted Services
(consultants-
presenters) =
$15,000
• WIDA PD
• Project Based
Learning
presentations | |
| | **2.2.2**
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.

Description
Research based professional development
will be varied and differentiated to meet
the needs of a variety of audiences.
b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) Non-public schools invited | Stipend = $3,000
15 new teachers x
$25/hr. x 4 sessions
x 2 hours

Fixed charges =
$263

MOI = $500
WIDA books | |

| 2.2 *(cont'd)* | **2.2.3**
a) Provide professional development for educators focused on planning, implementing and monitoring an extended day and/or parent education/outreach program. Sessions will include idea sharing for successful programs, paperwork guidelines, and financial management. Success will be measured by the number of programs offered, the number of students participating, and through program evaluation surveys.

Description
In order to meet the needs of a diverse language community, several schools have initiated student extended day and parent education programs. The ELL Family and Community Outreach Office will facilitate professional development to support schools in their work.
b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) Non-public schools invited | Stipends for 30 participants x 2 sessions x 2 hrs. x $25/hr. = $3,000

Fixed charges = $263

MOI = $150
Paper, folders, etc. | |
| | **2.2.4**
a) Provide ongoing professional development workshops for Unit V bilingual facilitators focused on topics related to family and community outreach, 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.

Description
The ELL Family and Community Outreach Office 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 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) Non-public schools invited | Prof. Dev. = $2,880
Registration for 4 Unit V bilingual facilitators for the Community Interpreter Class @ $720 per person

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 | |

| 2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)]. | **2.3.1**
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, MELLFIN, Mid-Atlantic Equity Consortium Conference, 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.

Description
AACPS uses conference attendance as one part of its plan for ongoing professional learning, 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.
b) Feb 2016 - Sept 2017
c) Goal I, Obj. 2, Strategy 6
d) Non-public schools invited | Registration, travel and/or lodging for 8 Unit I teachers at the WIDA Conference and/or other WIDA training @ $1,200 per request = $9,600

Registration for 10 Unit I teachers at the TESOL Conference @ $500 per request = $5,000

Registration, travel and/or lodging for 4 Unit V specialists (ISSO registrar, ISSO Parent Outreach, and/or two bilingual facilitators (non-instructional support) @ $1,200 per request = $4,800

Registration for 30 (Unit I) teachers and 20 (Unit V) counselors, and bilingual facilitators to attend the MELLFIN Conference. 50 registrations @ $50 each = $2,500

Registration, travel and/or lodging for 6 Unit II curriculum coordinators and/or school principals@ $2,000 per request = $12,000 | |

Local School System: ___Anne Arundel County___ Fiscal Year 2016

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the allowable activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable Activities.)*

**3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]**

Authorized Activities	Descriptions 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 NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpub lic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their	**3.2.1** a) Provide supplemental face-to-face interpretation to maximize communication between parents, students and staff as measured by the number of requests for programs throughout the school year. Description AACPS hires interpreters (temporary employees paid through stipends) to provide supplemental communication support for	Stipends for 15 interpreters x 10 sessions x 2 hrs. x $25/hr. = $7,500 Fixed charges = $658	

children [section 3115(d)(6)(B)].	parents of English learners to participate in Title III funded extra-curricular activities and events. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited		
	3.2.2 a) Provide supplemental written translations of documents to maximize communication about Title III programs between parents of English learners, schools, students and staff as measured by the number of requests and parent surveys. Description AACPS hires translators (temporary employees paid through stipends) to provide communication support for parents of English learners to participate in Title III funded extra-curricular activities and events. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Stipends for 5 translators @ $25/hr. for 10 hours = $1,250 Fixed Charges = $110	
	3.2.3 a) Provide school based parent education and community outreach to families of English learners. Description 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 at over 40 schools. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Stipends for 400 educators @ $25/hr. for 2, two hour session (including planning and implementation time) = $40,000 Fixed Charges = $3,508 MOI = $15,000 Lending library books, giveaways, snacks for parent meetings, art supplies, school supplies	
	3.2.4 a) Collaborate with school-based staff to plan and implement structured play groups for English learner families with children ages birth to 5 in two school locations. Description One school based staff member will work with the Office of School and Family Partnerships – ELL Family Engagement to plan and implement structured, language based play groups at least one day per week. b) Feb 2016 - Sept 2017	Stipends for 6 educators @ $25/hr. for 6, two hour sessions = $1,800 Fixed Charges = $158 MOI = $1,500 Professional development books, art supplies, games, children's books	

	c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited **3.2.5** a) Provide one full time Parent Outreach facilitator to the International Student Services Office to increase parent outreach events in order to build community relations and share resources. Description Provide supplemental parent education programs for immigrant families. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited **3.2.6** a) Provide system level activities offered by the Office of Family Partnerships and ELA/ISSO 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: • International Parent & Community Leadership Academy (IPCLA) • International Parent Advisory Board • International Family Orientations • Hispanic Women's Day • African & Chinese Outreach Events • Family Involvement Conference b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited **3.2.7** a) Supplement the Title I - 0.6 FTE Social Worker dedicated to early childhood homeless students with 0.4 FTE to provide additional time for connecting families with needed services and follow up. Description	Salary = $45,826 1.00 FTE Fixed Charges = $11,319 Medical = 9,600 Stipends = $4,800 12 educators @ $25/hr. for 8 - 2 hour sessions = Fixed Charges = $421 MOI = $3,000 Snacks for parent nights, reference books, t-shirts, materials for trainer preparation Transportation = $3,200 Taxi to the Family Involvement Conference (transportation is not provided for non-ESOL families) Contracted Services = $500 guest speakers Salary = $25,242 0.40 FTE Fixed Charges = $6,235 Medical = $3,840	

	Provide social work support to homeless English learner families and ESOL unaccompanied youth including referral to social services, educational services, and mental health services, etc. b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited		

4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]

4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	**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. Description These supplemental technologies may include laptops, 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.	Materials/Sensitive Items: = $54,850 May include laptops, interactive white boards, document cameras, LCD projectors, iPads, software licenses, supplemental textbooks, etc.	
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			

