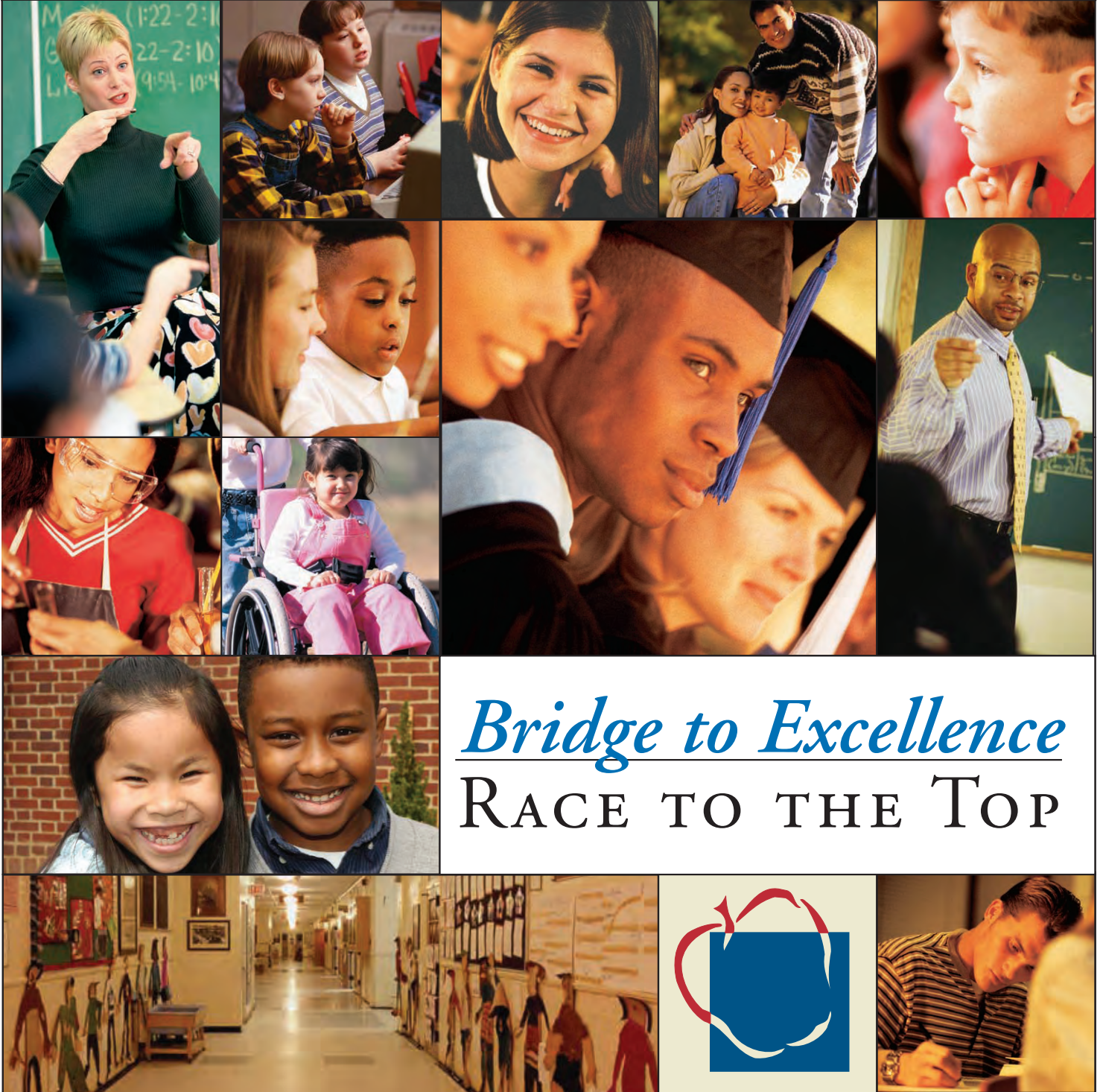


Anne Arundel County Public Schools



2016 Master Plan Annual Update

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

Master Plan Annual Update

Due: October 18, 2016

Local Education Agency Submitting this Report:

Anne Arundel County Public Schools

Address:

2644 Riva Road
Annapolis, MD 21401

Local Point of Contact:

Telephone: 410-222-5336

E-mail: smcewan@aacps.org

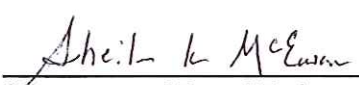
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



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

11-17-16

Date



Signature of Local Point of Contact

11-17-16

Date

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Local School System: Anne Arundel County Public Schools

Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence planning team. *Please include affiliation, title, email and telephone contact information.* (410-222-5000)

Name	Email	Affiliation/Title
Anthony Alston	aralston@aacps.org (410-222-5000)	Executive Director of Equity and Accelerated Student Achievement
Greg Barlow	gbarlow@aacps.org (410-222-5000)	Chief Information Officer
Nicole Barone	nbarone@aacps.org (410-222-5000)	Coordinator of Secondary Mathematics for Middle School
Michele Batten	mbatten@aacps.org (410-222-5000)	Assistant Superintendent of Curriculum and Instruction
Jessica Cuches	jcuches@aacps.org (410-222-5000)	Director of Human Resources
Sheri Burton	slburton@aacps.org (410-222-5000)	Program Manager, Title I Programs
Gayle Cicero	gcicero@aacps.org (410-222-5000)	Director of School Counseling
Melissa Comella	mcomella@aacps.org (410-222-5000)	Lead Budget Analyst
Jessica Cuches	jcuches@aacps.org (410-222-5000)	Legislative and Policy Counsel
Alison Delaney	amdelaney@aacps.org (410-222-5000)	Coordinator of Secondary Reading, English, and Integrated Literacy
Nicole Deming	ndemming@aacps.org (410-222-5000)	Teacher Specialist, Dance
Marlene Durholz	mdurholz@aacps.org (410-222-5000)	Lead Accountant
Eleni Dykstra	edykstra@aacps.org (410-222-5000)	Coordinator of Art
Jason Dykstra	jdykstra@aacps.org (410-222-5000)	Senior Manager of Research
Jane Friend	jfriend@aacps.org (410-222-5000)	Coordinator of Elementary Reading
Chris Grandieri	cgrandieri@aacps.org (410-222-5000)	Research Specialist
David Kauffman	dfkauffman@aacps.org (410-222-5000)	Coordinator of Music
Kathryn Kubic	kkubic@aacps.org (410-222-5000)	Associate Superintendent of School Performance

Anne Arundel County Public Schools, cont.

Name	Email	Affiliation/Title
Walter Lee	wlee@aacps.org (410-222-5000)	Director of Curriculum
Lucia Martin	lmartin@aacps.org (410-222-5000)	Coordinator of School Counseling
Bob Mosier	rmosier@aacps.org (410-222-5000)	Chief of Communications
Bobbi Pedrick	bpedrick@aacps.org (410-222-5000)	Director of Special Education
Terry Poisson	mpoisson@aacps.org (410-222-5000)	Coordinator of Social Studies
Shannon Pugh	spugh@aacps.org (410-222-5000)	Manager of Assessments
Kelly Reider	kreider@aacps.org (410-222-5000)	Coordinator of English Language Acquisition
Trish Saynuk	tsaynuk@aacps.org (410-222-5000)	Coordinator of Early Childhood Education
Lisa Seaman-Crawford	Lseaman-crawford@aacps.org (410-222-5000)	Director of Facilities
Matthew Stanski	mstanski@aacps.org (410-222-5000)	Director of Financial Operations
Sharon Stratton	ssratton@aacps.org (410-222-5000)	Director of Instruction
Alice Swift	aswift@aacps.org (410-222-5000)	Director of Safe and Orderly Schools
Mary Tillar	mtillar@aacps.org (410-222-5000)	Assistant Superintendent for Advanced Studies and Programs
Susan Vohrer	svohrer@aacps.org (410-222-5000)	Coordinator of Elementary Mathematics
Kevin Wajek	kwajek@aacps.org (410-222-5000)	Coordinator of Secondary Mathematics for High School
Valerie Wesner	vwesner@aacps.org (410-222-5000)	Coordinator of Science
Deborah Wooleyhand	dwooleyhand@aacps.org (410-222-5000)	Coordinator of Pupil Personnel
Chuck Yocum	cyocum@aacps.org (410-222-5000)	Senior Manager of Business and Community Partnerships
Andrea Zamora	azamora@aacps.org (410-222-5000)	Director of Professional Growth and Development

Executive Summary

Maryland's Reform Plan Bridge to Excellence in Public Schools

2016 Annual Update

Executive Summary

Anne Arundel County Public Schools (AACPS) provides a challenging and rewarding educational experience for every child. Our school system is the fifth largest in Maryland and the 42nd largest in the United States. The approximately 81,000 AACPS students in prekindergarten through 12th grade are educated in 77 elementary schools, 19 middle schools, 12 high schools, six evening high school campuses, three special education centers, two centers for applied technology, two alternative education academies, two early education centers, two public charter schools, and one public contract school. Our Strategic Plan contains just one simply stated goal: “To ensure that every student meets or exceeds standards as achievement gaps are eliminated.”

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

To accomplish this, we have increased opportunities for public school choice by providing – even in these difficult economic times – more programs of rigor and relevance that we believe will allow students to reach their full potential and to be outstanding citizens in the global economy in which they will live. Recognizing that such a course also provides a talented and committed workforce that is prepared to change and advance the world’s landscape, an increasing number of regional employers have been integrally involved in the development of these programs.

In our Fiscal Year 2017 operating budget, we have been able to:

- Added \$3.3M to fund 43 classroom teachers to address continued enrolment growth.
- Added \$358,000 in critically needed teachers, aides, and other staff to address the burgeoning population of English Language Learners in our school system. This year, we were able to add four English Language Acquisition classroom teachers and an interpreter for the International Student Services Office, as well as three additional bilingual facilitators to provide critical assistance and support to non-English speaking families.
- Budgeted \$1.2M to expand the Enhancing Elementary Excellence (Triple E) initiative, which already provides fully integrated and thematic learning experiences in 23 schools in the Meade, North County, and Southern clusters, to nine more schools in the Chesapeake and Northeast clusters.

- Funding of \$654,000 was made available to expand our county's middle school Science, Technology, Engineering, and Math (STEM) magnet program by adding an eighth-grade component at Lindale Middle School and a seventh-grade component at Central Middle School.
- Appropriated \$1.5M to expand the Monarch Global Academy Public Contract School to include seventh-graders.

AACPS is home to eight magnet programs in 18 schools. This includes one high school BioMedical Allied Health (BMAH) program; two high school and three middle school STEM sites; two high school Centers of Applied Technology; one high school Performing and Visual Arts (PVA) program housed at two sites, as well as two middle school PVA sites; and the International Baccalaureate (IB) middle years programme offered at three middle schools and the (IB) diploma programme offered at three high schools. Our county is also home to two charter schools and one contract school, providing a network of robust school choice options for students at all levels.

Beyond these, as mentioned above, we are expanding the highly successful Triple E: Enhancing Elementary Excellence initiative, which offers rigorous, relevant instruction and thematic student-centered, project-based learning. Aimed at accelerating the pace at which the school system is elevating all students and eliminating all gaps, these 32 schools have selected from four themes (International Primary Years Programme, STEM in Society, Arts & Humanities, or Global Studies) to provide students exciting experiences to increase achievement.

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

Increases in federal, state, and local revenue resulted in the approval of a \$1.12 billion Fiscal Year 2017 operating budget. County funds approved to support the operating budget total \$643.2 million, an increase of \$22.6 million (this level includes a one-time payment of \$10 million to help rectify funding issues in our health-care fund). This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by nearly \$7 million. This is the second consecutive year that our school system has been funded over MOE after many years of flat-level MOE funding, and we are grateful for the efforts of the County Executive and County Council to recognize the ongoing needs of our school system.

AACPS remains concerned about the revenue for FY2018 and beyond. Even with additional gambling revenue streams dedicated to supporting the Thornton educational funding formula, the full assumption of teacher pension obligation and other factors poses significant challenges. While AACPS continues to experience enrollment growth (1.00%), county wealth is increasing and that may adversely impact relative available state funding in the future. The wealth increase has not translated to significant increases in County funding due to the property tax revenue cap in the County. Furthermore, increase in LEP students (3.22%) and Special Education students (1.15%) has required AACPS to invest more resources to serve those populations. Still, there is no question that economic constraints must not deter us from our goals of achievement for all students.

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

To address growth and continue our efforts to set forth a clear and consistent approach to upgrading our educational facilities, AACPS – in partnership with Anne Arundel County government – commissioned the updated Strategic Facilities Utilization Master Plan, delivered to the Board of Education in August 2015. The plan replaced one created in 2006 and designed to have a lifespan of 10 years. It provides our school system and our county with a clear and transparent plan. While addressing the renovation and replacement needs for existing schools, the plan also recommends options for new schools to address rising enrollments. Assuming the continuation of planned funding, we will open our county's first new high school since 1982 in 2020.

The top priority across our system continues to be closing the achievement and opportunity gaps. Our Intentional Focus at the elementary level on ensuring that every student is able to read at or above grade level by the end of second grade, thus greatly enhancing their chances for future success, had tremendous results in the 2015-16 school year. Countywide, 950 students – 47 percent of second-graders who tested below grade level in reading in the fall – had reached or exceeded grade level by the spring, the data shows. Of the county's 77 elementary schools, 33 moved at least 50 percent of their second-graders from reading below grade level to reading at or above that mark.

At the middle school level, our Intentional Focus is to increase students' knowledge and skill in mathematics as indicated by their performance on the new PARCC tests. Historically, students have struggled with mathematics in middle school since the complexity of the content increases with each grade. Our new emphasis last year yielded a small increase in students demonstrating success, up from 34.7 percent passing in the 2014-15 school year to 36.5 percent passing in 2015-16. We also began our work around re-centering our middle school practices around the developmental needs of the middle level learner. We are renewing our Advisory period schedules and lessons, improving the Parent-Teacher conference procedure, and re-examining course taking habits.

At our high schools, we recognized the importance of making our ninth-graders successful as the first step to ensuring their eventual graduation from high school. Our trend data illustrates the importance of investing early in ninth-graders since it is singularly the most critical year to prevent retention and/or dropping out. Each high school is targeting its students in the achievement and opportunity gaps with tiered strategies to enhance their students' successful completion of the ninth grade. Seven of our 12 high schools were able to promote greater than 95 percent of their students in the 2015-16 school year.

To make our belief that AACPS should be the best school system in the state of Maryland and one of the best in the nation a reality, we are continuing to put a laser-like focus on every student, in every class, in every school in our county. We are – and must remain – committed not just to reducing achievement and opportunity gaps, but to eliminating them.

Finance Section

Finance

Goals/ Objectives *Annual Update Assessment Administered by AACPS*

Introduction

Anne Arundel County Public Schools is committed to providing engaging and rigorous opportunities for ALL students while supporting the whole student so ALL reach their full potential academically and socially. For this reason, system-wide intentional foci were identified at all grade levels that are aligned with the Superintendent's vision.

Recognizing the early learning impact on a young person's educational trajectory, the Intentional Focus for Elementary School is literacy with ALL students reading on Grade level by 2nd grade. Literacy is, most certainly, the single most urgent skill for continued learning across all content areas and grade levels. When students read fluently, they are able to access learning new skills and mastering new standards.

For Middle School the focus is math and understanding the adolescent learner with the emphasis on interdisciplinary learning and re-institution of advisory periods. AACPS is committed to addressing both the achievement and opportunity gaps. It is the hope of the system that a focus on mastery of math and mathematical concepts will enhance skillsets that transcend to other contents, including NGSS, opening doors to advanced studies.

The High School focus is 9th grade success, as it sets the foundation for college and career readiness. County high schools are wrapping systems around and personalizing schedules for 9th grade students to instill a sense of hope with exciting and engaging learning opportunities. Schools are devoted to connecting freshman with activities that ignite in them a passion for learning and to providing advanced them with experiences both inside and outside the classroom, as well as during the summer. Each school provides distinct opportunities for students that can be further developed into focused learning, culminating in real world experiences, internships, and career explorations.

The county's commitment to access, equity, and excellence is further seen with the new elementary curriculum. This curriculum sets the stage for learning through inquiry while unifying learning through themes that connect standards. It offers high level high interest activities for all students. It naturally integrates physical activity, social and emotional development, student discourse and play with instruction that embraces the tenets of Universal Design for Learning (UDL). As teachers open links to curricular documents, the menus of activities, strategies, and resources are readily available for them to facilitate engaging instruction for every single student.

As we build dynamic learning in the classroom, classroom teachers hone their craft addressing the key root causes of why ALL students have not been able to achieve and implement appropriate strategies that will enable students to realize their own successes. All teachers, in all

schools, in all classrooms are working so that ALL students are active members of the learning experience and take pride in becoming capable and expert learners.