4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind*. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpubli c Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's **approved** indirect cost rate for administering this subpart [section 3115(b)].	2%	$11,557	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		$589,436	

ATTACHMENT 10   TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: __Anne Arundel County_____ Fiscal Year 2016

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. **IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.**

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]			
Authorized Activities	**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 NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	**Public School Costs**	**Nonpublic Costs**
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].	**1.1.1** a) Provide parent education programs for immigrant families PK-12 to increase overall family literacy. Description Provide supplemental parent education programs for new immigrant families to include but not limited to: School system programs Cultural adjustment Adult ESOL Basic literacy and math	Stipends = $750 5 educators @ $25/hr. for 3, 2 hour sessions Fixed Charges = $66 MOI = $1,000 AACPS Orientation DVDs, literacy and math workbooks, childrens' books	

		Transportation = $1,000 taxi and/or bus	
	b) Feb 2016 - Sept 2017 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited		
1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].			
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].	**1.5.1** a) Purchase materials to support student counseling and acculturation programs at a Newcomer Center and comprehensive high schools including La Cultura Cura (MCDHHS) curriculum, Healing Circles curriculum, social skills games, art supplies (art therapy), etc. Description Provide support group/counseling sessions for newcomer immigrant students including but limited to: Cultural adjustment Financial literacy Recovering from Trauma Parent/Child Reunification b) Feb 2016 - Sept 2017	MOI = $2,024	

	c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited		
1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].			

B. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for	2%	$97	

administering this subpart [section 3115(b)].			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		$4,937	

F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 10 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:
   a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;

   b) The basis for determining the needs of private school children and teachers;

   c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

   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.)

      Response to 2a-d: AACPS Title III works with private schools annually to share available resources and information as to how to go about accessing those resources. Upon request, private school teachers have access to curriculum documents and textbooks, as well as attend Title III sponsored professional development sessions. Through local funding, AACPS provides screening services for English learners in private schools upon request. An Annapolis Area Christian School teacher has attended professional development, received coaching from our resource teacher, and had students English knowledge assessed.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2014 – 2015 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred.** DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

G. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form.* The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10.* MSDE budget forms are available in Excel format through the local finance officer or at

the *MSDE Bridge to Excellence Master Plan Web Site* at
http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662 .

2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants" (pp. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An Excel version of this budget narrative is available at: http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177 The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

H. ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B
Be certain to complete all appropriate templates in Part II:

    Attachment 4: School Level Budget Summary
    Attachment 5: Transfer of ESEA Funds
    Attachment 6: Consolidation of ESEA Funds for Local Administration
    Attachment 7: Affirmation of Consultation (with nonpublic schools)
                     documentation

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c, of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____   _____
Superintendent of Schools/Head of Grantee Agency   Date

(not yet received)

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
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	9/10/2015 FROM	6/30/2016 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						11,557.00	11,557.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				12,000.00			12,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	276,476.00	15,500.00	132,500.00	24,780.00			449,256.00
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.							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.	32,742.00						32,742.00
208 Student Health Services							0.00
209 Student Transportation		32,000.00					32,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				51,881.00			51,881.00
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	309,218.00	47,500.00	132,500.00	88,661.00	0.00	11,557.00	589,436.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

	Name	Signature	Date	Telephone #
Finance Official Approval	M. Durholz	M. Durholz	9/9/15	410-222-5204
Supt./Agency Head Approval	George Arbutt		9-16-15	410-222-5304
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title III, Part A (Immigrant Services)	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	FROM 9/9/2015	TO 6/30/2017	

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						97.00	97.00
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.							0.00
Prog. 02 Special Prog.	750.00		3,024.00				3,774.00
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.							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		1,000.00					1,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				66.00			66.00
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	750.00	1,000.00	3,024.00	66.00	0.00	97.00	4,937.00

Federal Tax Identification Number: 52-6000882   DUNS Number: 074926064

	Name	Signature	Date	Telephone #
Finance Official Approval	M. Durhok	M. Durhok	9/9/15	410-222-5204
Supt./Agency Head Approval	George Arbutto		9-16-15	410-222-5304
MSDE Grant Manager Approval				