Each of the content assessment responses contain some reflection of the initiatives described in the introduction above.

Revenue and Expenditure Analysis:

- 1. Did actual FY 2016 revenue meet expectations as anticipated in the Master Plan Update for 2015? If not, identify the changes and the impact any changes had on the FY 2016 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Final budget revenue increased \$14,117,500 over the approved budget for FY16.

The \$2.1 million increase in federal funding includes \$.3 million for Title I, \$1 million in special education grants, and \$0.8 million in small miscellaneous grants.

The \$2.3 million increase in state funding includes \$0.8 million from Quality Teacher Incentive Act, \$1.1 million for Non-Public Tuition, and \$0.4 million in miscellaneous grants.

The Local Appropriation from the county government remained unchanged. The \$9.7 million increase in local funding includes \$7.9 million of increased fund balance usage as it pertains to State Board Opinion 14-16, and \$1.8 million in local miscellaneous revenue.

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

Section B/Reform Area 1 expenses were over budget by about \$160,000 largely due to increased curriculum writing initiatives.

Section C/Reform Area 2 expenses were under budget by about \$200,000 due to a reallocation of a position and some partial position vacancies.

Section D/Reform Area 3 expenses were under budget by about \$1.9 million due to less than expected tuition reimbursement, vacancies and a lower reimbursement amount for improving teacher quality due to MSDE changes.

Section E/Reform Area 4 will be over budget by about \$360,000 due to the reallocation of the Academic Achievement for All category (previously identified in the Mandatory Cost of Doing Business). Additionally, the funding for AYP Performance & Assignment stipends were eliminated for four of the five employee groups during contract negotiations in order to fund additional compensation for those employee groups.

Mandatory Cost of Doing Business will be over budget by \$16 million, \$750K in additional restricted funds, \$9.4 is an increase in fund balance usage as it pertains to State Board Opinion 14-16, \$3.7 was an increased contribution towards the health care fund, \$3.8 is due to increases in special education, \$1.8 in increased technology needs, \$1.9 in increased school materials, \$.9 increase in Alternative Programs and \$0.5 in transportation. The reallocation of the Academic Achievement for All category was a

reduction to Mandatory Cost of Doing Business of \$6.9. The \$13.2M transfer relates to the use of Fund Balance on the revenue side to ensure that revenues and expenditures equal.

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

Revenue Category			FY 17 Budget
Local Appropriation			\$ 643,224,500
Other Local Revenue			54,866,400
State Revenue			352,749,300
Federal Revenue	84.010	Title I - Improving Basic Programs	10,630,000
	84.027	IDEA, Part B - Grants to States-Passthrough	15,700,000
	84.173	IDEA, Part B - Preschool Grants	407,300
	84.181	IDEA, Part C - Infants and Families	1,205,000
Other Federal Funds			11,793,000
Other Resources/Transfers			
Total			\$ 1,090,575,500
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.			
<u>Section B - Standards and Assessments</u>			
<u>Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.</u>			
<u>Expenditures:</u>	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Curriculum - Assessment Development	Unrestricted	20,000	
Educational Research	Unrestricted	542,705	6.0
		\$ 562,705	6.0

<u>Section C - Data Systems to support instruction</u> <u>Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.</u>			
<u>Expenditures:</u>	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Instructional Data	Unrestricted	524,234	2.0
Office of Student Data	Unrestricted	1,687,404	11.0
Technology - Programming Services	Unrestricted	269,600	-
Testing & Evaluation	Unrestricted	1,707,697	8.0
		\$ 4,457,034	23.0
<u>Section D: Great Teachers and Leaders</u> <u>Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.</u>			
<u>Expenditures:</u>	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Improving Teacher Quality -Title IIA 84.367	Restricted	875,800	-
Special Education - Medicaid	Restricted	35,000	-
Human Resources	Unrestricted	956,145	1.0
Instructional Technology & Online Learning	Unrestricted	1,320,994	7.0
Professional Growth & Development	Unrestricted	1,656,586	13.1
Right Start Advisors	Unrestricted	3,379,402	45.8
Tuition Allowances & NBC Stipends	Unrestricted	3,259,280	-
		\$ 11,483,207	66.9

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

Expenditures:	Source	Amount	FTE
Judy Center	Restricted	487,000	4.8
Academic Achievement for All	Unrestricted	6,141,485	74.0
Alternative Programs	Unrestricted	55,968	1.0
AYP Performance & Assignment Stipends	Unrestricted	800,000	-
Behavior Supports & Interventions	Unrestricted	238,631	1.0
Elevating All Students	Unrestricted	322,200	-
Equity & Accelerated Student Achievement	Unrestricted	623,632	5.0
Summer Bridge Programs	Unrestricted	173,403	-
		\$ 8,842,319	85.8
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	1,142,200	12.5
Non-Public Placements	Restricted	500,000	-
Perkins Technology	Restricted	574,000	-
Special Education - IDEA Part B Passthrough	CFDA: 84.027	15,700,000	236.2
Special Education - IDEA Part B Preschool	CFDA: 84.173	407,300	4.5
Special Education - Infants & Toddlers Part C	CFDA: 84.181	1,205,000	8.8

Special Education - Infants & Toddlers State	Restricted	1,103,000	10.7
Special Education - Medicaid	Restricted	4,727,000	28.7
Title I	CFDA: 84.010	10,630,000	119.1
Title III	Restricted	589,000	1.4
Advanced Studies & Programs	Unrestricted	19,265,921	137.4
Alternative Education	Unrestricted	383,523	3.6
Alternative Programs	Unrestricted	9,258,398	123.1
Basic Classroom Instructional Materials & Textbooks	Unrestricted	19,798,688	-
Business Operations	Unrestricted	14,959,513	80.0
Charter Schools	Unrestricted	14,449,900	-
Contract Schools	Unrestricted	10,190,181	-
Curriculum & Instruction	Unrestricted	20,952,202	88.2
English Language Acquisition	Unrestricted	8,281,907	122.5
Facilities, Planning & Construction	Unrestricted	3,496,900	38.0
Fixed Charges	Unrestricted	189,336,769	-
Fixed Charges - Non recurring	Restricted	10,000,000	-
Fixed Charges - Employee/Retiree Contributions to Health Care Fund	Restricted	40,197,100	-
Guidance	Unrestricted	19,674,115	262.7
<u>Mandatory Cost of Doing Business: (Continued)</u>			

Human Resources	Unrestricted	-	5,300,284	-	56.3
Maintenance	Unrestricted	-	17,470,000	-	143.0
Operations	Unrestricted	-	65,624,600	-	793.5
School & Family Partnerships	Unrestricted	-	344,439	-	3.1
School Management	Unrestricted	-	417,524,126	-	6,624.6
School System Oversight	Unrestricted	-	2,446,241	-	17.0
Special Education	Unrestricted	-	49,462,148	-	214.7
Student Services	Unrestricted	-	15,943,927	-	124.5
Systemic Initiatives	Unrestricted	-	608,359	-	6.0
Technology	Unrestricted	-	24,381,513	-	138.0
Transportation	Unrestricted	-	50,109,031	-	139.0
				\$ 1,066,330,235	9,537.1
<u>Other:</u> Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.					
<u>Expenditures:</u>	<u>Source</u>	<u>Amount</u>			<u>FTE</u>
Administrative Fees from Grants	Unrestricted	-	(1,100,000)	-	-
				\$ (1,100,000)	-
<u>Total</u>					
				\$ 1,090,575,500	9,718.8
*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						
			FY 2016 Original Budget	FY 2016 Final Budget		
Source:			7/1/2015	6/30/2016	Change	% Change
Local Appropriation			\$ 620,575,900	\$ 620,575,900	-	0%
Other Local Revenue			57,253,800	66,925,100	9,671,300	17%
State Revenue			337,854,900	340,143,200	2,288,300	1%
Other Federal Funds	84.010	Title I	10,481,100	10,772,160	291,060	3%
Other Federal Funds	84.027	IDEA Grants to States - Passthrough	15,592,800	16,572,190	979,390	6%
Other Federal Funds	84.173	IDEA Part B - Preschool	407,300	376,460	(30,840)	-8%
Other Federal Funds	84.181	IDEA Part C - Infants and Families	1,095,500	1,183,950	88,450	8%
Other Federal Funds	Restricted		12,686,400	13,516,240	829,840	7%
Total			\$1,055,947,700	\$1,070,065,200	14,117,500	1%
Change in Expenditures						
Section/Reform Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Section B - Standards and Assessments	84.412	Race to the Top	-	5,652	-	-

Section B - Standards and Assessments	Unrestricted	Curriculum - Assessment Development	295,000	462,699	-	-
Section B - Standards and Assessments	Unrestricted	Educational Research	476,330	462,001	6.0	6.0
			771,330	930,352	6.0	6.0
Section C - Data Systems to support instruction	84.395	Race to the Top	-	38,000	-	-
Section C - Data Systems to support instruction	Unrestricted	Instructional Data	520,129	394,542	2.0	2.0
Section C - Data Systems to support instruction	Unrestricted	Office of Student Data	1,690,296	1,660,340	11.0	11.0
Section C - Data Systems to support instruction	Unrestricted	Special Education Technology	360,316	248,505	3.0	2.0
Section C - Data Systems to support instruction	Unrestricted	Technology - Programming Services	194,600	273,560	-	-
Section C - Data Systems to support instruction	Unrestricted	Testing & Evaluation	1,708,678	1,654,401	8.0	8.0
			4,474,019	4,269,348	24.0	23.0
Section D: Great Teachers and Leaders	Restricted	Improving Teacher Quality -Title IIA 84.367	886,400	723,518	-	
Section D: Great Teachers and Leaders	84.395	RTTT - 84.395 - Professional Development	-	19,892	-	

Section D: Great Teachers and Leaders	Restricted	Special Education - Medicaid	36,500	9,425	-	
Section D: Great Teachers and Leaders	Unrestricted	Human Resources	1,124,082	848,050	4.5	1.0
Section D: Great Teachers and Leaders	Unrestricted	Instructional Technology & Online Learning	1,001,080	1,008,834	7.0	6.6
Section D: Great Teachers and Leaders	Unrestricted	Professional Growth & Development	1,647,819	1,409,207	7.0	11.5
Section D: Great Teachers and Leaders	Unrestricted	Right Start Advisors	3,322,416	3,295,062	47.0	47.0
Section D: Great Teachers and Leaders	Unrestricted	Tuition Allowances & NBC Stipends	3,724,200	2,499,264	-	
			11,742,497	9,813,252	65.5	66.1
Section E: Turning Around the Lowest Achieving Schools	Restricted	Judy Center	-	423,577	-	3.8
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Academic Achievement for All	-	5,877,320	-	71.8
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Alternative Programs	124,085	-	2.0	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	AYP Performance & Assignment Stipends	6,128,050	323,574	-	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Behavior Supports & Interventions	236,191	241,033	1.0	1.0

Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Elevating All Students	328,300	294,066	-	-
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Equity & Accelerated Student Achievement	547,907	561,368	5.0	5.0
Section E: Turning Around the Lowest Achieving Schools	Unrestricted	Summer Bridge Programs	119,396	126,167	-	-
			7,483,929	7,847,105	8.0	81.5
Mandatory Cost of Doing Business	84.010	Title I	10,481,100	10,298,279	112.0	114.3
Mandatory Cost of Doing Business	84.027	Special Education - IDEA Part B Passthrough	15,592,800	16,603,422	239.0	236.6
Mandatory Cost of Doing Business	84.173	Special Education - IDEA Part B Preschool	407,300	444,159	5.0	4.5
Mandatory Cost of Doing Business	84.181	Special Education - Infants & Toddlers Part C	1,095,500	711,377	8.0	6.7
Mandatory Cost of Doing Business	Restricted	Special Education - Infants & Toddlers State	1,155,400	1,103,432	12.0	10.5
Mandatory Cost of Doing Business	Restricted	Improving Teacher Quality -Title IIA 84.367	1,134,000	1,183,636	14.0	14.0
Mandatory Cost of Doing Business	Restricted	Judy Center	322,000	-	3.0	-

Mandatory Cost of Doing Business	Restricted	Non-Public Placements	628,800	-	-	-
Mandatory Cost of Doing Business	Restricted	Perkins Technology	565,000	574,061	-	-
Mandatory Cost of Doing Business	Restricted	Special Education - Medicaid	4,225,500	3,712,241	28.0	28.2
Mandatory Cost of Doing Business	Restricted	STEM	-	889,218	-	2.0
Mandatory Cost of Doing Business	Restricted	Title III	589,000	593,772	1.0	1.4
Mandatory Cost of Doing Business	Restricted	Grants, Other	-	829,124	-	3.6
Mandatory Cost of Doing Business	Unrestricted	Academic Achievement for All	6,901,709	-	85.0	-
Mandatory Cost of Doing Business	Unrestricted	Advanced Studies & Programs	15,595,065	16,034,945	118.0	129.0
Mandatory Cost of Doing Business	Unrestricted	Alternative Education	365,744	369,893	4.0	3.6
Mandatory Cost of Doing Business	Unrestricted	Alternative Programs	7,685,111	8,591,056	105.0	108.7
Mandatory Cost of Doing Business	Unrestricted	Basic Classroom Instructional Materials & Textbooks	19,391,724	21,321,611	-	-
Mandatory Cost of Doing Business	Unrestricted	Business Operations	8,965,363	9,007,510	82.0	79.0
Mandatory Cost of Doing Business	Unrestricted	Charter Schools	14,150,000	14,141,895	-	92.0
Mandatory Cost of Doing Business	Unrestricted	Contract Schools	9,029,781	9,221,914	-	54.7

Mandatory Cost of Doing Business	Unrestricted	Curriculum & Instruction	21,081,888	13,073,787	84.0	84.4
Mandatory Cost of Doing Business	Unrestricted	English Language Acquisition	7,424,623	7,599,416	111.0	116.5
Mandatory Cost of Doing Business	Unrestricted	Facilities, Planning & Construction	3,425,400	3,306,720	38.0	38.0
Mandatory Cost of Doing Business	Unrestricted	Fixed Charges	187,145,419	190,831,818	-	-
Mandatory Cost of Doing Business	Unrestricted	Guidance	18,557,093	18,867,440	254.0	261.2
Mandatory Cost of Doing Business	Unrestricted	Human Resources	4,733,484	5,160,485	50.5	52.3
Mandatory Cost of Doing Business	Unrestricted	Maintenance	17,400,700	17,776,106	143.0	141.0
Mandatory Cost of Doing Business	Unrestricted	Operations	64,284,200	59,246,799	789.0	775.3
Mandatory Cost of Doing Business	Unrestricted	Professional Growth & Development	302,000	248,567	6.0	-
Mandatory Cost of Doing Business	Unrestricted	School & Family Partnerships	232,290	322,923	2.0	3.1
Mandatory Cost of Doing Business	Unrestricted	School Management	409,613,600	406,617,430	6,608.0	6,516.9
Mandatory Cost of Doing Business	Unrestricted	School System Oversight	2,270,753	2,388,254	16.0	16.0
Mandatory Cost of Doing Business	Unrestricted	Special Education	44,694,722	48,523,001	190.0	208.8
Mandatory Cost of Doing Business	Unrestricted	Student Services	15,020,704	15,055,712	124.0	124.4
Mandatory Cost of Doing Business	Unrestricted	Systemic Initiatives	543,055	545,019	6.0	5.0

Mandatory Cost of Doing Business	Unrestricted	Technology	23,781,040	25,606,004	135.0	135.5
Mandatory Cost of Doing Business	Unrestricted	Transportation	49,145,357	49,695,229	138.0	138.8
Mandatory Cost of Doing Business	84.010	Title I - Transfer		473,881		
Mandatory Cost of Doing Business	84.027	IDEA Grants to States - Passthrough - Transfer		(31,232)		
Mandatory Cost of Doing Business	84.173	IDEA Part B - Preschool - Transfer		(67,699)		
Mandatory Cost of Doing Business	84.181	IDEA Part C - Infants & Families - Transfer		472,573		
Mandatory Cost of Doing Business	84.395	Race to the Top - Transfer		(57,892)		
Mandatory Cost of Doing Business	84.412	Race to the Top - Transfer		(5,652)		
Mandatory Cost of Doing Business	Internal Service Fund ¹	Transfer	44,638,700	54,075,503	-	
Mandatory Cost of Doing Business		General Transfer		13,235,903		
			1,032,575,925	1,048,591,640	9,510.5	9,505.7
Other	Unrestricted	Administrative Fees - Charter Schools		(282,700)		
Other	Unrestricted	Administrative Fees - Contract Schools		(172,687)		

Other	Unrestricted	Administrative Fee - Grants	(1,100,000)	(931,111)		
			(1,100,000)	(1,386,498)	-	-
Total			\$1,055,947,700	\$1,070,065,200	9,614.0	9,682.4
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.						

Maryland's Goals, Objectives and Strategies

PARCC English Language Arts/Literacy, Grades 3-5

Students requiring Special Education Services

Challenges:

Analysis of the 2016 PARCC Language Arts data shows 69.4% of the Special Education students scored at Levels 1 and 2, which is similar to the 69.5% who scored at Levels 1 and 2 in 2015. In contrast, 25.1% of students in the all student group scored 1 or 2.

Narrowing the achievement gap between students with disabilities and their non-disabled peers in the area of literacy remains a challenge. It is critical that we ensure all students have access to standard-based, high quality instruction that is engaging, rigorous and differentiated to meet individual students' needs. Additionally, it is imperative that the special educator and the general education communicate and collaborate in order to ensure that students receive targeted and individualized instruction consistent with the needs identified on their IEPs and reinforced throughout their daily literacy instruction.

Access to General Education Curriculum

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

Collaboration with General Educators

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

Strategies Used To Address The Achievement Gap

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

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

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

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

Interventions, Enrichments, and Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. The Office of Elementary Reading and Integrated Literacy in collaboration with the Office of Special Education continue to support General and Special Educators as well as administrators with determining the proper interventions for students based on their individual needs. These two Offices are offering a series of Professional Development sessions that support diverse audiences—ranging from Reading Teachers to Interventionists to classroom teachers and administrators and more—in using data to ensure proper placement of students in Tier II and Tier III Interventions. During these sessions, participants utilize a variety of current and historical data points such as Fountas & Pinnell Benchmark Assessments, county Quarterly Assessments results and intervention screening tools to place students in interventions that meet their precise needs.

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

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

Historical data shows students who do not read proficiently by third grade are four times more likely than proficient readers to leave high school without a diploma. Following the implementation of new curriculum in kindergarten and first grade, the decision was made to also rewrite the Second Grade curriculum to address the needs of the whole child and increase literacy rates of these young learners. The curriculum of these 3 grades places a major focus on early literacy through a balanced approach and a strong emphasis on Guided Reading instruction. Furthermore, opportunities for students to engage with texts occur throughout other content blocks such as science and social studies.

In addition to the focus on Grade 2, changes were made to the curriculum in Grades 3-5 to ensure the needs of our wide variety of learners are met. In the 2016-2017 school year, teachers will implement Interactive Read Aloud and Guided Reading. The Interactive Read Aloud Block is unique in that it is the only Literacy Block that invites students to engage with standards and ideas presented in a text without requiring students to read the text independently. Through an interactive instructional sequence, teachers and students work together to process and comprehend complex texts. Teachers model accurate and

fluent reading while thinking aloud as they read, so students see and learn *how* proficient readers think when we read texts. Teachers involve students in the process by posing standard-based questions to students that they answer in purposefully paired partnerships. Reading Informational, Reading Literature and Speaking & Listening Standards are addressed during this block.

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

The Office of Elementary Reading is committed to supporting instructional leaders and teachers with the implementation of new initiatives with fidelity. In response, four early dismissal days in the 2016-2017 school year are reserved for systemic professional development. In Grades 3-5, those days are dedicated toward Guided Reading professional development. Led by their school-based reading teachers through the trainer-of-trainer model, general and special educators will have an opportunity to analyze Fountas & Pinnell data, study the purpose and structure of Guided Reading, examine high-quality lesson plans, and create progress monitoring tools to assess student growth. In addition to the professional development offered in the area of Guided Reading, general and special educators will also receive a day and half of professional development supporting the planning and implementation of Interactive Read Aloud.

Student Progress Measurement With Timelines And Methods

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

Two assessments are administered to all students in Grades 3-5 in Anne Arundel County. The Fountas & Pinnell Benchmark Assessment System is administered three times throughout the school year; teachers assess students in the fall, winter, and spring. In addition to the Fountas & Pinnell Benchmark Assessment System, students in Grades 3-5 also take three Quarterly Reading Assessments per year following a similar timeline: fall, winter and spring. These quarterly assessments allow teachers to respond to demonstrated student needs and track results and performance by the next quarter.

The data from these two unique assessments is available to general and special educators, as well as to administrators, in a platform called Performance Matters (PM). The data can be sorted and manipulated in ways that support teachers in determining students' strengths and needs with their reading accuracy and comprehension as well as their mastery of each ELA standard.

Resource Allocations

This year, teachers of students in Grades 3-5 received a Benchmark Assessment System Kit (1 kit per 2 teachers ratio) to support the implementation of the assessment in the intermediate grades. Teachers in Grade 2 each received a Units of Study for Writing Kit to support the implementation of the Writer's Workshop model. Every teacher in Grades 2-5 received their own set of 20-40 complex texts to use during the Interactive Read Aloud block. Finally, each of our 79 elementary schools received about

9,000 books to support Guided Reading instruction in grades K-5. In addition, Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap to and to ensure all students have access to high quality instruction that is targeted to meet their individual needs. See below for an approximate cost of each purchase:

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

Students with Limited English Language Proficiency (LEP)

AMAO I – 64 of 78 Elementary Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 51 of 78 Elementary Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Analysis of the 2016 PARCC data shows 75.5% of the Limited English Proficient students received the low scores at Levels 1 and 2, which is a decrease from the 87.8% with low scores in 2015. In contrast, 25.1% of students in the all student group scored 1 or 2 this past year. Continued collaboration with the Office of English Language Acquisition is imperative in increasing success for our growing ELL student population.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – Data shows that students in 64 of the 78 elementary schools met the expected levels of growth in 2015. In order to support language acquisition, elementary language arts teachers encourage the use of academic language in instruction through high interest, hands-on, and real world interactive strategies and model language expectations, provide frames, and differentiate regularly. Oral language development and student to student interaction are parts of daily activity, especially in recently revised curriculum.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program – In 2015-15 16% or 666 of 4100 LEP students exited.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments - The percent of ELL students scoring Levels 3, 4 and 5 more than doubled from 2015 to 2016. The percent increased from 12.2% in 2015 to 24.5% in 2016. Teachers encourage the use of academic language in instruction through high interest, hands-on, real world interactive strategies. Modeling language expectations, providing frames, and differentiating for language will continue to support English language development. Focus on oral language development and student to student interaction is a daily focus.

Instructors will determine language objectives that support expression of knowledge of the content and provide language models for how content knowledge is expressed.

Strategies To Ensure Els Meet Targets For Indicators 1-3, Including Funding, Staffing, Materials, For Programs, Initiative, Activities

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

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

Students failing to meet, or failing to make progress toward meeting, State performance standards (Any student group performing at lower achievement level than the student population as a whole)

Student Groups And Progress

There is minimal change in the Elementary Language Arts PARCC data from 2015 to 2016. The following student groups are all performing at lower achievement levels than the student population as a whole, in which 25.1% of students scored 1 or 2.

- American Indian or Alaskan Native (26.9%)
- Black or African American (40.8%)
- Hispanic/Latino of any race (40.4%)
- FARMS (43.5%)
- Males (30.2%)

Performance Goals, Objectives, Strategies For Student Groups

The Office of Elementary Reading and Integrated Literacy has partnered with the Title I Office to determine best practices in supporting our FARMS students. Together, our Offices have created a professional development plan to support the growth of our teachers that specifically target FARMS students performing at a lower achievement level than the student population as a whole. Many of the FARMS students are also members of other student groups, hence the strategies that result in academic gains should be reflected in the scores of other students as well.

We revised the job description for the group of teachers that targets the needs of FARMS students to best meet the needs of their students. Formerly named, “Interventionists”, the group of teachers are now

called “Student Instructional Support Teachers”, allowing teachers to use data-driven instructional strategies rather than always deliver Tier II and Tier III interventions, despite what the data suggests.

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

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

PARCC English Language Arts/Literacy, Grades 6-8

Students requiring Special Education Services

Challenges:

An analysis of the PARCC data from 2015 and 2016 indicates more than 81.8% of special education students at Levels 1 and 2, with males performing a little lower than females. In order to move these students to Levels 3, 4, and 5, the following challenges need to be addressed:

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

Access to General Education Curriculum

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

Collaboration with General Educators

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

Strategies Used To Address The Achievement Gap

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

Interventions, Enrichments, And Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students.

The Middle School Office of Reading Language Arts has six resource teachers. Each is assigned to schools within different regions of the county, and meets weekly with each of their schools for planning and professional development. In addition, eleven middle schools have school-based literacy coaches who work to help all content areas increase literacy in their areas of instruction. The resource teachers and literacy coaches are focusing on three areas to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes; they are collaborative planning, job-embedded professional development, and creating a culture of literacy.

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

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

Additionally, the Middle School Language Arts Office will include and provide the following:

- Professional development quarterly for all guided reading teachers,
- Continued use of Monitored Reading to build stamina and apply strategies to self-selected text,
- Current classroom libraries,
- UDL options within the curricular document,
- Professional development for teachers,

- Resource teachers participating in collaborative planning and providing job-embedded professional development,
- School based literacy coaches in targeted schools to increase literacy in all contents, and
- Professional development twice per year for all intervention teachers.

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

Many schools use Collaborative Decision Making (CDM) or a similar model to make decisions about supports and interventions.

Although the curriculum provided options for instruction in previous years, the students were not making measurable growth in middle school. Collaborating with the elementary office and analyzing their Fountas and Pinnell data available for our rising 6th grade students, it became apparent that our model of instruction was not adequate. In order to provide opportunities for growth for all of the student groups, differentiated instruction targeting the specific needs of the students must be incorporated. Using Fountas and Pinnell levels provided by the elementary schools, middle school students in the sixth grade co-taught classes are grouped for targeted instruction in the language arts block. During this guided reading class, monitoring of progress is done regularly using a diagnostic checklist, and adjustments are made to accommodate the specific needs of the students provide the most potential for growth.

Intensive training for the resource team and training for all co-teachers implementing guided reading occurred in the spring and summer. Quarterly professional development for all guided reading teachers is scheduled. Resource teachers participating in collaborative planning provide job-embedded professional development in their weekly visits to schools and classroom teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits.

Student Progress Measurement With Timelines And Methods

Student data is available on Performance Matters (PM) for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards. Middle School resource teachers meet with the teachers during collaborative planning to analyze the data to inform instruction.

Resource Allocations

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

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

- | | |
|--|----------|
| • Training in guided reading for middle school for resource team | \$25,000 |
| • Spring and summer of 2016 | |
| • Training for teachers implementing guided reading | \$20,000 |
| • Spring and summer of 2016 | |
| • Professional development (daily substitutes) | \$20,000 |
| • Professional development (stipends) | \$10,000 |

• Materials of Instruction	\$40,000
• Reading program to address the “summer reading gap”	\$20,000
• Interventions	\$35,000
• Curriculum and assessment writing/revision	\$20,000

Students with Limited English Language Proficiency

AMAO I – 8 of 20 Middle Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 3 of 20 Middle Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Analysis of the PARCC data for 2015 and 2016 shows that 90% of the Limited English Proficient students at Levels 1. Collaboration with the English Language Acquisition Office and the Middle School English Language Arts Office is essential for student growth.

Progress for Indicator 1

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

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

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

Progress for Indicator 2

Percentage of English learners who exit the ESOL program

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

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

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments.

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

- Multiple meaning words,
- Idioms,
- Text structures, and
- Sentence complexity.

Strategies To Ensure Els Meet Targets For Indicators 1-3, Including Funding, Staffing, Materials, For Programs, Initiative, Activities

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

For the 2016-2017 school year, a literacy coach with experience with Ell students was hired and placed in a school with a large Limited English Proficient population.

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

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

Students failing to meet, or failing to make progress toward meeting, State performance standards (Any student group performing at lower achievement level than the student population as a whole)

Student Groups And Progress

The Middle School Language Arts PARCC data from 2015 to 2016 is very similar and shows minimal change. Achievement for Hispanic/Latino (42.7%), Black or African American (41.3%), FARMS (51.8%), indicates the students as level 1 or level 2. This is significantly lower than the White students

where 24.5% scored at Levels 1 and 2. Progress, especially for males in those student groups, continues to be a challenge. Data from our 2015-2016 quarterly benchmark assessments showed similar trends for student groups. The amount of time allocated for middle school language arts and reading interventions also continues to pose challenges. The limits on the time in language arts and reading and the expectations of the College and Career Readiness State Standards in literacy, require greater and more specific effort by teachers in all content areas to develop students' reading and writing abilities. To meet these expectations and to specifically address the targeted student groups, reading/language arts teachers, as well as teachers in other content areas, need ongoing, embedded, professional development and support. Eleven of our nineteen middle schools have school-based literacy coaches to assist with this professional development.

Performance Goals, Objectives, Strategies For Student Groups

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

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

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

PARCC English Language Arts/ Literacy, Grade 10

Students requiring Special Education Services

Challenges:

Narrowing the achievement gap between students with disabilities and their non-disabled peers and ensuring that all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs are challenges our work addresses. The High School English Office remains focused on eliminating achievement gaps and we have targeted our efforts, in the creation of the 2016-17 curricula, on meeting the needs of our students with disabilities, as well as students with limited English proficiency, and others who recurrently fail to make progress towards meeting the state standards. 2016 PARCC data reveal that African American and FARMS students who, as subgroups, have historically failed to make progress towards meeting the state standards showed growth on PARCC in terms of the percentages of students achieving level 4 and 5. However, our subgroup scores, as outlined below, for special education students have declined slightly and Limited English Proficient students showed slight to no growth. Therefore, our efforts must remain focused on ensuring that all students, including special education and LEP students have equal access to high quality instruction that is engaging, rigorous, aligned to the CCR standards and targeted to meet the individual needs of these specific groups of students. Additional challenges to students success in English Language Arts/Literacy include the significant number of new teachers who join our district every year who lack experience in pedagogy and knowledge of the CCR standards, insufficient content-specific professional development that is aligned to the standards, and the substantial number of students who read below grade level and therefore lack access to the texts that they are expected to analyze.

PARCC Assessment Performance Results for Grade 10 students -

<u>Special Education Students</u>	<u># Tested</u>	<u>Level 4</u>	<u>Level 5</u>
2015	422	5.5%	0.7
2016	436	5.0%	0.0

Access to General Education Curriculum

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

Collaboration with General Educators

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

Changes/Strategies Used To Address The Achievement Gap

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

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

Newly developed English courses, *Daily English 9 and Daily English 10 with reading support*, were created to address the specific needs of students who read below grade level. The curriculum for these particular courses, while aligned to the CCR standards, has reading support built in, through strategies and explicit instruction, to assist students in accessing complex, grade-level English texts.

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

District-wide and school-based professional development is provided throughout the school year to help teachers and administrators understand and implement specialized instruction that targets skill deficits, as revealed through assessment data, and is aligned to the standards and designed to meet the needs of students' IEPs. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific instructional strategies to increase achievement. Therefore, students with disabilities have access to the same academic and behavioral interventions, enrichments, and supports that are available to all students through the instruction of an aligned curriculum delivered by professionally developed and supported teachers.

Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

Data from 8th grade Gates MacGinitie tests and reading inventories revealed below-grade lexile levels for a small percentage of our rising 9th graders. These reading deficits prompted the development of the Daily English courses, and the targeted reading intervention courses were designed for the students with more significant deficits.

As the quarterly assessments are aligned to the Common Core standards, AACPS quarterly assessment data reveal the need for consistent professional learning that continues to develop the standard-based content knowledge and pedagogical skills of our English teachers in an effort to improve and refine their instruction.

Student Progress Measurement with timelines and methods - Student data is available on Performance Matters (PM) for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards.

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

The alignment efforts between the CCR standards and the curriculum and quarterly assessments have been successful as demonstrated by the improved AACPS 2015/2016 PARCC scores which have increased by 2% for all students earning a level 5 and by 4.7% for all students earning a level 4 since 2014/15.

Resource Allocations

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

Funding for the Read180 program to support students who are reading below grade level and stipend pay for teachers who attend professional development is built into the HS English budget.

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 13 High Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency.

AMAO II – 6 of 13 High Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency.

In 2015-16, 16% or 666 of 4100 LEP students exited.

PARCC Assessment Performance Results for Grade 10 students

Limited English Proficient

2015	67	1.5%	0.0
2016	114	1.8%	0.0

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – In English/Language Arts this indicator is addressed by encouraging the use of academic language in instruction through high interest, hands-on, real world interactive strategies, by reading relevant, engaging texts and by discussing the texts in a seminar fashion where all opinions are encouraged and

validated. Through discussion and reading texts aloud, teachers model language expectations and provide context and a framework. Differentiated instruction for language expectations supports English language development. A focus on oral language development and student to student interaction should be a daily focus.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program - Fifteen percent of the students enrolled in the reading intervention courses are English learners, many of whom read significantly below grade level. This intervention course was designed to provide students with the instruction that they need to improve their fundamental reading skills. Continued provision of scaffolds and supports to students in reading and writing encourages language development, which leads to exit.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments - English teachers should continue refining their skills with differentiating presentation, process, product, and assessment for language. Assessments should be examined to determine content knowledge from language. Teachers should collaborate to establish language objectives that support expression of knowledge of the content and provide language models for how content knowledge is expressed.