BTE Annual Update 2015   352   Anne Arundel County Public Schools

Grant Budget C-1-25 Rev: 11/29/07

Category/ Program	Object	Activity	Line Item	Calculation	Amount
204/02	(3) supplies	1.2.1	Supplies/Materials	Elementary kits - 80 x 2 curriculum units x $75	$12,000
204/02	(3) supplies	1.2.1	Supplies/Materials	30 Secondary Kits x 2 curriculum unites x $75	$4,500
204/02	(3) supplies	1.2.1	Supplies/Materials	Newcomer curriculum consumables, supplemental texts & science equipment	$20,000
203/02	(1) salaries	1.2.1	Stipends	8 teachers x 8 hrs per unit x 2 units x $25/hr	$3,200
212	(4) other	1.2.1	Fixed Charges	8.77% of total stipend amount	$281
		1.2.1 Total			$39,981
203/02	(1) salaries	1.2.2	Stipends	4 teachers x 20 hours x $35 per hr.	$2,800
212	(4) other	1.2.2	Fixed Charges	8.77% of total stipend amount	$246
		1.2.2 Total			$3,046
203/02	(1) salaries	1.3.1	Stipends (2 Program Directors)	2 @ $30/hr for 6 hr/day for 30 days	$10,800
203/02	(1) salaries	1.3.1	Stipends (12 teachers)	12 @ $25/hr for 6hr/day for 22 days	$39,600
209/02	(2) contracted	1.3.1	Transportation	6 middle & high school sites	$12,000
204/02	(3) supplies	1.3.1	Supplies/Materials		$2,500
212	(4) other	1.3.1	Fixed charges	8.77% of total stipend amount	$4,420
		1.3.1 Total			$69,320
203/02	(1) salaries	1.3.2	Stipends (2 teachers)	2 teachers x 24 hrs x $25/hr.	$1,200
203/02	(1) salaries	1.3.2	Stipends (4 teachers)	4 teachers x 4 hrs x 6 weeks x $25/hr	$2,400
209/02	(2) contracted	1.3.2	Transportation	6 middle & high school sites	$12,000
204/02	(3) supplies	1.3.2	Supplies/Materials	Books, puppets, & dramatic play	$2,500
212	(4) other	1.3.2	Fixed charges	8.77% of total stipend amount	$316
		1.3.2 Total			$18,416
203/02	(1) salaries	1.4.1	Stipends (20 teachers)	20 x $25/hr. x 60 hrs.	$30,000
209/02	(2) contracted	1.4.1	Transportation		$2,400
204/02	(3) supplies	1.4.1	Supplies/Materials	teacher & student supplies	$5,000
212	(4) other	1.4.1	Fixed charges	8.77% of total stipend amount	$2,631
		1.4.1 Total			$40,031
203/02	(1) salaries	1.4.2	Stipends (8 teachers)	8 x $25/hr x 10	$2,000
209/02	(2) contracted	1.4.2	Transportation	field trips	$2,400
204/02	(3) supplies	1.4.2	Supplies/Materials	Teaching & Student supplies, lending libarary books & project materials	$2,500
212	(4) other	1.4.2	Fixed charges	8.77% of total stipend amount	$175
		1.4.2 Total			$7,075
203/02	(1) salaries	2.2.1	Stipends (1000 participants)	1000 x $25/hr. x 3 hrs.	$75,000
203/02	(1) salaries	2.2.1	Stipends (30 bilingual facilitators)	30 x 6 hrs/day x $25 hr	$4,500
203/02	(1) salaries	2.2.1	Substitutes	40 days x $90/day	$3,600
204/02	(3) supplies	2.2.1	Supplies/Materials	Book studies & conference materials	$8,500
205/02	(2) contracted	2.2.1	Contracted Services	Professional Development Presenters	$15,000
212	(4) other	2.2.1	Fixed charges	8.77% of total stipend amount	$7,288
		2.2.1 Total			$113,888
203/02	(1) salaries	2.2.2	Stipends (15 participants)	15 x $25/hr. x 4 - 2 hour sessions	$3,000
204/02	(3) supplies	2.2.2	Supplies/Materials	WIDA Books	$500
212	(4) other	2.2.2	Fixed charges	8.77% of total stipend amount	$263
		2.2.2 Total			$3,763
203/02	(1) salaries	2.2.3	Stipends (30 participants)	30 x $25/hr. x 2 x 2 hour sessions	$3,000
204/02	(3) supplies	2.2.3	Supplies/Materials	Professional Development supplies	$150
212	(4) other	2.2.3	Fixed charges	8.77% of total stipend amount	$263
		2.2.3 Total			$3,413
205/02	(4) other	2.2.4	Professional Development	registration for 4 Unit V facilitators @ $720 per person	$2,880
203/02	(1) salaries	2.2.4	Stipends	17 facilitators x 2 sessions x 2 hrs x $25/hr	$1,700
212	(4) other	2.2.4	Fixed charges	8.77% of total stipend amount	$149
		2.2.4 Total			$4,729
205/02	(4) other	2.3.1	Registration, travel and lodging for teachers to attend conferences	8 x $1,200 per person	$9,600
205/02	(4) other	2.3.1	Registration for 10 teachers to attend TESOL Conference	10 x $500 per person	$5,000

Title III, Part A - Budget FY 2016
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
205/02	(4) other	2.3.1	Registration for 4 (Unit V) to attend ISSO	4 x $1,200	$4,800
205/02	(4) other	2.3.1	Registration for 30 teachers at MELLFIN	30 x $50 per request	$1,500
205/02	(4) other	2.3.1	Registration for 20 Counselors & bilinigual facilitators at MELLFIN	20 x $50 per person	$1,000
202/16	(16) other	2.3.1	Registration, travel and lodging for 3 mid-level Administrator	6 x $2,000	$12,000
		2.3.1 Total			$33,900
207	(1) salaries	3.2.1	Stipends for Interpreters	15 interpreters x $25/hr. x 10 x 2 hour sessions	$7,500
212	(4) other	3.2.1	Fixed charges	8.77% of total stipend amount	$658
		3.2.1 Total			$8,158
203/02	(1) salaries	3.2.2	Stipends (5 translators)	5x $25/hr x 10	$1,250
212	(4) other	3.2.2	Fixed Charges	8.77% of total stipend amount	$110
		3.2.2 Total			$1,360
203/02	(1) salaries	3.2.3	Stipends (400 educators)	400 @ $25/hr for 2, two hour sessions	$40,000
204/02	(3) supplies	3.2.3	Supplies/Materials	Lending library, & art supplies	$15,000
212	(4) other	3.2.3	Fixed charges	8.77% of total stipend amount	$3,508
		3.2.3 Total			$58,508
203/02	(1) salaries	3.2.4	Stipends (6 educators)	6 x $25/hr. x 6 x 2 hr. sessions	$1,800
204/02	(3) supplies	3.2.4	Supplies/Materials	Structured play group materials	$1,500
212	(4) other	3.2.4	Fixed charges	8.77% of total stipend amount	$158
		3.2.4 Total			$3,458
203/02	(1) salaries	3.2.5	Salaries (1 fulltime Parent Outreach)	1 FTE @ $45,826	$45,826
212	(4) other	3.2.5	Fixed Charges	24.7% of total salary	$11,319
212	(4) other	3.2.5	Medical		$9,600
		3.2.5 Total			$66,745
203/02	(1) salaries	3.2.6	Stipends (12 educators)	12 x $25/hr. x 8 x 2 hr. sessions	$4,800
204/02	(3) supplies	3.2.6	Supplies/Materials	Parents nights materials	$3,000
205/02	(2) contracted	3.2.6	Contracted Services	Guest Speaker	$500
209/02	(2) contracted	3.2.6	Transportation	Taxi Service	$3,200
212	(4) other	3.2.6	Fixed Charges	8.77% of total stipend amount	$421
		3.2.6 Total			$11,921
207	(1) salaries	3.2.7	Salaries (.40 Social Worker)	.40 @ $25,242	$25,242
212	(4) other	3.2.7	Fixed Charges	24.7% of total salary	$6,235
212	(4) other	3.2.7	Medical		$3,840
		3.2.7 Total			$35,317
204/02	(3) supplies	4.2.1	Emerging Technologies	materials	$54,850
		4.2.1 Total			$54,850
201/22	(8) Transfers	Business Support	AACPS Indirect Fee - Title IIIA	2% of Subtotal less equipment	$11,557
		Business Support Total			$11,557
		Grand Total			$589,436