Strategies to ensure ELs meet targets for Indicators 1-3, including funding, staffing, materials, for programs, initiative, and activities – The High School English office has rewritten curriculum, embedded scaffolding and UDL, and continues to provide training for teachers who work with ELL and other student groups.

Students failing to meet, or failing to make progress toward meeting, State performance standards (Any student group performing at lower achievement level than the student population as a whole)

Student Groups And Progress

PARCC scores for special education students have declined slightly and Limited English Proficient students showed slight to no growth. Therefore, our efforts must remain focused on ensuring that all students, including special education and LEP students have equal access to high quality instruction that is engaging, rigorous, aligned to the CCR standards and targeted to meet the individual needs of these specific subgroups of students. 2016 PARCC data reveal that African American and FARMS student groups have historically failed to make progress towards meeting the state standards showed growth on PARCC in terms of the percentages of students achieving level 4 and 5.

Performance Goals, Objectives, Strategies For Student Groups

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

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

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

PARCC Mathematics, Grades 3-5

Students requiring Special Education Services

Challenges:

The major challenge for students requiring Special Education Services continues to be narrowing the achievement gap with their non-disabled peers. However, the district made progress in this area. PARCC data shows that 13% of the special education students achieved a Level 4/5 in 2016 compared to 10.2% at the state level and 4.4% in 2015. Another area of concern is ensuring that all students have access to high quality instruction that utilizes best practices such as scaffolding and the concrete-representational-abstract model. Schools continue to be supported in providing instruction that is engaging and rigorous while meeting the individual needs of the students.

Access to General Education Curriculum

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

Collaboration with General Educators

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

Strategies used to address the Achievement Gap

Focused attention on the instructional strategies necessary to foster the acquisition of mathematics skills and vocabulary are occurring through the continued implementation of the Maryland College and Career Ready Standards for Mathematics in all grade levels. Strategies for best practices are embedded within the e-curriculum and provided through professional development opportunities, both face-to-face and online, for classroom teachers, Title I/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 that promote productive struggle, number sense routines, and consistent implementation of the Standards for Mathematical Practice. The curriculum for all elementary grades includes specification of instructional resources and strategies to support Universal Design for Learning (UDL) and differentiated instruction (DI) for learners across the continuum of mathematics proficiency. Emphasis on understanding the mathematical content will continue to be a focal point during professional development sessions with teachers through quarterly trainings for all grade levels. In addition, central office resource teachers and specialists support teachers during collaborative planning sessions to analyze student data in order to target specific strategies to address student needs.

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

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

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

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

- Providing high quality professional development for Title I/AAA resource teachers and mathematics lead teachers. A total of fourteen professional development sessions are planned for 2016-2017 for these two groups. A needs assessment for Title I/AAA resource teachers will determine the current degree of content related knowledge to enhance student achievement. PD will include a book study on mathematical mindsets and training for resource teachers on effective school-based coaching and leadership. Plans for classroom-based lead teachers include, but are not limited to, a deeper look at the mathematics progressions for a vertical understanding of the content, number sense routines, choosing tasks that promote productive struggle.

- Increasing motivation for fluency with research based programs,
- Implementing curriculum with fidelity by providing quarterly content trainings (a total of 20 sessions,
- Focusing on early numeracy in kindergarten through Grade 2 within the new integrated curriculum, and
- Promoting attendance at the Anne Arundel Community College partnership courses for Grades 3, 4 and 5.

Student Progress Measurement With Timelines And Methods

Teachers may access Performance Matters in order to analyze their students' data and make appropriate instructional decisions. The curriculum offers several ways to formatively assess students as well. When PARCC data is available, teachers may analyze the data for Task Type 2 and 3 tasks in order to determine their students' strengths/weaknesses with reasoning and modeling in mathematics.

Resource Allocations

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

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

Students with Limited English Language Proficiency (LEP)

AMAO I – 64 of 78 Elementary Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 51 of 78 Elementary Schools met. **AMAO II** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – Academic language is required in mathematics classes. Precise use of vocabulary is essential for mathematics achievement. Word walls with vocabulary shown visually is encouraged in all classrooms. Sentence frames and scaffolding for problem solving is included in the curriculum document for teacher use. Teachers are encouraged to consistently use the CRA model which provides visual models to encourage discourse. In addition, it is suggested that teachers use the “act out” strategy for problem solving so students may make sense of the problem. PARCC data shows an increase in student achievement from 2015 to 2016. In 2015, 4.4% of LEP students achieved a Level 4/5 while in 2016, 11% achieved a Level 4/5 (which was 0.2% less than the state average.)

Progress for Indicator 2

Percentage of English learners who exit the ESOL program – The mathematics curriculum, which was written in collaboration with and ESOL specialist, offers suggestions and supports in every lesson for the continuation of learning the English language. Teachers may access these strategies daily for ongoing support of their exited ESOL students. In 2015, AMAO I data show that 64 of 78 schools met the target and AMAO II data show that 51 of 79 schools met the target.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments - The mathematics office has taken great care to write district assessments that are readable for students to help ensure that the content knowledge is not impacted by the language. The curricular document provides guidance to teachers for differentiation of presentation, process or product as needed. An intentional focus on using the CRA model assists all students in accessing math tasks at several entry points. PARCC data shows an increase in student achievement from 2015 to 2016. In 2015, 4.4% of LEP students achieved a Level 4/5 while in 2016, 11% achieved a Level 4/5 (which was 0.2% less than the state average.)

Strategies To Ensure Els Meet Targets For Indicators 1-3, Including Funding, Staffing, Materials, For Programs, Initiative, Activities

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

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

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

Students failing to meet, or failing to make progress toward meeting, State performance standards
(Any student group performing at lower achievement level than the student population as a whole)

Student Groups And Progress

According to PARCC data, Asian students in Anne Arundel County fell short of the state average by 65.2% of them scoring at the 4/5 Level versus 72.5% state average scoring at the 4/5 Level. Factors that may have contributed to this are

- Possible lack of English language proficiency which may influence the understanding of math concepts,
- Possibility of living in poverty,
- Possible gaps in learning math concepts if students attended multiple elementary schools, and
- Possibility of being proficient with math facts but not understanding the problem solving process to be successful on Task Types 2 and 3 (reasoning and modeling).

Performance Goals, Objectives, Strategies For Student Groups

The curricular document offers UDL options for re-teaching as well as extension activities. It may be that the Asian students need more extension in order to improve applying their math knowledge to solving problems. The math office will continue to work with schools in order to better support the Asian students by analyzing data and collaboratively planning with teachers as well as seeking to find additional answers for this gap.

PARCC Mathematics, Grades 6-8

Students requiring Special Education Services

Challenges:

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2015 however, gaps still exist. Students receiving special education services and students who are identified with limited English proficiency performed far worse. When looking at the PARCC aggregate data, 25% fewer middle school students with disabilities passed the assessment. Data from our 2015-2016 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, groups of students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Middle School Mathematics -

- The performance level of all student groups was 29.2%, which is an increase of 1.4% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - Special Education: 4.4% (+0.8% from 2015)
 - Special Education Males: 5.8% (+0.9% from 2015)
 - Special Education Females: 1.6% (+0.6% from 2015)

Access to General Education Curriculum

Curricular documents are now designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). Curriculum documents for all middle school courses were rewritten during summer 2016. Curriculum writers examined system data and adjusted instructional activities to improve student participation and achievement. The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments.

Collaboration with General Educators

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

Strategies used to Address the Achievement Gap

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

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

Middle School Mathematics:

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

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

Middle school mathematics teachers will participate in four system wide professional developments throughout the 2016-2017 school year. Teachers will experience a wide variety of instructional strategies while also unpacking the MCCRS. Non-teaching math DCs will provide increased coaching and instructional support to ensure systemic initiatives are implemented.

Student Progress Measurement With Timelines And Methods

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

Resource Allocations

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

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 20 Middle Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 3 of 20 Middle Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – Middle school math teachers address this indicator by encouraging the use of academic language in instruction through high interest, hands-on, real world interactive strategies, by modeling language expectations, providing frames, and differentiating for language that supports English language development, and by focusing on oral language development and student to student interaction should be a daily focus.

The math office in collaboration with the ELL office wrote a new curriculum for Transitional Math 2 during summer 2016. Students who experience this course will have greater access to instructional strategies that marry both mathematical content and language acquisition.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program – Middle schools support ELL by utilizing language acquisition strategies as directed by the ELL office. Teachers receive training and schools with high ELL populations are supported with additional staffing.

Middle Schools

AMAO I – 8 of 20 middle schools met

AMAO II – 3 of 20 middle schools met

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments.

- 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,
 - CC/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists,
 - Assessment item banks for classroom instruction and assessment use, and

- Sharing of best practices and aligned instructional strategies through department and team leader meetings.
- Mathematics Office support to individual middle schools with content and pedagogical strategies;
- Targeted professional learning for department chairs to promote effective instructional practices;
- Non-teaching department chairs to support instruction practice within the school house;
- Monthly meetings with middle school principals and department chairs. Time to collaborate and plan for specific, school based support for math teams in school houses; and
- Partnership with ELL office providing training and supplies for transitional mathematics courses.

Middle School Mathematics:

- The performance level of all student groups was 29.2%, which is an increase of 1.4% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - English Language Learners: 0.7% (-0.9% from 2015)
 - English Language Learners Males: 0.8% (-1.2% from 2015)
 - English Language Learners Females: 0.5% (-0.6% from 2015)

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

Students failing to meet, or failing to make progress toward meeting, State performance standards (Any student group performing at lower achievement level than the student population as a whole)

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2015 however, gaps still exist. Data from our 2015-2016 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, subgroups of students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Middle School Mathematics:

- The performance level of all student groups was 29.2%, which is an increase of 1.4% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - Black or African American: 10.7% (-0.5% from 2015)
 - Black or African American Males: 8.5% (-0.4% from 2015)
 - Black or African American Females: 13.0% (+1.4% from 2015)
 - Hispanic/Latino of any race: 18.0% (-0.5% from 2015)
 - Hispanic/Latino of any race Males: 18.0% (-0.2% from 2015)

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|--|
| <ul style="list-style-type: none">▪ Hispanic/Latino of any race Females: 18.0% (-0.8% from 2015)○ Free/Reduced Meals (FARMS): 12.3% (+0.9 from 2015)<ul style="list-style-type: none">▪ Free/Reduced Meals (FARMS) Males: 11.2% (+0.3% from 2015)▪ Free/Reduced Meals (FARMS) Females: 13.3% (+1.3% from 2015) |
| |

PARCC Algebra I

Students requiring Special Education Services

Challenges:

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2015 however, gaps still exist. Students receiving special education services and students who are identified with limited English proficiency performed far worse. When looking at the PARCC aggregate data; Algebra I students with disabilities had 31% fewer students pass the assessment, thus demonstrating a widening achievement gap. Data from our 2015-2016 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, subgroups of students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Algebra 1:

- The performance level of all student groups was 44.1%, which is an increase of 5.3% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - Special Education: 7.0% (+2.5% from 2015)
 - Special Education Males: 8.3% (+2.2% from 2015)
 - Special Education Females: 4.1% (+2.8% from 2015)

Access to General Education Curriculum

Curricular documents are now designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). Curriculum documents for Algebra I were rewritten during summer 2016. Curriculum writers examined system data and adjusted instructional activities to improve student participation and achievement. The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments.

Collaboration with General Educators

Learning Strategies Specialists (LSS) work together with general education content writers to ensure the curricular documents include UDL and DI options. With the assistance of LSS, UDL strategies have been embedded in all of the 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. LSS help design and identify instructional activities and resources to meet

the diverse needs of learners. Various assessment items are available to provide teachers with options to determine what students know.

PARCC Algebra I

Strategies used to address the Achievement Gap

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

Interventions, Enrichments, and Supports

Professional learning for teachers, interventionists, and special educators has focused on building understanding of concepts prior to the use of procedural algorithms and the use of effective lesson design to increase student engagement and learning. The redesigned curriculum raises expectations for student learning through implementation of the rigorous Maryland College and Career Ready Standards and the implementation of the Standards of Mathematical Practices.

Algebra I:

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

Changes or strategies and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress

Algebra 1 has a new curriculum and a custom designed text. The text fully aligns to the newly written curriculum and MCRRS. Teachers will receive professional development via their department chairs and the resource team throughout the 2016-2017 school year.

Student Progress Measurement with timelines and methods

Student data is available on Performance Matters for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards. Algebra 1 students will experience short cycle assessments produced by the math office. These assessments will be housed on our Unify platform. Students will also exclusively take quarterly assessment online via Unify.

Resource Allocations

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

PARCC Algebra I

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 13 High Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 6 of 13 High Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – Algebra teachers support ELL by encouraging the use of academic language in instruction through high interest, hands-on, real world interactive strategies, by modeling language expectations, providing frames, and differentiating for language to support English language development, and by focusing on oral language development and student to student interaction should be a daily focus.

The math office in collaboration with the ELL office wrote a new curriculum for Transitional Math 2 during summer 2016. Students who experience this course will have greater access to instructional strategies that marry both mathematical content and language acquisition.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program – High schools support ELL by utilizing language acquisition strategies as directed by the ELL office. Teachers receive training and schools with high ELL populations are supported with additional staffing.

AMAO I – 8 of 13 high schools met

AMAO II – 6 of 13 high schools met

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments -

- 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
 - CC/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists
 - Assessment item banks for classroom instruction and assessment use
 - Sharing of best practices and aligned instructional strategies through department and team leader meetings
- Targeted professional learning for department chairs to promote effective instructional practices

- Partnership with ELL office in purchasing of manipulatives and training for transition mathematics teachers

PARCC Algebra I

Algebra 1:

- The performance level of all student groups was 44.1%, which is an increase of 5.3% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - English Language Learners: 4.5% (+3.8% from 2015)
 - English Language Learners Males: 3.1% (+1.8% from 2015)
 - English Language Learners Females: 6.5% (+6.5% from 2015)

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

Students failing to meet, or failing to make progress toward meeting, State performance standards (Any student group performing at lower achievement level than the student population as a whole)

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2015 however, gaps still exist. Data from our 2015-2016 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, subgroups of students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Algebra 1:

- The performance level of all student groups was 44.1%, which is an increase of 5.3% from 2015. Although performance levels increased from 2015 for the total student population, achievement gaps still exist.
 - Black or African American: 21.8% (+7.3% from 2015)
 - Black or African American Males: 18.9% (+6.9% from 2015)
 - Black or African American Females: 25.0% (+7.8% from 2015)
 - Hispanic/Latino of any race: 24.3% (0.0% from 2015)
 - Hispanic/Latino of any race Males: 21.4% (-1.1% from 2015)
 - Hispanic/Latino of any race Females: 27.3% (+1.2% from 2015)
 - Free/Reduced Meals (FARMS): 21.9% (+4.9 from 2015)
 - Free/Reduced Meals (FARMS) Males: 19.3% (+4.2% from 2015)
 - Free/Reduced Meals (FARMS) Females: 24.8% (+5.7% from 2015)

MSA Science, Grades 5 and 8

Students requiring Special Education Services

Challenges:

The challenges for Science MSA are ensuring that all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs while narrowing the achievement gap. This can present challenges for Special education students because the reading materials for science often feature unfamiliar and complicated vocabulary. In addition, many of the special education co-teachers lack adequate science content knowledge to support students with some topics.

For grade 5 MSA, the majority of student groups' percentages of proficient scores decreased. For Special education students, the decrease in the percentages of students scoring proficient (-9.3% compared to 2014 scores) was larger than any other student group with the exception of American Indian/Alaskan Native (-9.5%, n=16 in 2016).

For grade 8 MSA, the majority of student groups' percentages of proficient scores continued to show similar declines. Only 31.3% of special education students earned scores of proficient; a change of -1.3% compared to 2014. Despite this decline, the achievement gap between students requiring special education services and other student groups has narrowed slightly.

Access to General Education Curriculum

To support Grade 5 MSA and prepare students for the Next General Science Standards (NGSS), the grade 2 and grade 3 curricula were rewritten this year. In grade 2, we have implemented an integrated curriculum that is centered on concepts for science and social studies. Together, these disciplines are the focal point of our curriculum and provide students with authentic and relevant experiences that drive instruction. Both the grade 2 and 3 curricula are aligned to the Next Generation Science Standards and College and Career Readiness Standards in Literacy and Mathematics. Each unit incorporates Project-Based Learning (PBL). Universal Design for Learning (UDL) and Differentiated Instruction (DI) strategies are embedded throughout the units. These options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. Using specific examples of differentiation and principles of UDL along with PBL and required labs will make the curricula more accessible to all students and increase student engagement and participation leading to increased student achievement. Grade 4 and 5 curricula are being rewritten this fall. We believe this consistent preparation will lead to improved test scores. In addition to these improvements to our curricula, we are also focusing on improving the quality of co-planning between science and special educators.

To support Grade 8 MSA and prepare students for the Next General Science Standards, the grades 6, 7 and 8 curricula were rewritten this summer. These curricula are aligned to the NGSS and College and Career Readiness Standards in Literacy and Mathematics. For twice-exceptional students, Advanced Concepts from Science College Board Standards for Success are included in each unit to meet the needs of students who have mastered the content. Each unit is centered on PBL and incorporates Systems Thinking. UDL and DI strategies are embedded throughout the units. These options provide

opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. Using specific examples of differentiation and principles of UDL along with PBL and required labs will make the curricula more accessible to all students and increase student engagement and participation leading to increased student achievement.

Collaboration with General Educators - Learning Strategies Specialists (LSS) work together with general education content writers to ensure the inclusion of UDL and DI options in all science curricula. LSS play a vital role in the design and identification of activities and resources that help us meet the diverse needs of all learners. By offering a variety of items, the LSS and science staff jointly provide teachers with options to determine what students know through differentiated in-class assessment. In addition, LSS collaborate with central office science staff to support special educators who may be unfamiliar and/or uncomfortable with science content.

Strategies used to address the Achievement Gap

We provide grade-specific professional learning (PL) at the district, school, and content department level that builds teacher capacity to eliminate all achievement gaps. We work with the special education resource teachers and content co-teachers to provide professional learning opportunities that highlight a variety of instructional strategies teachers can use to meet the needs of individual students, including UDL options and frequent PBL opportunities. In addition, our PL opportunities reflect and support our district-level early literacy goal of all students reading on grade level by grade 2. We accomplish this through an intentional alignment between students' strengths and deficits as indicated on their IEPs, and the content standards (i.e., NGSS) that provide a framework for science instruction. Members of the central office science staff, special educators, and classroom teachers work closely to incorporate instructional strategies that boost achievement for all students.

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

Interventions, enrichments, and supports - We ensure that students with disabilities have equal access to the same academic and behavioral interventions and supports that are available to all students. UDL and DI strategies are embedded throughout all units. These options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. Specific examples of differentiation and principles of UDL along with PBL and required labs have been purposefully designed to increase student engagement and participation and lead to increased student achievement.

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

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

Special Educators are partners in our professional development initiatives for all science educators. We also plan “background information for Teachers” directly in our curriculum guides to support teacher

understanding. Our school-based collaborative planning sessions include Special Education teachers and we work to maintain co-teaching teams so that teachers remain in consistent content areas.

Student Progress Measurement With Timelines And Methods

District assessments are administered through Performance Matters (PM). Teachers and administrators can access student data on Performance Matters which may be sorted and analyzed in ways that allow teachers to determine an individual student's needs related to any given standards. Pre-assessment data will be used by teachers to guide further instructional planning and will inform the development and use of ongoing formative assessments. Through the lens of College and Career Readiness Standards and Student Learning Outcomes, we will help all elementary and middle school teachers target key learning and help them assess the effectiveness of their teaching as they address the needs of special education students. We will use examples of released items from PARCC to help teachers practice and implement 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). This book includes strategies to engage students, deal with student avoidance, help students believe they can be effective and successful learners, and implement strategies related to student self-regulation and persistence.

The Science Office will offer four science lead teacher meetings for elementary teachers throughout the year as well as four grade-specific middle school in-service opportunities. One will be led by special education resource teachers who will focus on strategies to support special education students. The focus of the presentation is meeting the needs of special education students through specific instructional strategies.

Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional learning (stipends/substitutes) needed in order to implement the training opportunities listed above.

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 20 Middle Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency

AMAO II – 3 of 20 Middle Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency - Content specific vocabulary is an integral part of science which can be made accessible to all students. The use of visuals/models, real-world examples are encouraged in all classrooms. Hands-on activities, manipulatives and laboratory investigations are all instructional strategies used to support English language development. Teachers' use of Think-alouds, modeling and framing provide support to ELL students. Student to student discourse and writing, are integral parts of the Next Generation Science Standards and should be a part of each lesson. ELL strategies are included in the curricula and are explicitly stated in each lesson to facilitate teacher implementation.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program - ESOL specialists were an integral part of the curricula writing teams. They provided suggestions and supports in every lesson for the continuation of learning the English language. ELL strategies are included in the curricula and are explicitly stated in each lesson. Teachers may access these strategies daily for ongoing support of their exited ESOL students. In 2015, AMAO I data show that 64 of 78 elementary schools and 8 of 20 middle schools met the target. AMAO II data show that 51 of 79 elementary schools and 3 of 20 middle schools met the target.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments:

Although the majority of MSA student groups' percentages of proficient scores showed similar declines, the decline in proficiency among limited English proficiency students (-16.2%) was larger than any other student group. The number of limited English proficiency students who took the grade 8 Science MSA increased from 116 in 2014 to 156 in 2016; a 34.5% increase.

Cultural transition and language acquisition needs are always present. Attrition of school staff to best support this population remains a challenge for our school system.

Strategies to ensure ELs meet targets for Indicators 1-3, including funding, staffing, materials, for programs, initiative, and activities - District-assessments were reviewed and revised this summer with the assistance of special education and ELL teachers. Great care was take to produce assessments accessible for all students and to ensure that demonstration of content knowledge was not impacted by the language. In addition, the curricula provide guidance to teachers for differentiation of presentation, process, or product as needed. Data analysis of district assessments and suggestions for addressing the needs of individual groups are shared through school visits, science lead teacher and department chairperson meetings.

The Office of Science will offer four science lead teacher meetings for elementary teachers throughout the year as well as four grade-specific middle school in-services. One of the in-services will be led by ELL resource teachers who will focus on strategies to support ELL students. The focus of the presentation is to address the needs of ELL students through specific instructional strategies.

Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional learning (stipends/substitutes) needed to implement the training opportunities listed above. **AACPS utilized local funds to support the integration of strategies that best suit our LEP learners in the curricular documents. In collaboration with the ELL and Special Education offices we support LEP students by bringing appropriate strategies into every classroom through our curriculum writing teams.**

Students failing to meet, or failing to make progress toward meeting, State performance standards
(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

For grade 5 Science MSA, the majority of student groups' percentages of proficient scores showed declines. African American (48.7%), Hispanic/Latino (52.4%), and FARMS (49.9%) students continue to underperform when compared to "all students" or to their Asian and White classmates (79.7% and 82.6%, respectively).

For grade 8 Science MSA, data from 2014 through 2016 shows a decrease in the percentage of students scoring proficient in all student groups. African American (54.8%), Hispanic/Latino (63.5% p), and FARMS (57.3%) students continue to underperform when compared to "all students" or to their Asian (85.0%) and White (85.3%) classmates.

Performance Goals, Objectives, Strategies for student groups - District Assessments for science courses were reviewed and revised this summer with the assistance of special education and ELL teachers. These assessments are administered at the end of every quarter. Data is entered into Performance Matters (PM) and used to monitor student learning. Data analysis of these quarterly assessments along with suggestions for addressing the needs of individual groups (African American, Hispanic/Latino and FARMS, along with other subgroups) will be shared through staff meetings, school visits, science lead teacher meetings, and science department chairperson meetings.

As with special education and ELL students, the use of global connections in the updated curricula will help teachers engage all student in the relevance of science. We will continue to add strategies for UDL making science content more accessible to all students.

By providing real world examples and laboratory-based instruction, we will promote the science and engineering practices of science:

- generating scientific questions,
- formulating a working hypothesis,
- designing a controlled investigation.

Through discussion and real world reading we will use relationships discovered in the lab to explain phenomena observed outside the laboratory. By using differentiation we will build student knowledge from baseline to proficient in experimental design and content. We will provide individual and small group targeted/scaffolded instruction to specifically address needs in science and engineering practices as well as content. These will

- allow for a variety of learning experiences in lessons;
- incorporate cooperative learning strategies;
- utilize various instruction models- class, small group, and individual; and
- include a variety of methods to demonstrate learning.

By providing opportunities for additional instruction, coaching and practice as indicated by assessments, we will target instruction to meet the needs of individual learners. We will

- use a variety of re-teaching strategies,
- use data from formative assessments to modify and differentiate instruction,
- periodically ask for summaries of the learning,
- require students to defend their reasoning, and
- provide opportunities for student generated questions.

By using direct instruction we will specifically develop skills in

- analysis of relationships (terms and concepts) cited in a text,
- using data and other evidence to develop claims, and
- writing explanatory text to communicate scientific procedures and results of investigations.

In addition we will provide opportunities for special education teachers and/or co-teachers to meet and discuss strategies:

- attend DI and UDL content workshops,
- access student data (if needed PD on use of Performance Matters),
- have teacher planning team collaboration to identify DI strategies, and
- examine student work to understand and judge students' ability to construct arguments based on data.

Due to the turnover in school staff, we will continue to build teacher capacity in science. The resource teachers from the Science Office are devoted to professional learning and assisting our elementary and middle school science teachers. Teachers hired before the start of the school year work with the science resource teachers to plan lesson instruction and unpack the curriculum. Continued support is offered throughout the year by the science resource teachers and Right Start Advisors. The science resource teachers work with new teachers as well as those who would benefit from support and attends school-led science team meetings as needed. Grade-specific Blackboard communities' offers support materials and resources for elementary and middle school science teachers.

In order to address the achievement gap between Black/African American students and Hispanic/Latino students and all students, we will continue to focus on strategies from *Creating the Opportunity to Learn* (Boykin and Noguera). We will continue to focus on the recommendations described in Chapter 8, *Why are Some Schools Making More Progress than Others* and discuss implementation strategies at Science Lead Teacher and Science Department Chairperson Meetings as well as school science team meetings.

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

The Office of Science has planned four training sessions for elementary and middle school science teachers. The training sessions will focus on effective instructional strategies for teaching NGSS and focus on the tested Performance Expectations. The training will be customized to the topics in science that are taught each quarter.

Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional development (stipends/substitutes) needed to implement the training opportunities listed above.

High School Assessment (HSA) Biology

Students Requiring Special Education Services

Challenges:

The challenges for Biology HSA are ensuring all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs while narrowing the achievement gap. This can present challenges for Special Education students because the reading materials for Biology often feature unfamiliar and complicated vocabulary. And many of the special education co-teachers lack adequate Biology content knowledge of some topics needed to support students.

For Biology HSA, the majority of student groups' percentages of proficient scores increased over the three test cycles from 2014-2016. **All test takers in AACPS scored at the Proficiency level of 66.6%, up from 63.0% last year. Our Special Education students performed at a rate of 27.6%, up from 22.04% while our LEP students were 20.4%, up from 16.7%. Our African American students rose to 47.8%, up from 41.2% last year while our FARMS students were at 48.1%, 6 percentage points higher than last year of 42.0%.** For special education students, the increase in the percentages of students scoring proficient (10.1 %) was comparable to the gains made by all students (11.9%). However, there is still a large gap between the percentages of special education students and all students scoring proficient (-39.5%).

Access to General Education Curriculum

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

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

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

Strategies Used To Address The Achievement Gap

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

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

Interventions, enrichments, and supports - We ensure that students with disabilities have equal access to the same academic and behavioral interventions and supports that are available to all students. UDL and DI strategies are embedded throughout the units. These options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. Using specific examples of differentiation and principles of UDL along with PBL and required labs will increase student engagement and participation leading to increased student achievement.

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

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

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

Student Progress Measurement With Timelines And Methods

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

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

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

Resource Allocations - Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional learning (stipends/substitutes) needed to implement the training opportunities listed above.

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 13 High Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency.

AMAO II – 6 of 13 High Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency.

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency - Content specific vocabulary is an integral part of Biology, but vocabulary can be made accessible to all students. The use of visuals/models, real-world examples are encouraged in all classrooms. Hands-on activities, manipulatives and laboratory investigations are all instructional strategies used to support English language development. Teachers' use of Think-alouds, modeling and framing provide support to ELL students. Student to student discourse as well as writing are integral parts of the Next Generation Science Standards and should be a daily part of each lesson. ELL strategies are included in the curricula and are explicitly stated in each lesson.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program - ESOL specialists were an integral part of the Biology curricula writing teams. They provided suggestions and supports in every lesson for the continuation of learning the English language. ELL strategies are included in the curricula and are explicitly stated in each lesson. Teachers may access these strategies daily for ongoing support of their exited ESOL students. In 2015, AMAO I data show that 8 of 13 high schools met the target. AMAO II data show that 6 of 13 high schools met the target.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments:

Although the majority of HSA student groups' percentages of proficient scores improved between 2014 and 2016, the increase in proficiency among limited English proficiency students (14.2%) was higher than the improvement shown by "all students" (11.9%). The number of limited English proficiency students who took the Biology HSA increased from 273 in 2014 to 323 in 2016; an 18.3% increase. Despite improvements, a sizeable achievement gap remains. While 77.1% of all students earned scores of proficient on the Biology HSA in 2016, only 36.5% of ELL students earned this score (-40.6%).

Strategies to ensure ELs meet targets for Indicators 1-3, including funding, staffing, materials, for programs, initiative, activities - District-assessments were reviewed and revised this summer with the assistance of special education and ELL teachers. Great care was taken to produce assessments accessible for all students and to ensure that the content knowledge was not impacted by the language. In addition, the Biology curricula provide guidance to teachers for differentiation of presentation, process, or product as needed. Data analysis of district assessments, along with suggestions for addressing the needs of individual groups are shared through school visits and department chairperson meetings.

The Office of Science will offer four in-services for Biology teachers throughout the year. The in-services will focus on effective instructional strategies for teaching NGSS as well as the tested Performance Expectations. One of the in-services will be led by ELL resource teachers who will discuss strategies to support ELL students, and will address the needs of ELL Biology students through specific instructional strategies.

Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional learning (stipends/substitutes) needed to implement the training opportunities listed above. **The division of Curriculum and Instruction (Local) funds will support the allocation of funds to support these initiatives. Our system's effort to move globally to PBL (problem Based Learning) activities that enhance student engagement and lead to more mastery of content is part of our philosophical approach to learning are incorporated in our curriculum writing initiatives as well.**

Students failing to meet, or failing to make progress toward meeting, State performance standards
(Any student group performing at lower achievement level than the student population as a whole)

Student Groups And Progress

Although their scores on HSA Biology have steadily improved over the past 3 years, African American (+18.4%), Hispanic/Latino (+10.9%), and FARMS (+12.2%) students continue to underperform when compared to Asian and White students (81.7% and 87.4%, respectively).

Performance Goals, Objectives, Strategies For Student Groups

District Assessments for the Biology and Honors Biology course were reviewed and revised this summer with the assistance of special education and ELL teachers. These assessments are administered at the end of every quarter. Data is entered into performance matters and used to monitor student learning. Data analysis of these quarterly assessments, along with suggestions for addressing the needs of individual groups (African American, Hispanic/Latino and FARMS, along with other subgroups), will be shared

through staff meetings, school visits, school department meetings and science department chairperson meetings.

As with special education and ELL students, the use of global connections in the updated curricula will help teachers engage all students in the relevance of science. We will continue to add strategies for UDL which will make science content more accessible to all students.

By providing real world examples and laboratory-based instruction, we will promote the science and engineering practices of science:

- generating scientific questions,
- formulating a working hypothesis, and
- designing a controlled investigation.

Through discussion and real world reading we will use relationships discovered in the lab to explain phenomena observed outside the laboratory. By using differentiation we will build student knowledge from baseline to proficient in experimental design and content. We will provide individual and small group targeted/scaffolded instruction to specifically address needs in science and engineering practices as well as content. These will

- allow for a variety of learning experiences in lessons;
- incorporate cooperative learning strategies;
- utilize various instruction models- class, small group, and individual; and
- include a variety of methods to demonstrate learning.

By providing opportunities for additional instruction, coaching and practice as indicated by assessments, we will target instruction to meet the needs of individual learners. We will

- use a variety of re-teaching strategies,
- use data from formative assessments to modify and differentiate instruction,.
- periodically ask for summaries of the learning,
- require students to defend their reasoning, and
- provide opportunities for student generated questions.

By using direct instruction we will specifically develop skills in

- analysis of relationships (terms and concepts) cited in a text,
- using data and other evidence to develop claims, and
- writing explanatory text to communicate scientific procedures and results of investigations.

In addition we will provide opportunities for special education teachers and/or co-teacher to meet and discuss strategies:

- attend DI and UDL content workshops,
- access student data (if needed PD on use of Performance Matters),
- have teacher planning team collaboration to identify DI strategies, and
- examine student work to understand and judge students' ability to construct arguments based on data.

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

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

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

Reallocation of existing resources (\$32,000) with the fiscal year 2017 budget will be made available to fund the professional learning (stipends/substitutes) needed to implement the training opportunities listed above.