Category/ Program	Object	Activity	Line Item	Calculation	Amount
203/02	(1) salaries	1.1.1	Stipends	5 educators @ $25/hr. x 3 - 2 hour sessions	$750
204/02	(3) supplies	1.1.1	Supplies/Materials	materials for the parent education programs	$1,000
209/02	(2) contracted	1.3.1	Transportation	taxi and/or bus	$1,000
212	(4) other	1.1.1	Fixed Charges	8.77% of total stipend amount	$66
		1.1.1 Total			**$2,816**
204/02	(3) supplies	1.5.1	Supplies/Materials	Materials to support Newcomer Center	$2,024
		1.5.1 Total			**$2,024**
201/22	(8) Transfers	Business Support	AACPS Indirect Fee - Title IIIA	2%	$97
		Business Support Total			**$97**
		Grand Total			**$4,937**

Attachment 13

Fine Arts

Bridge to Excellence – Programs in Fine Arts
Dance – August 2015

1. Describe the **progress** that was made in 2014-2015 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 the web 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 (Dance Dance Dance), 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 in progress.

Strategy 3: *Provide staff development that supports the ELOs in essential Fine Arts Courses.*

Elementary staff development took place in August and in November emphasizing balance. High school and middle school staff development took place in December and May emphasizing Common Core. The Dance Consultant and four teachers attended the NDEO Conference in November. The Dance Consultant and a teacher attended the NDEO Dance Standards Conference in April. A teacher attended a Dance History Conference in April. Sessions from all conferences were presented in a three-day workshop, Dance and the Common Core in June. 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 three 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.*

Two dance studios were installed: one in middle schools and one in high school. Repairs and enhancements were done to two studios. We continue to replace worn out high school studios. Both middle school and high school dance teachers were provided with resources for dance alignment, music fundamentals, writing for dance, and strength band training. Elementary teachers were provided with resources for improvisation, brain/movement connections and arts integration lesson plans for creative dance. 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 2015 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 8 dance assemblies to eight elementary schools. The programs were linked to studies at the schools and included An American Journey Through Dance, Romeo and Juliet, War of 1812, Beauty and the Beast, Pirates, and Swan Lake. Funds were from an 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, 2015. Parents, dancers and teachers were very pleased with the results. Registration was at capacity.

An elementary ballroom program with Bearfoot Dance was put into place. Twelve schools were able to participate based 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, "Cinderella", language arts classes were given basic characters and wrote a story about their created country. 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.

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 the web.

Teachers report that principals are better able 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 Consultant 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.

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 and equipment needs, resource needs, and supplies needs are submitted by teachers, prioritized and systematically provided as funds allow. The increase in election of middle school dance courses continues to require a large investment in floors, barres, mirrors and sound equipment. Additional progress was made in 2014-2015. Progress will continue as funds are available. Local funding provided two studios in 2014-2015.

Strategy 5:

The guest choreographer project began years ago and will continue, as teachers feel this is a 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 are scheduled and schools are currently reserving space. PTA's and parents absorb the cost for the mini-performances. Assemblies are provided through system and grant funds. Continued communication and involvement with our established college and professional partners is the key to our mutual support. Thirteen high schools and two 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 serves well. The web site provides up-to-date information on program and county, state and regional dance events. A private Facebook site for dance teachers only was set up as a space for resource materials. This year all of the grant funds ($6,500.00) were used to provide resource materials for elementary, 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:

Further in-service 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 Consultant makes it a point to communicate 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 seems to be working. 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 revealed that they felt very much up to date with common core instruction, writing Student Learning Objectives, and relating dance to the Common Core.

Constraints on Dance Consultant 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 flooring 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.

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 has been very helpful.

Strategy 6:

Providing enough professional development to keep all teachers up to date is always 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 2015-2016 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 2015-2016 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 Consultant, 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 Dance Standards. Dance for Athletes for middle school is written and was implemented in the 2014-2015 school year at half of our middle schools. Our curriculum matches well with the new Core Arts Standards, and an official match is in progress.

Strategy 3:

The Dance Consultant and Coordinator will continue to visit schools as often as possible on a rotating basis. Veteran teachers volunteer to mentor new teachers and those new to the Dance Festival using a buddy system. The Dance Consultant and two teachers will attend the NDEO conference in October and the Dance Consultant and four teachers will attend the AAHPERD Convention in April and use the

information to plan staff development in June. Teachers attending other events will share what they learned at the August in-service. Five new dance teachers were hired for 2015-2016. They were in-serviced in detail at New Teacher Orientation in August.

Teachers will be attending the MAHPERD Convention in October, 2015 and share the information with other elementary, middle and high school dance educators at the planned additional after-school teacher meetings.

The Dance Consultant will be presenting dance in-service to the elementary physical educators in November.

Dance Festival in-service will occur in December.

Another three days of training is planned for summer 2016. Teachers indicated that additional policies for dance are needed now that the program has grown. Ideas were discussed with appropriate Board of Education staff and policy will be presented in August. Continued professional development on the new Core Arts Standards, Common Core and Best Practices will occur.

Strategy 4:

Replacement of stage floors and studio floors will continue based on need and funding. Three studios will be replaced and another new studio installed. Continued local funds are critical to this aspect of our program.