High School Assessment (HSA) US Government, Grade 10

Students requiring Special Education Services

Challenges:

- Scheduling students to maximize opportunities for developmentally appropriate learning, remediation and multiple testing experiences
- Loss of the October and April testing dates which best serve students who may have challenges achieving in their first, or subsequent, testing experience
- Shared understanding of the importance of the Government HSA for scheduling qualified and experienced teachers with the knowledge of strategies and pedagogy to serve students with disabilities
- Narrowing the achievement gap (approximately 47% points) between students with disabilities and their non-disabled peers
- Ensuring all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs

In 2016 71.5% of all students passed the Government HSA. Several key student groups lagged behind with 59.6% of Hispanic, 54.5% of African American, 52.6% of FARMS, 26.6% of Special Education, and 14.5% of Limited English Proficient students earning passing scores on the Government test.

Accesses to General Education Curriculum

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

Collaboration with General Educators

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

Strategies Used To Address The Achievement Gap

Districtwide and school based professional development (PD) is provided to help teachers and administrators understand and implement specialized instruction that targets skill deficits that is aligned to IEPs and standards. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific strategies to increase achievement. The Office of Social Studies provides quarterly professional development for Department Chairs and Government Team Leaders/Government teachers/co-teachers inclusive of data analysis, instructional strategies, Bridge planning, implementation and scoring, and performance-based learning opportunities.

Interventions, Enrichments, And Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. Schools are encouraged to create multiple opportunities for students to learn and achieve in the US Government course, HSA test-preparation, and completion of Bridge

projects. Possible opportunities which the central office/social studies office supports may include: in-school fieldtrips, teacher collaboration and planning, observing master teachers, etc.

Changes Or Strategies And The Rationale For Selecting The Strategies And/Or Evidence-Based Practices That Will Be Implemented To Ensure Progress

Many schools use Collaborative Decision Making (CDM) or a similar model to make decisions about supports and interventions. Additionally, teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits. Deliberate and purposeful inclusion of co-teachers in the US Government trainings will focus on the strategies and pedagogy necessary for increased achievement for the students receiving special education services.

Student Progress Measurement With Timelines And Methods

Student data for district-wide quarterly assessments as well as teacher/team formative assessments is available on Performance Matters for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards. Further, support to DCs and Government team leaders is provided to guide and support analysis and problem solving related to student acquisition of the US Government standards from the Social Studies Office and the Instructional Data Division. The timeline and monitoring for this is on a quarterly basis throughout the 2016-17 school year.

Resource Allocations

Between 2015 and 2016, students receiving special education services increased participation in the Government HSA just under 20% from 401 students to 477 students, thereby intensifying the demand for additional staffing support and teacher training to address the needs of the students. Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap and ensure all students have access to high quality instruction that is targeted to meet their individual needs. Reallocation of existing resources with the fiscal year 2017 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above. Current budget designates funding to support the training of Government Team Leaders and Department Chairpersons; modifications will include the participation of special educators assigned to US Government classes. Furthermore, Government curriculum updates and revisions will occur as part of the normal work product of the Office of Social Studies anticipated to be complete by June 30, 2017.

Students with Limited English Language Proficiency (LEP)

AMAO I – 8 of 13 High Schools met. **AMAO 1** measures the extent to which LEP students make progress in English proficiency.

AMAO II – 6 of 13 High Schools met. **AMAO 2** measures the extent to which LEP students attain English proficiency.

In 2015-16, 16% or 666 of 4100 LEP students exited.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency – The US Government curriculum and all professional learning opportunities encourages the use of academic language in instruction through high interest, hands-on, real world interactive strategies. Modeling language expectations, providing frames, and differentiating for language, support English language development. Teachers are encouraged to focus on oral language development with student-to-student interactions a daily focus.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program – US Government addresses this indicator by considering the scaffolds and supports provided to students in reading and writing. The language strategies outlined above continue to be the focus of instruction in order to maximize student acquisition of language, which leads to ESOL exit.

Progress for Indicator 3

Percentage of English learners who score proficient on content area state assessments - US Government addresses this indicator by following the suggestions for Indicators 1 & 2, while providing guidance to teachers for differentiating presentation, process, product, and assessment for language. Guidance documents will be provided for analysis of district-wide assessments to ensure teachers are able to separate content knowledge from language. Teachers are encouraged to determine language objectives that support expression of knowledge of the content. Language models for how content knowledge is expressed will be provided in the guidance documents.

Strategies To Ensure Els Meet Targets For Indicators 1-3, Including Funding, Staffing, Materials, For Programs, Initiative, Activities

Between 2015 and 2016, LEP student participation in the Government HSA increased over 70% from 64 students to 109 students, thereby intensifying the demand for additional staffing support and teacher training to address the needs of the students. Several high schools with larger numbers of students with limited English language proficiency have created a Government seminar class with an ESOL teacher to provide increased opportunity to engage with the content and manage how language proficiency limits/interferes in their ability to express understanding. This is being funded and staffed by the ESOL Office, while materials are provided through the Social Studies Office's general budget.

Students failing to meet, or failing to make progress toward meeting, State performance standards
(Any student group performing at lower achievement level than the student population as a whole)**Student Groups And Progress**

Achievement gaps exist among student groups. Disaggregated data indicates African American and Hispanic students and students receiving SpEd, FARMS and ESOL services consistently underperform their White and Asian classmates. These subgroups scored between 12% points and 40% points below the Overall Pass Rate of 80 %. The small number of ESOL test-takers (109/5713) scored significantly below with a pass rate of 18.4%. As LEP participation skyrocketed, we are seeing an increase in students with an interrupted educational experience resulting in an inability to read and write in both their native language as well as English. Students receiving special education services increased participation by close to 20% while achievement decreased by 7.8% points to 33.1%. Hispanic and African American

students lag just 12% and 15% points behind the all student population. Students receiving FARMs increased participation in the Government HSA by approximately 26% and achievement declined 6.3% points to 61.7%.

In summary, all student groups who do not achieve at commensurate levels with the all student population increased participation in the US Government HSA and achievement did, in fact decline. As many students meet the criteria to be in multiple groups, the demands on the classroom teacher to best serve the range of needs are significant.

Performance Goals, Objectives, And Strategies For Student Groups

We are intent on providing a meaningful educational experience for all learners and, as such, we are focused upon building language proficiency for all student groups. Every student, no matter their identified student group, will benefit by the intentional focus on maximizing both written and oral language development, utilizing the academic content as the medium. As stated above, the reallocation of existing resources with the fiscal year 2017 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement training opportunities . Current budget designates funding to support the training of Government Team Leaders and Department Chairpersons; modifications will include the participation of special educators and ESOL teachers assigned to US Government classes.

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

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Fountas and Pinnell	Monitor student progress in reading fluency levels	Local	K-5	reading	October 4 – November 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 2-G, 2-H, 3-A, 3-B, 3-C, 4-A, 4-B, 4-C, 4-D
Fountas and Pinnell	Monitor student progress in reading fluency levels	Local	K-5	reading	January 24 – March 2	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 2-G, 2-H, 3-A, 3-B, 3-C, 4-A, 4-B, 4-C, 4-D
Fountas and Pinnell	Monitor student progress in reading fluency levels	Local	K-5	reading	May 1 – June 2	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 2-G, 2-H, 3-A, 3-B, 3-C, 4-A, 4-B, 4-C, 4-D

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 2 Reading Assessment 1	Progress monitoring of reading skills	Local	2	Reading	December 5 -- 6	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Reading Assessment 2	Progress monitoring of reading skills	Local	2	Reading	April 3 – 4	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Mathematics Assessment 1	Progress monitoring of math skills	Local	2	Math	October 24 -- 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 2 Mathematics Assessment 2	Progress monitoring of math skills	Local	2	Math	January 13 -- 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Mathematics Assessment 3	Progress monitoring of math skills	Local	2	Math	March 23 -- 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Mathematics Assessment 4	Progress monitoring of math skills	Local	2	Math	June 1 – 5	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 2 Cog AT	One of several indicators used to identify students as gifted	Local	2	all	November 14 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Performance Series	One of several indicators used to identify students as gifted	Local	2	all	December 1 -- 19	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 3 Reading Assessment 1	Progress monitoring of reading skills	Local	3	Reading	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Reading Assessment 2	Progress monitoring of reading skills	Local	3	Reading	January 9 – 12	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Reading Assessment 3	Progress monitoring of reading skills	Local	3	Reading	March 9 – 14	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 3 Mathematics Assessment 1	Progress monitoring of math skills	Local	3	Math	October 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Mathematics Assessment 2	Progress monitoring of math skills	Local	3	Math	January 13 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Mathematics Assessment 3	Progress monitoring of math skills	Local	3	Math	March 23 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 3 Social Studies Assessment 1	Progress monitoring of social studies skills	Local	3	Social Studies	January 4 – 6	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Social Studies Assessment 2	Progress monitoring of social studies skills	Local	3	Social Studies	May 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 3 Science Assessment 1	Progress monitoring of science skills	Local	3	Science	October 17 – 19	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 3 Science Assessment 2	Progress monitoring of science skills	Local	3	Science	March 20 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 4 Reading Assessment 1	Progress monitoring of reading skills	Local	4	Reading	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Reading Assessment 2	Progress monitoring of reading skills	Local	4	Reading	January 9 – 12	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Reading Assessment 3	Progress monitoring of reading skills	Local	4	Reading	March 9 – 14	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Mathematics Assessment 1	Progress monitoring of math skills	Local	4	Math	October 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 4 Mathematics Assessment 2	Progress monitoring of math skills	Local	4	Math	January 13 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Mathematics Assessment 3	Progress monitoring of math skills	Local	4	Math	March 23 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Social Studies Assessment 1	Progress monitoring of social studies skills	Local	4	Social Studies	January 4 – 6	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Social Studies Assessment 2	Progress monitoring of social studies skills	Local	4	Social Studies	May 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 4 Science Assessment 1	Progress monitoring of science skills	Local	4	Science	October 17 – 19	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 4 Science Assessment 2	Progress monitoring of science skills	Local	4	Science	March 20 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 5 Reading Assessment 1	Progress monitoring of reading skills	Local	5	Reading	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Reading Assessment 2	Progress monitoring of reading skills	Local	5	Reading	January 9 – 12	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Reading Assessment 3	Progress monitoring of reading skills	Local	5	Reading	March 9 – 14	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Mathematics Assessment 1	Progress monitoring of math skills	Local	5	Mathematics	October 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 5 Mathematics Assessment 2	Progress monitoring of math skills	Local	5	Mathematics	January 13 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Mathematics Assessment 3	Progress monitoring of math skills	Local	5	Mathematics	March 23 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Social Studies Assessment 1	Progress monitoring of social studies skills	Local	5	Social Studies	January 4 – 6	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Social Studies Assessment 2	Progress monitoring of social studies skills	Local	5	Social Studies	May 24 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 5 Science Assessment 1	Progress monitoring of science skills	Local	5	Science	October 17 – 19	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Cog AT	One of several indicators used to identify students as gifted	Local	5	Students not identified as gifted in grade 2	November 14 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 5 Performance Series	One of several indicators used to identify students as gifted	Local	5	Students not identified as gifted in grade 2	December 1 -- 19	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 6 English Language Arts Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	ELA	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 English Language Arts Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	ELA	January 4 – 10	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 English Language Arts Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	ELA	March 9 – 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Mathematics Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Math	October 19 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 6 Mathematics Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Math	January 5 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Mathematics Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Math	March 16 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Mathematics Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Math	June 1 – 7	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Social Studies Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Social Studies	October 11 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 6 Social Studies Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Social Studies	December 19 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Social Studies Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Social Studies	March 13 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Science Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Science	October 18 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 6 Science Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Science	January 11 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 6 Science Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	6	Science	March 21 – 24	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Gates MacGinitie Test	Asses and monitor students' instructional needs and growth in reading	Local	6	ELA	September 1-30 May 1 – June 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 7 English Language Arts Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	ELA	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 English Language Arts Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	ELA	January 4 – 10	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 English Language Arts Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	ELA	March 9 – 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Mathematics Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Math	October 19 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 7 Mathematics Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Math	January 5 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Mathematics Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Math	March 16 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Mathematics Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Math	June 1 – 7	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Social Studies Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Social Studies	October 11 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 7 Social Studies Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Social Studies	December 19 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Social Studies Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Social Studies	March 13 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Science Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Science	October 18 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 7 Science Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Science	January 11 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 7 Science Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	7	Science	March 21 – 24	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Gates MacGinitie Test	Asses and monitor students' instructional needs and growth in reading	Local	7	ELA	September 1-30 May 1 – June 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 8 English Language Arts Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	ELA	October 6 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 English Language Arts Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	ELA	January 4 – 10	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 English Language Arts Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	ELA	March 9 – 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Mathematics Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Math	October 19 – 27	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 8 Mathematics Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Math	January 5 – 11	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Mathematics Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Math	March 16 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Mathematics Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Math	June 1 – 7	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Social Studies Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Social Studies	October 11 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 8 Social Studies Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Social Studies	December 19 – 22	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Social Studies Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Social Studies	March 13 – 17	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Science Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Science	October 18 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 8 Science Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Science	January 11 – 18	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 8 Science Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	8	Science	March 21 – 24	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Gates MacGinitie Test	Asses and monitor students' instructional needs and growth in reading	Local	8	ELA	September 1-30 May 1 – June 15	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
English 9 Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	9	English 9	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 9 Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	9	English 9	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 9 Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	9	English 9	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 9 Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	9	English 9	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
English 10 Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	10	English 10	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 10 Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	10	English 10	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 10 Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	10	English 10	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 10 Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	10	English 10	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
English 11 Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	11	English 11	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 11 Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	11	English 11	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 11 Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	11	English 11	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 11 Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	11	English 11	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
English 12 Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	12	English 12	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 12 Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	12	English 12	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 12 Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	12	English 12	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 12 Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	12	English 12	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP English Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP English	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP English Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP English	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP English Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP English	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP English Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP English	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Algebra I Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra I	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra I Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra I	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra I Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra I	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra I Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra I	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Algebra II Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra II	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra II Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra II	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra II Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra II	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Algebra II Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Algebra II	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Geometry Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Geometry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Geometry Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Geometry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Geometry Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Geometry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Geometry Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Geometry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Pre-Calculus Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Pre-Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Pre-Calculus Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Pre-Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Pre-Calculus Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Pre-Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Pre-Calculus Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Pre-Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Statistics Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Statistics	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Statistics Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Statistics	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Statistics Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Statistics	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Statistics Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Statistics	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Calculus Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Calculus Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Calculus Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Calculus Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Calculus	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
US History Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US History Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US History Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US History Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
US Government Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US Government	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US Government Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US Government	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US Government Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US Government	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
US Government Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	US Government	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
World History Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
World History Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
World History Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
World History Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP World History Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP World History Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP World History Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP World History Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP World History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Matter & Energy Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Matter & Energy	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Matter & Energy Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Matter & Energy	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Matter & Energy Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Matter & Energy	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Matter & Energy Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Matter & Energy	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Biology Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Biology	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Biology Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Biology	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Biology Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Biology	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Biology Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Biology	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Chemistry Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chemistry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chemistry Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chemistry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chemistry Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chemistry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chemistry Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chemistry	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Environmental Science Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Environmental Science	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Environmental Science Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Environmental Science	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Environmental Science Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Environmental Science	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Environmental Science Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Environmental Science	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Spanish Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Spanish Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Spanish Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Spanish Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
French Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
French Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
French Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
French Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Chinese Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chinese	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chinese Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chinese	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chinese Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chinese	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Chinese Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Chinese	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
American Sign Language Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	American Sign Language	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
American Sign Language Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	American Sign Language	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
American Sign Language Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	American Sign Language	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
American Sign Language Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	American Sign Language	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
German Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	German	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
German Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	German	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
German Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	German	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
German Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	German	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Arabic Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Arabic	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Arabic Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Arabic	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Arabic Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Arabic	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Arabic Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Arabic	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Spanish Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Spanish Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Spanish Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Spanish Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Spanish	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP French Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP French Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP French Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP French Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP French	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Music Theory Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Music Theory	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Music Theory Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Music Theory	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Music Theory Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Music Theory	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Music Theory Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Music Theory	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
AP Art History Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Art History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Art History Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Art History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Art History Quarter Assessment 3	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Art History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
AP Art History Quarter Assessment 4	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	AP Art History	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Fitness for Life Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Fitness for Life	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Fitness for Life Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Fitness for Life	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Health Quarter Assessment 1	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Health	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Health Quarter Assessment 2	Assessment of Critical Content and Skill Standards from the Quarter	Local	When students take course	Health	Last 4 days of the quarter	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
PARCC ELA/Literacy and Mathematics	Assess students' readiness for College and Career. These assessments meet the ESSA testing requirements.	State	3-8	ELA/Literacy, and Mathematics	April 21- June 2, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, and Timing and Scheduling</i> , as found in Sections 2, 3 and 4 of the <i>PARCC Accessibility Features and Accommodations Manual</i> are made available to each student when appropriate for assessments.	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3i, 3j, 3k, 3l, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 5a, 7a, 7b, 7c, 7d, 7e
PARCC ELA/Literacy	Assess students' readiness for College and Career. This assessment also satisfies the MD testing graduation requirement in English 10.	State	10	English 10	April 21 – June 2, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, and Timing and Scheduling</i> , as found in Sections 2, 3 and 4 of the <i>PARCC Accessibility Features and Accommodations Manual</i> are made available to each student when appropriate for assessments.	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3i, 3j, 3k, 3l, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 5a, 7a, 7b, 7c, 7d, 7e
PARCC Algebra I	Assess students' readiness for College and Career. This assessment also satisfies the MD testing graduation requirement in Algebra.	State	When student is enrolled in the course. Typically in grade 8 or 9.	Algebra 1	April 21-June 2, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, and Timing and Scheduling</i> , as found in Sections 2, 3 and 4 of the <i>PARCC Accessibility Features and Accommodations Manual</i> are made available to each student when appropriate for assessments.	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3i, 3j, 3k, 3l, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 5a, 7a, 7b, 7c, 7d, 7e