The Dance Consultant 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, books, costume storage and SmartBoards will be purchased for middle and high school studios as funded.

Progress will be continue in repairing/replacing and up-dating auditorium lighting and sound.

Grant funds ($6,643.00) will be used to provide teacher resources.

Strategy 5:

The guest choreography project will continue in 2015-2016 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.

Free dance assemblies for schools in 2015-2016 will occur as will the Ballroom Project (full days with a dance clinician for elementary schools) and the barn dance program.

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 2016.

Strategy 6:

The August in-service will be used to share information from the NDEO Conference and AAHPERD 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 2015 professional development will occur.

Bridge to Excellence – Programs in Fine Arts

Music – July 2015

1. Describe the progress that was made in 2014-2015 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 ELO's for the Fine Arts.*

Communication with administrators and guidance counselors about the middle and high school fine arts music courses is on-going.

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 Music ELOs, the MSDE State Curriculum- Music and the National Music Standards. High School Guitar I-IV and Honors was finalized and implemented and High School Piano/Keyboard I-IV has begun.

Strategy 3: *Provide staff development that supports the in essential Fine Arts Courses.*

The Music Office continues to provide opportunities for music teachers to demonstrate the ability to design lesson plans and assessments that employ the ELO's as they appear in curriculum documents and selected textbooks. Music Department Chair meetings, an August Professional Learning Day, the November Elementary Music Professional Learning Day, teacher observations, and new teacher meetings have provided windows of opportunity to present and to work with teachers on the implementation of the ELO's in the Fine Arts.

Strategy 4: *Revise facility plans, basic equipment lists, and materials of instruction, and provide appropriate changes to create a favorable instructional climate.*

The Music Office continues planning for improvement of facilities, equipment, and materials of instruction. Instructional materials lists were updated. The Music Office was included in meetings regarding planning with administrators and architects on renovation and new construction of music facilities in schools. The Music Office made equipment and materials recommendations and provided input into the architectural plans of the renovations/reconstruction of an elementary school and a high schools.

Teachers have been asked for and have provided evaluations of individual school equipment and instruments. Teachers have been asked to provide wish lists that they believe will improve instruction. The Music Office has responded to those requests by supplying many materials. We continue to look for revenue sources to address this need.

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 MELO's.*

The Music Office continues to maintain and expand partnerships with area educational and arts partners. They include: Annapolis Symphony Orchestra, Baltimore Symphony Orchestra, Maryland Hall for the Creative Arts, Chesapeake Arts Center, Music & Arts Centers, Peabody Conservatory, The Lyric Opera, The Chesapeake Youth

Symphony Orchestra, Anne Arundel Community College, The United States Naval Academy Band, The United States Army Field Band, Music & Arts, Maryland Music Educators Association, and Arts Education & Maryland Schools Alliance.

Strategy 6: *Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.*

The Music Office continues to monitor state and local initiatives that impact the arts. Staff development on Arts Integration is ongoing and continues to expand. Student Learning Objective (SLO), College and Career Readiness Standards and authentic assessment professional development, all continue.

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 collaborate with administrators and guidance counselors to keep them informed about the state curriculum, music assessments, and to work to improve music scheduling, staffing, and instruction.

Strategy 2:

Curriculum revisions continue as links to College and Career Readiness Standards are made. The large number of curriculum documents that need to be updated will take significant time and resources.

Strategy 3:

Several practices contributed to the success of teacher staff development programs. Evaluation by participants guides the next professional development. Two professional learning days were scheduled this year for music teacher staff development; one in August for all music teachers and on in November for elementary music teachers. Two and one half days were set aside for Department Chair/Lead Teacher meetings for middle and high school music teachers.

Strategy 4:

Several initiatives were continued during 2014-2015 to improve basic equipment and Materials of Instruction (MOI). Grant funds ($4,902.00) were used to purchase a music storage system and two conductor podium systems.

Strategy 5:

The Music Office expanded partnerships with local arts organizations and arts advocates through attendance at the Cultural Arts for Education Conference ($90.00) and the Maryland Music Educators Conference ($225.00).

Strategy 6:

Music Office staff attended the Maryland Music Educators Conferences ($225.00) in October and February.

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 particular challenge that remains is further professional learning for principals, assistant principals, and guidance counselors. We will continue to strive to reach all groups.

Strategy 2:

The large number of curriculum documents that need to be updated will take significant time and resources. Grant funds could assist.

Strategy 3:

The Music Office continues to work toward the goal of improved staff development for implementation of the Music ELO's. Time constraints and limited teacher professional development time make this a difficult challenge. More time is needed to ensure that all teachers feel comfortable with the creation of lesson plans and assessments aligned with the ELO's in the Fine Arts. Alternative staff development models such as web casts are being designed.

Strategy 4:

The Music Office continues to work towards the goal of equipping schools with music technology and large instruments. The high cost of equipment is a challenge that makes this process slow.

Strategy 5:

Teachers are encouraged to work with local arts organizations. Funding for teachers to attend local arts conferences is extremely limited.

Strategy 6:

Only one and a half days of subject specific professional development is allocated each school year, making it very difficult to reach all teachers every year. Funding to pay teachers/and or substitutes is required for any additional meetings, and is a challenge.

4. Describe the goals, objectives, and strategies that will be implemented during 2014-2015 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:

The Music Office will continue to work towards improving scheduling challenges and providing in-service opportunities for principals, assistant principals, and guidance counselors through increased dialogue.

Strategy 2:

Updating curriculum will be a focus as the new Core Arts Standards are reviewed and direction is given by MSDE.

Strategy 3:

The Music Office will continue to visit schools and assess the implementation of the ELO's in the Fine Arts. Professional development in August and November, Department Chair/Lead teacher meetings and new teacher meetings, will be utilized to provide teachers information on assessing the ELO's and vertical teaming for analysis of the implementation of the ELO's. Teachers will be encouraged to engage in system and state professional development opportunities.

Strategy 4:

The Music Office will continue to use grant funds to purchase high priced ticket items such as music technology with an increased effort to provide all high schools with digital music labs. ($4,036)

Strategy 5:

Grant funds will be utilized to attend conferences sponsored by local arts organizations. ($1,884)

Strategy 6:

An August professional development day will be utilized to provide training for planning instruction based on the ELO's, curriculum, assessment, and SLOs. Communication via email and face-to-face will continue with teachers and administrators to share information regarding new programs, courses and initiatives.

5. Describe the **progress** that was made in 2014-2015 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 on-going.

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.*

Teachers participated in a full-day workshop that included opportunities for collaboration and break-out sessions in which professional partners provided instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre.

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 2015, we were able to provide new equipment for several schools: microphones (hanging and body-pack), high quality speakers and a speaker stand, makeup, gaffer Protape, and LED candles.

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 fifth year in 2015-16.

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 has established continuing partnerships with Compass Rose Theatre; The Shakespeare Theatre Company of Washington DC; the Renaissance Festival players; the theatre departments of AACC, UMBC, and Towson University; and various actors, choreographers, and technicians from the local area and from out of state. These professionals presented workshops and coaching for groups of teachers and students. 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 and the English Specialist met with high school department chairs and principals to provide updates with regard to the theatre program and the courses supporting the program. Administrators and Department Chairs were encouraged to promote the courses and expand enrollment in order to promote the district's initiative to include the Arts and provide opportunities for all students.

6. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Strategies 1 and 6:

Frequent contact between the Coordinator of High School English and/or the English Specialist, and theatre teachers throughout the district identified strengths, opportunities, and challenges facing the Theatre Arts Program.

Strategy 3:

The grant funded opportunities for master teachers, professionals, and adjudicators to provide instruction and coaching to teachers. AACPS is currently in its 43rd 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 create degrees of emotion. Teachers and students received written feedback on performance.

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. ($4000.)

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 academic or experiential background in theatre, this opportunity to work with professionals is 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 43rd Annual Theatre Festival showcasing various performances and techniques. ($ 2300.)

We hope 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.

7. 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:

Continuing and increased communication is needed especially with principals, assistant principals, and guidance counselors. The overwhelming demand on schedules makes it very difficult to schedule meetings with these groups. The High School English Specialist has responsibilities related to all high school English curriculum and publications as well as theater and the demands on that position continue to expand. Collaboration with the Performing and Visual Arts magnet high school program, which enters its third year in 2014-15, further increases these demands. A High School English Resource Teacher was hired in the summer of 2015 and one intended responsibility of this new staff member will be to focus on the development and coordination of the county-wide theatre program 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 seem to work well. Additional funds for contracting professions for school-based programs would allow us to expand these opportunities to reach a greater number of students and teachers. Creating a position with a major focus on responsibility for developing and coordinating the county-wide theatre program would help develop and strengthen community and professional partnerships.

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 designate a responsible custodian 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.

8. Describe the goals, objectives, and strategies that will be implemented during 2015-2016 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 differentiated experience. Money has been allotted through the grant to provide opportunities.

Strategy 2:

Although the Theatre Arts curricula and its course assessments are aligned with the ELOs, curriculum will be revised to incorporate the Career and College 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 third 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. ($2,500)

Strategy 4:

Annual review of facilities and equipment needs establishes priorities for purchase. The Coordinator of High School English and the High School English Resource Teacher, as funds allow, will continue to support modifications to theatre spaces and upgraded equipment, as well as materials of instruction. Grant funds are critical to the continuation of our theatre program. ($3,795)

Strategy 5:

AACPS will continue its partnerships with professional theater organizations and university theatre companies and individuals, replacing and adding partners as needs and staff members change.

Bridge to Excellence – Programs in Fine Arts
Visual Arts – September 2015

1. **Describe the progress that was made in 2014 -2015 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 Kindergarten and First Grade and Portfolio Development and Studio Practices for high school students. The coordinator continues to suggest student course sequence schedules and discuss successes and challenges of the magnet course overlays for High School STEM and BioMed Allied Health in Foundations of Art, Two Dimensional Processes, and Photography and Digital Processes. 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 Kindergarten and First Grade were rewritten and reformatted to an e curriculum template during the spring and summer of 2015 to align with the Capistrano K-1 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, Art Department and Lead Teacher meetings, and November elementary art in-service, which provided updates to staff on art education information, support for common core standards, hands on studio, lesson design, and student learning objectives workshops, 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, "Game Changers", offered by the Visual Arts Office, was introduced to engage teachers in collaboration. The grant supported the workshop.

Teachers are encouraged to attend professional development and conferences offered by the MAEA. Thirty-eight AACPS teachers attended sessions at the 2014 MAEA annual conference and registration was supported by the Visual Arts Office. Seven visual arts teachers, as well as the Coordinator of Art, attended and/or presented at the NAEA Convention in New Orleans, Louisiana in March 2015. 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. AACPS is especially excited about the recent construction of a wing onto Annapolis High School to house the Performing and Visual Magnet HS Program. The Visual Arts Office also advised regarding equipment and art materials and provided input into the architectural plans of the renovations/reconstruction of two elementary schools. 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.

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: Righttime Medical Care Centers, 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, Arundel Center, Anne Arundel Community College, Chesapeake Arts Center, Women's Clubs of Anne Arundel County, and Westfield Annapolis.

In an effort to raise student artistic achievement, twelve students participated in the High School Quick Draw events at Paint Annapolis, sponsored by the Mid Atlantic Plein Air Painters Association in June 2015. The event and reception were organized and supervised by an AACPS teacher whose stipend was supported by the Grant. Students' artwork was exhibited alongside the professional artists' work. A reception was held and a guest judge awarded prizes to the students.

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 the Bates and Brooklyn Park Middle School and six AACPS elementary schools. Eighty-five teachers attended the 21st Century Arts Integration Institute sponsored by GAINS, 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)

Strategy 2:

Continued support is needed for new courses. One high school will implement the new course Portfolio Development and Studio Practices for the first time and the Grant provided funds to support start up materials for these courses. ($500)

The Grant also provided stipend funding as an added incentive for new teachers to attend the New Teacher Mid-Year meeting. ($450)

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 and partial lodging for seven teachers presenting at the NAEA Convention 2015. ($1,540) The Grant also supported the registration and travel costs for the Coordinator of Visual Arts to attend the NAEA conference as well as the AEP National Forum ($1,500).