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
PARCC Geometry and/or Algebra II	Assess' students' readiness for College and Career. This assessment will meet High School ESSA testing requirements for students who took Algebra 1 (or Geometry) while in middle school.	State	Students in grades 9 or 10 who took Algebra I (or Geometry) while in middle school.	Geometry and/or Algebra II	April 21-June 2, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, and Timing and Scheduling</i> , as found in Sections 2, 3 and 4 of the <i>PARCC Accessibility Features and Accommodations Manual</i> are made available to each student when appropriate for assessments.	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3i, 3j, 3k, 3l, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 5a, 7a, 7b, 7c, 7d, 7e
Maryland Integrated Science Assessment (MISA)	Assess' students' knowledge a	State	5 and 8	Science	TBD	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the <i>MARYLAND ACCOMMODATIONS MANUAL</i> are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
HSA Biology	MD testing Assess' students' knowledge of the Biology curriculum. This assessment also meets the graduation requirement.	State	When enrolled in the course. Typically grade 9 or 10	Science	May 22, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling, and Setting Accommodations</i> found in Section 5 of the <i>MARYLAND ACCOMMODATIONS MANUAL</i> are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
HSA Government	Assess students' knowledge of the US Government curriculum. This assessment also meets the graduation requirement.	State	When enrolled in the course. Typically grade 10.	Social Studies	May 23, 2017	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Mills-Parole Elementary School SW	4222	80.0%	\$ 934,250			\$ 934,250
Tyler Heights Elem School SW	4262	79.7%	871,350			871,350
Eastport Elementary School SW	4142	78.4%	370,000			370,000
Georgetown Elementary School SW	4162	77.1%	549,450	78,298		627,748
Van Bokkelen Elementary School SW	3152	75.5%	673,400			673,400
Belle Grove Elementary School SW	1082	73.0%	349,650	78,298		427,948
Mary Moss @ J Albert SKIPPED	4064	71.4%				-
Park Elementary School SW	1202	70.9%	630,850			630,850
Hilltop Elementary SW	1142	68.2%	767,195			767,195
Germantown Elementary School SW	4182	63.8%	743,270			743,270
Woodside Elementary School SW	1262	61.9%	328,570	156,597		485,167
Maryland City Elementary SW	3132	60.2%	342,925			342,925
Freetown Elementary School SW	1122	59.8%	445,300	78,298		523,598
Ferndale Early Education Center SW	1102	58.5%	126,575			126,575
Annapolis Elementary School TA	4092	56.6%	230,275			230,275
Glen Burnie Elem School TA	3372	56.0%	449,875			449,875
North Glen Elementary School TA	1172	55.2%	228,750			228,750
Brooklyn Park Elementary School TA	1092	54.8%	340,075			340,075
Marley Elementary School TA	1162	52.2%	573,400			573,400
Meade Heights Elementary School TA	3142	52.0%	279,075	78,298		357,373
Rippling Woods Elementary School TA	3392	49.7%	301,500			301,500
Glendale Elementary School TA	1132	49.3%	349,225	78,299		427,524
Southgate Elementary School TA	3382	48.7%	324,900			324,900
Brock Bridge Elementary School TA	3062	47.1%	194,400			194,400
Richard Henry Lee Elem School TA	1242	44.4%	208,800			208,800
George Cromwell Elementary Sch TA	1112	43.8%	126,000			126,000
Point Pleasant Elementary School TA	1212	42.6%	214,200			214,200
Lothian Elementary TA	4202	42.4%	180,000	78,298		258,298
Overlook Elementary School	1192	47.5%				-
High Point Elementary School	2132	46.8%				-
Oakwood Elementary School	1182	45.5%		78,298		78,298
Jessup Elementary School	3112	42.3%				-
Hebron-Harman Elementary School	3102	41.6%				-
Tracey's Elementary School	4252	40.7%				-
Quarterfield Elementary School	1232	38.1%				-
Odenton Elementary School	3172	37.4%				-
Manor View Elementary School	3122	37.2%				-
Pershing Hill Elementary School	3182	37.1%				-
Rolling Knolls Elementary School	4232	36.7%		156,597		156,597
Edgewater Elementary School	4152	36.4%				-
Severn Elementary School	3202	33.3%				-
Solley Elementary School	2212	33.0%				-
Hillsmere Elementary School	4192	32.5%				-
Sunset Elementary School	2222	30.7%				-
Seven Oaks Elementary School	3092	29.4%				-
Lake Shore Elementary School	2162	28.7%				-
Ridgeway Elementary School	3192	28.4%				-
Jacobsville Elementary School	2142	25.2%	147		Anne Arundel County Public Schools.	

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Monarch Academy-Elementary	6232	25.1%				-
Waugh Chapel Elementary School	3222	22.1%				-
Linthicum Elementary School	1152	21.7%				-
Fort Smallwood Elementary School	2112	21.2%		78,298		78,298
Shady Side Elementary School	2202	21.0%				-
Deale Elementary School	4132	20.5%				-
Windsor Farm Elementary School	2372	20.3%				-
Crofton Meadows Elementary School	3362	19.9%				-
Pasadena Elementary School	3182	19.9%				-
West Meade Early Education Center	3232	19.9%				-
South Shore Elementary School	3212	19.7%				-
Belvedere Elementary School	2062	16.7%				-
Nantucket Elementary School	3282	16.7%				-
West Annapolis Elementary School	4272	16.7%				-
Broadneck Elementary School	2322	16.4%				-
Mayo Elementary School	4212	16.1%				-
Millersville Elementary School	3162	15.5%				-
Central Elementary School	4112	15.3%				-
Four Seasons Elementary School	3272	14.4%				-
Bodkin Elementary School	2082	13.6%				-
Cape St. Claire Elementary School	2092	11.8%				-
Jones Elementary School	2152	8.8%				-
Crofton Elementary School	3072	7.8%				-
Davidsonville Elementary School	4122	6.3%				-
Arnold Elementary School	2052	6.2%				-
Severna Park Elementary School	2013	6.0%				-
Benfield Elementary School	2072	4.9%				-
Folger McKinsey Elementary School	2102	4.0%				-
Crofton Woods Elementary School	3082	2.8%				-
Shipley's Choice Elementary School	2432	2.1%				-
Oak Hill Elementary School	2172	0.0%				-
Elementary School Sub Total		35.9%	\$ 11,133,260	\$ 939,579	\$ -	\$ 12,072,839
Marley Middle School	1063	60.4%				
Brooklyn Park Middle School	1023	60.0%				
Meade Middle School	3423	59.6%				
Bates Middle School	4043	58.1%				
Corkran Middle School	1043	57.3%				
Annapolis Middle School	4033	55.5%				
Lindale Middle School	1053	49.5%				
MacArthur Middle School	3033	47.3%				
Old Mill Middle North School	3333	46.6%				
George Fox Middle School	2033	40.3%				
Southern Middle School	4053	29.0%				
Old Mill Middle South School	3343	28.6%				
Monarch Academy - Middle School	6233	26.7%				
Chesapeake Bay Middle School	2423	23.8%				
Arundel Middle School	3023	20.9%				
Central Middle School	4283	15.3%	148		Anne Arundel County Public Schools	

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Crofton Middle School	3263	13.1%				
Magothy River Middle School	2243	12.3%				
Severna Park Middle School	2043	5.7%				
Middle School Sub Total		37.4%	\$0	\$0	\$0	\$0
Glen Burnie High School	1033	52.2%				
Annapolis High School	4013	51.7%				
North County High School	1323	50.3%				
Meade High School	3323	46.7%				
Old Mill High School	3353	39.5%				
Northeast High School	2023	34.3%				
Southern High School	4023	26.6%				
Chesapeake High School	2273	19.9%				
South River High School	4293	12.8%				
Broadneck High School	2363	12.5%				
Severna Park High School	2013	4.3%				
High School Sub Total		31.9%	\$0	\$0	\$0	\$0
Phoenix Academy Elementary	4074	90.0%				
J. Albert Adams Academy	4084	87.5%				
Mary E. Moss Academy	4094	79.2%				
Ruth Parker Eason School	3414	45.1%				
Central Special School	4304	39.7%				
Marley Glen Special School	1274	34.8%				
Monarch Global	6113	33.7%				
Monarch Academy	6233	26.7%				
Chesapeake Science Point PCS	6223	25.9%				
Special School Sub Total		51.4%	\$0	\$0	\$0	\$0
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$11,133,260	\$939,579	\$0	\$12,072,839
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			1,033,583	56,003	11,678	11,678
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)			577,801	927,189	583,184	583,184
Nonpublic Costs (For Title I, Table 7-10 LINE 7)			82,842	72,154	750	750
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$12,827,486	\$1,994,925	\$595,612	\$12,668,451

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2016	Local School System: _____
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2016 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						
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]

Fiscal Year 2016

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)
\$ 0.00	\$	\$	\$

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2016	Local School System:
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III-A services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title 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	
Annapolis Area Christian 109 Burns Crossing Road Severn, MD 21144	Private School			87			
	Public School						
	Neutral Site						
Archbishop Spalding 8080 New Cut Rd. Severn, MD 21144	Private School			88			
	Public School						
	Neutral Site						
Monsignor Slade Catholic 120 Dorsey Road Glen Burnie, MD 21061	Private School			43			
	Public School						
	Neutral Site						

SY 2016-2017 Title I Application
1st Submission: August 1, 2016
Final Submission: September 30, 2016



Title I, Part A
Improving Basic Programs

LEA: Anne Arundel County Submission Date: August 5, 2016

FAIN # S010A160020

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

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

Local Educational Agency: <u>Anne Arundel County</u>	Federal Fiscal Year 2017
Title I Coordinator: <u>Sheri L. Burton</u>	
Telephone: <u>410/222-5444</u>	E-mail: <u>slburton@aacps.org</u>

- I. 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. STAFF CREDENTIALS AND CERTIFICATION:

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 2016) 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 2016), which is distributed to all parents in Title I schools and posted on our Title I website, there is a section on Parents' Right to Know.

- ~~b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure requirements.~~ Not Required (*Transitioning to the Every Student Succeeds Act* (ESSA) Updated May 4, 2016).
- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Sheri Burton, Sr. Program Manager of Compensatory Education, Title I Office
Sarah Bell, Program Manager, Compensatory Education, Title I Office
Theresa Gregory, Program Manager, Compensatory Education, Title I Office
Anthony Alston, Executive Director of Equity and Accelerated Student Achievement
Jessica Cuches, Executive Director of Human Resources, Human Resources

Penny Post, Certification Specialist, Human Resources
Kathleen Orndorff, Senior Manager of Records and Quality Control, Human Resources
Title I Principals: Tamara Kelly, Lynne Evans, Amanda Edmonds, Andre Dillard, Karen Soneria, Louise DeJesu, Laura Cooke, Susan Gallagher, Ginger Henley, Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie, Bobbie Kesecker, Stacy Gray, E. Rodney Walker, Lisa Rice, Kathryn Maxa, Theresa Zablonksi, Kristy Snyder, Melissa Brown, Kristie Battista, Kelly Thomas, Christopher Gordon, Christopher Wooleyhand, Tammy Scott, Bonnie Myers

- d. Describe how the LEA coordinates **certification and licensure** 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. If teachers fail to meet qualifications upon final notice from Human Resources, the Title I office and principal of said teacher is notified of a date of transfer for that teacher. Teachers who fail to remain 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 ensures the **certification and licensure** 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 **2016-2017**.

B. SCHOOLWIDE PROGRAMS:

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

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

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

a. 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 Senior 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 *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, Budget Technician and Title I Sr. Program Manager and 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 with the support of the Sr. 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, Sr. Program Manager), Theresa Gregory and Sarah Bell (Title I Program Managers) and Parent Involvement Coordinator (Vacant) will provide technical assistance and guidance to help schools develop, implement, and monitor their school-wide program.

Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Assistant Superintendent; Kate Gilbert, Regional Assistant Superintendent; Jolyn Davis, Director of School Performance; Julie Cares, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance; Heidi Oliver, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Sue Vohrer, Elementary Math Coordinator; Members of the Curriculum and Instruction Leadership Team and Anthony R. Alston, Executive Director 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 Sr. 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 June 1st 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 Sr. Program Manager and the Program Managers 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 Sr. Program Manager, Program Managers, 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 Sr. 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 Sr. 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 Managers. The Title I Sr. Program Manager and Title I Program Managers 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 Sr. Program Manager and Title I Program Managers. 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 Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in schoolwide

plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

The following central office staff will also be responsible for monitoring the 10 components in schoolwide plans, the effectiveness of school wide program implementation, fiduciary issues, and program effectiveness:

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, Julie Cares, Director of School Performance; Maisha Gillins, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance, Jane Friend; Elementary Reading Coordinator; Sue Vohrer, Elementary Math Coordinator; Other supports include Anthony Alston, Executive Director of Equity and Accelerated Student Achievement; Jessica Cuches, Executive Director of Human Resources; Penny Post, Certification Specialist, Human Resources and Kathleen Orndorff, Senior Manager of Records and Quality Control, Human Resources.

2. 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 solely 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 2nd. 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. 16, 2016.

- 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 Sr. Program Manager and the Title I Program Managers. Plans are revised and resubmitted as necessary. Monitoring visits are conducted for each program by the Title I Program Managers. 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 Managers 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 is 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 Sr. Program Manager and Title I Program Managers.

Professional development as well as collaborative work sessions will be provided for both the Principal and school teams by the Title I Sr. Program Manager and Program Managers. School based targeted PD's will be conducted with collaboration with the school based teams by the Program Managers 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 Title I Sr. Program Manager.

Based on a needs assessment given by the Title I Program Manager, monthly professional development (PD) 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 but are 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 three 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 no less than two times during the school year to conduct monitoring walk-throughs and collaborative meetings. The identification tool will be used three 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 no less than three 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.

Elementary School Principals:

Annapolis, Bobbie Kesecker; Bridge, Stacy Gray; Brooklyn Park, E. Rodney Walker; Ferndale ECC, Lisa Rice; George Cromwell, Kathryn Maxa; Glen Burnie Park, Theresa Zablonksi; Glendale, Kristy Snyder; Lothian, Melissa Brown; Marley, Kristie Battista; North Glen, Kelly Thomas; Point Pleasant, Christopher Gordon; Richard Henry Lee, Christopher Wooleyhand; Rippling Woods, Tammy Scott; Southgate, Bonnie Myers

Office of School Performance:

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; Julie Cares, Director of School Performance; Maisha Gillins, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Sue Vohrer, Elementary Math Coordinator; Anthony R. Alston, Executive Director of Equity and Accelerated Student

6. **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 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to **the Director of the Program Improvement and Family Support Branch**, informing MSDE of its intent.

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

Performance Measures:

**Describe the performance measures the LEA will use to demonstrate progress.
How often will student progress be measured against these data points?**

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: _____
Middle of October 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 31, 2016 to the Title I office for review and approval. Schools continue to use the parent plan and compact format approved by MSDE for the FY17 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 Parent Involvement Coordinator 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 Sr. 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 Parent Involvement Coordinator 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 Sr. Program Manager will meet with the principal to provide technical assistance and require a revision.

Also, in the fall, Title I Parent Involvement Coordinator will be trained on how to update 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 Parent Involvement Coordinator will review 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.

Parent Involvement Coordinator will 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.