A theme based professional development, "Game Changers", offered by the Visual Arts Office, was introduced to engage teachers in collaboration. The Grant supported the workshop for a presenter ($750.00), books ($1,400) and materials ($110).

Strategy 4:

The Visual Arts Office continues to support safety in the art classroom by evaluating kilns and other equipment for use in the schools. AACPS funds repairs to older kilns and venting systems. Continued maintenance of paper cutters is also supported by the school system.

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 had graduates from the third cohort and has started a fourth cohort to start the first class in fall 2015.

In an effort to raise student artistic achievement, students participated in the High School Quick Draw events at Paint Annapolis sponsored by the Mid Atlantic Plein Air Painters Association in June 2014. The event and reception was organized and supervised by an AACPS teacher whose stipend was supported by the Grant. ($500.00).

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 2015, staffing in visual arts classes suffered some losses at the high school and middle school level, but also gained at the elementary levels.

The Visual Arts Office is still concerned regarding the large size of classes at the high school and middle school levels, sometimes 30-35 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 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 make 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 following 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 maintained support for CS6 software and updates in the budget.

The Visual Arts Office will continue to help to organize consultants, artist in residences, 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 the 2015 -2016 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 continues to plan on designing and making available 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 –"What Should A Great Art Program Look Like?" Still available to administrators are the "Art Program Look Fors", which the Visual Arts Office continues to update annually and shares.

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 are now 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 to see if the State of Maryland will 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. All teachers will continue to receive staff development at the November in-services on assessment development of the VA standards, support by the visual arts of common core standards, and the development of personal Student Learning Objectives.

The Coordinator of Visual Arts will continue to visit schools as often as possible and provide support with/through the new 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 2016, 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 continues work in partnership to provide high school and AACC college students the opportunity to meet college representatives at a Portfolio Evening in November 2015. 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 2015-16 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. Participation in the PVA advisory board provides the opportunity to share news and information regarding program challenges and success. The Visual Arts Office will continue to maintain and improve the Visual Arts website and Visual Arts and Arts Integration Blackboard sites.

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:
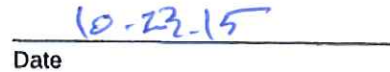
1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater.* Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the

9/22/2015 11:55:10 Notice of Grant Award

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____
Superintendent of Schools/Head of Grantee Agency

_____10-23-15_____
Date

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			
MSDE GRANT #	164394	RECIPIENT GRANT #				
REVENUE SOURCE	State	RECIPIENT AGENCY NAME				
FUND SOURCE CODE		GRANT PERIOD	FROM 7/1/2015	TO 9/30/2016		

CATEGORY/PROGRAM	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						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.	2,500.00	3,300.00	15,974.00				21,774.00
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.				3,384.00			3,384.00
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				219.00			219.00
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	2,500.00	3,300.00	15,974.00	3,603.00	0.00	508.00	25,885.00

Federal Tax Identification Number: 52-6000882   DUNS Number: 074926064

	Name	Signature	Date	Telephone #
Finance Official Approval	M. Durholz	M. Durhog	9/25/15	410-222-5209
Supt./Agency Head Approval			10-2-15	
MSDE Grant Manager Approval				

BTE Annual Update 2015   381   Anne Arundel County Public Schools

Grant Budget C-1-25 Rev. 11/29/07

Budget FY 2016
Fine Arts Program

Category/ Program	Line Item	Calculation	Amount
Salaries & Wages			
Goal 1, Objective 6, Strategy 3			
203-205/01	Stipends, Art Teacher Training	50 teachers x $25/hr x 2 hrs	$2,500.00
		Total Salaries & Wages	**$2,500.00**
Contracted Services			
203-205/01	Consultant, Art	1 presenter @$500	$500
Goal 1, Objective 6, Strategy 1			
203-205/01	Consultant, Music	1 present6er @300	$300.00
Goal 1, Objective 6, Strategy 3			
203-205/01	Consultant, Theatre	consultants for Theatre Festival	$2,500.00
		Total Contracted Services	**$3,300**
Supplies & Materials			
203-205/01	Supplies, Dance	Resource materials for 13 high school programs and 20 middle school programs	$6,643.00
Goal 1, Objective 6, Strategy 4			
203-205/01	Supplies, Theatre	Supplies for 12 high schools	$3,795.00
Goal 1, Objective 6, Strategy 4			
203-205/01	Instructional Supplies, Music	Digital Portfolio Recorders	$4,036.00
Goal 1, Objective 6, Strategy 4			
203-205/01	Curriculum Supplies, Art	Art and resource supplies for teacher training	$1,500.00
Goal 1, Objective 6, Strategy 4			
		Total Supplies & Materials	**$15,974.00**
Other Charges			
203-205/01	Conference Fees, Dance		
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Music	MMEA Fall & Winter $300, National Association for Middle Level Education $1434, AEMS $150	$1,884.00
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Art	NAEA Fort Worth, Texas	$1,500.00
		Total Conferences	**$3,384.00**
Goal 1, Objective 6, Strategy 3			

212	*Fixed Charges*	*8.7% of stipends/subs*	$219.00
	Goal 1, Objective 6, Strategy 1-5		
		Total Other Charges	
		Subtotal *(without fixed charges):*	$25,158.00
201/22		Subtotal, less equipment	$25,377.00
		AACPS Indirect fee 2%	$508.00
		Total Fine Arts Program	$25,885.00

Additional Federal and State
Reporting Requirements
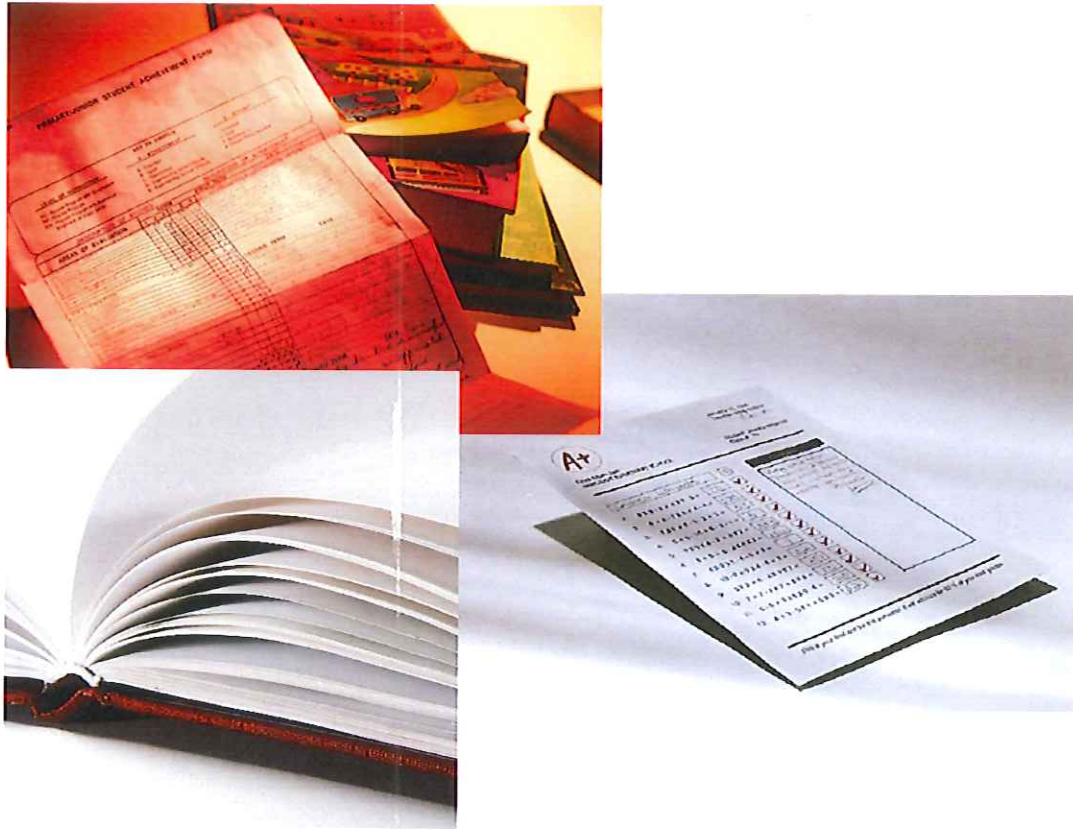
Additional Federal and State Reporting Requirements

Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2014-15

Local School System (LSS: Anne Arundel County Public Schools)

LSS Point of Contact: Alice Swift

Telephone: 410-222-5000   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				
Arson & attempted arson in the first degree				
Kidnapping & attempted kidnapping				
Manslaughter & attempted manslaughter, except involuntary manslaughter				
Mayhem & attempted mayhem				
Murder & attempted murder				
Rape & attempted rape				
Robbery & attempted robbery	2			
Carjacking & attempted carjacking				
Armed carjacking & attempted armed carjacking				
Sexual offense & attempted sexual offense in the first degree				
Sexual offense & attempted sexual offense in the second degree	2			
Use of a handgun in the commission or attempted commission of a felony or other crime of violence				
Assault in the first degree	2			
Assault with intent to murder				
Assault with intent to rape				
Assault with intent to rob	1			
Assault with intent to commit a sexual offense in the first degree				
Assault with intent to commit a sexual offense in the second degree				
TOTAL	7	0		

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2015 MASTER PLAN UPDATE

Local School System: **Anne Arundel County Public Schools**
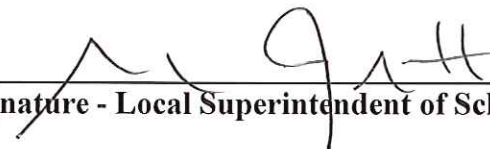
Point of Contact: **Debbie Wooleyhand**

Address: **2644 Riva Road**

Annapolis, MD 21401

Telephone: **410-222-5284**   **FAX:** **410-222-5636**

Email: dwooleyhand@aacps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

_____   9.1.15
Signature - Local Superintendent of Schools/Chief Executive Officer   Date

Please complete certification statement and submit as part of your 2015 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295   Fax: (410) 333-8148   Email: jmcginnis@msde.state.md.us

REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2015

Local School System: Anne Arundel County Public Schools

Point of Contact: Lucia Martin, Gayle Cicero, Jessica Tickle

Address: 2644 Riva Rd., Annapolis MD 21401

Telephone: 410-222-5280/5322/5153   **FAX:** 410-222-5636

Email: lrmartin@aacps.org, gcicero@aacps.org, jtickle@aacps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

☒ Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

☐ Are not being implemented. (Please attach an explanation.)

George Arlotto   7/29/15
Signature - Local Superintendent of Schools/Chief Executive Officer   **Date**

Please complete certification statement and submit to John McGinnis. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295   Fax: (410) 333-8148   Email: jmcginnis@msde.state.md.us

Student Records Accuracy Verification
Narrative Response
2014 - 15

In an effort to ensure accurate maintenance of student records in Anne Arundel County Public Schools, the following plan has been implemented:

- Quarterly training for high school registrars and high school counseling secretaries regarding all aspects of student records.
- Training throughout the year for all middle school counseling secretaries and elementary records secretaries to discuss records accuracy and appropriate transitions of records for both electronic and "hard" student records.
- Joint training with the Office of Student Data for all new enrollment secretaries throughout the year.
- Face-to-face individual training for new records secretaries provided by the Office of School Counseling. Audits conducted of student records at principals' requests.
- School Law and the Secretary Intranet page regularly updated and maintained with information on pertinent student records issues. All secretarial staff working with student records have access to this tool, as do all student services personnel, principals, and first and second year assistant principals.