- b. 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, Lynne Evans, Amanda Edmonds, Andre Dillard, Karen Soneria, Louise DeJesu, Laura Cooke, Susan Gallagher, Ginger Henley, Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie, Bobbie Kesecker, Stacy Gray, E. Rodney Walker, Lisa Rice, Kathryn Maxa, Theresa Zablonksi, Kristy Snyder, Melissa Brown, Kristie Battista, Kelly Thomas, Christopher Gordon, Christopher Wooleyhand, Tammy Scott, Bonnie Myers

Title I school based Reading Resource Teachers: Deniece McClure, Karen Brizzie, Vicki Dundics, Jessica Quigley, Stacey Witte, Kerri Allen, Elizabeth Simonds, Jessica Price, Theresa Shay, Latrice Wiggins, Diane Boylan and Stephanie Dapko, Christina Laukaitis, Kimberly Smith, Sue Slade, Teresa Allender, Jocelyn Fox, Kim Bibeault, Eileen Gagnon

Title I school based Math Resource Teachers: Brad Clapper, Mandi Rounds, Donna Fabrac, Andrea Byrne, Beth Doster, Cheryl Wallace, Shannon Ziemer, Tammy Strauss, Christie Acri, Dottie Wyson, Mandy Panetta, Lindsey Hammond, Lori Berry, Alison

Perels, Tracy Dubin, Mary Sinnott, Betsy Werner, Joanie Gulden, Kathy Benton, Eric Addleman, Mary Kate McGarvie

Office of School Performance: 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; Julie Cares, Director of School Performance; Maisha Gillins, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Sue Vohrer, Elementary Math Coordinator; Anthony R. Alston, Executive Director of Equity and Accelerated Student

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 Sr. Program Manager in collaboration with the Accounting Department pre-determines a per pupil allocation for Parent Involvement, \$22.00 (SW) and \$15 (TA) 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 Parent Involvement Coordinator no less than 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 FY17 school year, between the district-level parent allocation of \$27,859 and the schools' spending a total of \$141,055 on parent involvement at the school level, we are as a district spending approximately \$40,639 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.

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*.
4 private schools and 1 student.

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 Parent Involvement Coordinator 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) 2016: Survey documents for FY17-18 mailed to MSDE from private schools; identified private schools

November 2016: Tentative list of private school participation forwarded to Title I office by Archdiocese

December 2016: Save the Date sent to tentative participating schools to attend information meeting to be held in February 2017

February 2017: Title I information session/overview to all private and catholic schools invited by Anne Arundel County Public Schools Partnerships Office

March 2017: Principal Consultation for SY 17-18

February (3rd week) 2017: School visit to monitor nonpublic program

April (3rd week) 2017: School visit to monitor nonpublic program

April 2017: Post assessment given to participating students

May 2017: Make up services provided if applicable to current students; list of eligible students for SY17-18 sent to Title I Office

June 2017: Confirmation of eligible students' demographic information by Title I office

July 2017: Materials ordered for Title I services and delivered to the private schools

August 2017: Permission to assess letter sent to parents of eligible students; Title I tutors hired by Title I Office

September (2nd week) 2017: Assessment of eligible students conducted; student participation updated and newly identified students sent to Office of Title I by private schools, if any

September (3rd/4th week) 2017: Assessment results sent to parents of eligible students; Title I Parent Information Night held by Title I Office

October 1, 2017 Title I services to begin for participating students

October 14th 2017: School Visit to monitor nonpublic program

December 1, 2017: 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
If yes, when will services begin? October 1st 2016
- b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? ☒ Yes ☐ No
If yes, identify the LEA(s) involved and the **date the services** will begin.
October 1st 2016
- 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 Parent Involvement Coordinator in conjunction with the Sr. 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 Parent Involvement Coordinator and the Sr. 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 Parent Involvement, Title I Sr. Program Manager or Title I Program Managers, each site has a school based staff member assigned to help 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.

F. SUPPORT FOR FOSTER CARE STUDENTS:

1. **DESCRIBE** how the LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.

Anne Arundel County Public Schools will utilize the counselors in each school to identify which students in foster care will need transportation. Each counselor will work with the school's respective PPW and that PPW will work with the state or local child welfare agency to support the child/family in any way that is needed. The PPW will also complete the LEA "Request for Funds" form and submit to the Title I office. The completed form is then fulfilled and filed.

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.
X	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.
	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, Part A. The following points summarize these requirements:

1. The school system must **FIRST RANK** all of its schools by poverty based on the percentage of low-income children.
2. After schools have been **RANKED BY POVERTY**, the school system must serve 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, Baltimore County Public Schools, and 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, 2015** to complete this table along with the September 30, **2015** enrollment data. *Pre-K should be included in these numbers.*

26,755 Total Number of	÷	80,171 Total LEA	=	33.37
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Low-Income Children Attending ALL Public Schools (October 31, 2015)		Student Enrollment (September 30, 2015)		District-Wide Average (percentage) of Low-Income Children
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Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span (Write Grade Spans in Spaces Below)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)	14,511	÷	38,586	37.61
Middle (6-8)	5,473	÷	17,040	32.11
High (9-12)	5,949	÷	21,934	27.12

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

Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	÷	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)	=	\$ Per Pupil Amount
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Per-Pupil Amount \$ X 1.25 = 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 one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

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

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
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N/A		
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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
N/A	
Name of Priority Middle School	MSDE ID Number
N/A	

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 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7.
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B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a **detailed**, 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 ALLOCATION¹

Total Title I SY 2016-2017 Allocation		\$ <u>12,827,486</u> (Taken from the C-1-25)	
Reservations	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

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.

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	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 <i>(see guidance document)</i>	\$299,780	<p>\$29,400 Extended Learning Supplies: 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.</p> <p>27 total Title I Schools for extended learning opportunities/programs (Belle Grove, Eastport, Freetown, Georgetown East, Germantown, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside, Annapolis, Brock Bridge, Brooklyn Park, Ferndale ECC, George Cromwell, Glen Burnie Park, Glendale, Lothian, Marley, North Glen, Point Pleasant, Richard Henry Lee, Rippling Woods, Southgate.</p> <p>\$238,614 Schools for After School Extended Learning Teachers 8775 hours total;135 teachers for 65 hours each @ \$25 per hour (teachers and Lead Teachers)=\$219,375 + \$19,239 Fixed Charges. Belle Grove, Eastport, Freetown, Georgetown East, Germantown, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside, Annapolis, Brock Bridge, Brooklyn Park, Ferndale, George Cromwell, Glen Burnie Park, Glendale, Lothian, Marley, North Glen, Point Pleasant, Richard Henry Lee, Rippling Woods, Southgate</p>
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				<p>\$16,150 Custodian Stipends + \$1,416 Fixed Charges for Saturday School Programs; \$25/hour 10 custodians 64.6 hours totaling 646 hours.</p> <p>Transportation: \$14,200 Fifth grade students at 13 Schoolwide schools and 14 Targeted Assistance schools will receive transportation to visit middle schools; 3 busses for each SW and 2 bus for each TA school to total 67 busses at \$200 each=\$13,400</p> <p>One bus @ 200 per trip for 4 trips from September through May for after school activities to join another after school program. Students will work together to combine learning experiences from respective schools and develop a culminating activity. \$800</p>
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	1b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA <i>(see guidance document)</i>	\$69,258	<p>\$47,385 Substitutes + \$4,156 Fixed Charges \$90 per day; 27 schools; 19 1/2 days. Monthly Math and Reading PDs provided by Title I Program Managers to build capacity of Title I Resource Teachers and SISTS, providing new strategies, data analysis and assessments. Substitutes/Stipends for teachers during professional development; schools: Belle Grove, Eastport, Freetown, Georgetown East, Germantown, Hilltop, Maryland City, Meade Heights, Mills-Parole, Park, Tyler Heights, Van Bokkelen, Woodside, Annapolis, Brock Bridge, Brooklyn Park, Ferndale, George Cromwell, Glen Burnie Park, Glendale, Lothian, Marley, North Glen, Point Pleasant, Richard Henry Lee, Rippling Woods, Southgate</p> <p>\$15,240 Stipends + \$1,337 Fixed Charges 12 Site Directors at \$30 per hour for 2 hours/12 days=\$8640 They are selected based on previous extended learning program experience and approved by the Sr. Program Manager; Sites are chosen with consideration to summer construction schedule, the number of Title I participants, and transportation routes; 12 Lead teachers at \$25 per hour for 2 hours/11 days. Site Directors will provide training for Extended Years Programs and serve as the administrator of the program at their respective site. Site Directors prepare the sites and close out the sites. Site Directors support Lead Teachers with compiling a list of students and address system offerings for book studies, formative assessment writing, Guided Reading, and Math initiatives.</p> <p>Books for study, "Poor Kids, Rich Teaching" each Resource Teacher from all 27 Title I schools will participate in a book study led by Title I Program Manager. The book study will enable teachers to gain and utilize instructional strategies as it relates to under</p>
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				privileged students: \$20 x 57 books = \$1,140
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	2	<p>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).</p>	<p>\$169,120</p>	<p>School Parent Involvement: \$141,055 2 Resource Teachers from 27 Title I Schools to total 54; 4 hours at \$25 dollars for Fall and Spring Parent Events; 27 Reading in the Spring and 27 Math in the Fall to total \$5400; \$473 fixed charges. 75 parents and 75 children to total 150. AACPS Translators for 2 Spring and 2 Fall events to total for 3 hours each to total 12 hours at \$25 per hour total \$1,800 and \$158 fixed charges. Catering for Fall and Spring event; \$1,000 for each event for a total of \$2,000. \$9831 Partnership with VAEL (Victorious Living for Everyday Life); 2 contracted workshops for Fall and Spring; Parents as 1st Teachers @ \$2900 and To Know Me is to Love Me @ \$3000. $2900+3000=\\$5900$; 200 copies of the book The Parent Back Pack at \$10.35 each to distribute at all parent events hosted by the district: \$2,070. Catering for breakfast and snacks for 200 people at \$5.50 for both sessions total \$1,100. Students who attend with their parents will receive, Give a Mouse a Cookie or Captain Underpants at \$5 per book to total \$1000. \$10,070 Spring Game/Math 24-8 rooms; 3 game stations per room at \$50.00 per game: $3 \times 9 \times \\$50 = \\$1,350$. Title I Winter Book Fair (Scholastic) with 100 students and 70 adults where students will receive a \$5 book coupon: $100 \times \\$5 = \\500; parents will receive a \$5 book coupon: $70 \times \\$5 = \\350. \$2200 District held Title I Fall Parent Meeting: 150 parents at 7.00 for dinner for Spring and Fall= \$1,050. Family Involvement Conference Oct 16-19th 2016, Harrisburg, PA. Six parents will attend, registration \$180 each, conference meals \$209 each, hotel \$300 each, travel at 222 miles at .575 totaling \$130 each. \$4914 \$5964</p>
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	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.	Not Applicable.	
	4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$538,158	

Reservations Not Requiring Equitable Services	5	<p>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.)</p>	\$1,034,345	<p>***\$452,276 Central Office Salaries (0.75 Sr. Program Manager), (1.50 Program Managers), (2.00 Budget Technician), (0.50 Admin.) Parent Coordinator Liaison (0.75) Fixed Charges \$176,292. ***Office supplies binders, paper, markers, pens, folders, thumb drives, toner cartridges, and dividers = \$3,079, 4 laptops, mouse, docking stations and bags \$5,140 totals: \$8,219. ***Car mileage: \$13,460. ***Title I Conference February 22-25, for Program Manager, Senior Managers, Budget Technicians: Conferences for 1 Sr. Program Managers, 2 Program Mgrs. And 2 Budget Technicians Title I; Registration: 589 per person; airfare to Long Beach, California: \$510 per person; \$1240 for hotel at \$310 per night for 4 nights; 50 per day for food at 5 days: \$250; \$100 ground transportation. Total: \$2,689 times 5= \$13,445. ***Admin Fee: \$370,653; Cost ***Administrative Assistant (\$20,217): Performs responsible and complex accounting duties in support of the work of a grants coordinator and members of the professional staff. Work involves responsibility for processing budget paperwork for schools and central office staff, composing and typing correspondence and related transmittal documents; establishing and maintaining detailed office records for State and Federal Title I audits and reporting. ***Budget Technicians (\$40,829 + \$46,396 = \$87,225): Perform responsible and complex accounting duties in support of the work of a grants coordinator and members of the professional staff. Work 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) ***Parent Involvement Coordinator (\$79,028): Schedules, promotes, implements and monitor district and school programs intended to enhance the support and participation of parents at home, in the community, at the school site, and at the District that directly and positively affect the educational performance of children; to assist of the District Parent Advisory Committee and operate the Anne Arundel County Public School System; to serve as a resource to site administrators and teachers regarding parent involvement ***Program Manager (\$85,522 + \$90,783 = \$176,305): 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) ***Sr. Manager of Compensatory Education (\$89,501): 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 meet state standards. To help facilitate education initiatives to provide added services in high poverty schools to identified students.</p>
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6	<p>Support for Title I Priority Schools (Baltimore City Public Schools, <u>Baltimore County Public Schools</u>, and Prince George's County Public Schools only)</p> <p><i>(see guidance document)</i></p> <p>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 Maryland's Turnaround Principles 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]</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p> <p>These funds will not be carried over in SY 2017-2018.</p>		<p>20% of LEA allocation = _____</p> <p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools (Baltimore City Public Schools, <u>Baltimore County Public Schools</u>, and Prince George's County Public Schools only)</p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p> <p>These funds will not be carried over in SY 2017-2018.</p>		<p>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.</p>

8	<p>Support to Low Performing Title I Schools</p> <p><u>All LEAs with approaching target schools.</u></p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools, and Prince George's County Public Schools).</u></p> <p>a. Optional: LEAs with Title I Focus 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]</p>		<p>Option a: Identify additional Focus Schools 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.</p>
9	<p>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)</p>		<p>Note: List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.</p>
10a	<p>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)</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	\$20,000	<p>Title I has reserved \$20,000 for 490 Homeless students. In conjunction with Student Services, Title I will fund such items as: musical instruments, graduation expenses, field trips, sports equipment, uniform requests, cab transportation, other.</p>

		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, fringe and job description must be attached 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).	\$1,054,345	
	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).	\$558,158	Total Non-Equitable LINE 11 \$1,054,345 Plus Equitable Reservations LINE 4 \$538,158 Equals \$1,592,503 Minus Administration – LINE 5 \$1,034,345 Equals: \$558,158

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.

<u>1a. District-wide Instructional Program(s) Reservation</u>				
69 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.)	÷	7,568 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.)	=	.009 Proportion of reservation
.009 Proportion of reservation	x	299,780 Reservation (Use # from Table 7-8, Line 1a)	=	2,698

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				Proportional monies available for equitable services to private school participants
<u>1b. District Professional Development Reservation</u>				
69 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.)		7,568 Total # of <u>public school children</u> from low-income families in Title I public schools <u>plus private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		.009 Proportion of reservation
.009 Proportion of reservation		69,258 Reservation (Use # from Table 7-8, Line 1b)		623 Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
69 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.)	÷	7,568 Total # of <u>public school children</u> from low-income families in Title I public schools <u>plus private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)	=	.009 Proportion of reservation
.009 Proportion of reservation	x	169,120 Reservation (Use # from Table 7-8, Line 2)	=	1,522 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 \$ 4,843				

2016-2017 Title I, Part A Application
Maryland State Department of Education
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)	-----	12,827,486
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	538,158
3.	Equitable share Total reported in Table 7-9	minus	4,843
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	1,054,345
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	11,230,140
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.	----	96,880
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	101,723

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, 2015 – September 30, 2016)

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 2015-2016 allocation: \$ 10,679,078
2. The estimated amount of Title I funds the school system will carryover: \$874,843
3. The estimated percentage of carryover Title I funds as of September 30, 2016 8% (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 2016-2017

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 **2015-2016** removed from Title I in SY **2016-2017**
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- **Homeless Liaison job description (if applicable)**
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

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

- Each Priority School's intervention plan with budget narrative
- Each Focus School's budget narrative

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

Maryland's 2016-2017 Priority Schools

2016-2017 Title I, Part A Application
Maryland State Department of Education

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Baltimore County	03	2400120	1351	Lansdowne Middle	240012000417	SW
Prince George's	16	2400510	1908	William Wirt Middle	240051001186	SW
Baltimore City	30	2400090	0010	James McHenry Elementary	24009000253	SW
Prince George's	16	2400510	0102	High Point High	240051001059	SW*
Baltimore City	30	2400090	0035	Harlem Park Elementary	240009000239	SW
Baltimore City	30	2400090	0037	Harford Heights Elementary	240009001153	SW
Baltimore City	30	2400090	0260	Frederick Elementary	240009001430	SW
Baltimore City	30	2400090	0125	Furman Templeton Preparatory Academy	240009000211	SW
Baltimore City	30	2400090	0122	The Historic Samuel Coleridge-Taylor Elementary	240009000309	SW
Baltimore City	30	2400090	0130	Booker T. Washington Middle	240009000160	SW
Baltimore City	30	2400090	0011	Eutaw-Marshburn Elementary	240009000196	SW
Baltimore City	30	2400090	0107	Gilmor Elementary	240009000221	SW
Baltimore City	30	2400090	0164	Arundel Elementary/Middle	240009000148	SW
Baltimore City	30	2400090	0231	Brehms Lane Elementary	240009000161	SW
Baltimore City	30	2400090	0204	Mary E. Rodman Elementary	240009000277	SW
Baltimore City	30	2400090	0430	Augusta Fells Savage Institute of Visual Arts	240009001387	SW
Baltimore City	30	2400090	0341	The Reach! Partnership School	240009001663	SW
Baltimore City	30	2400090	0378	Baltimore I.T. Academy	240009000174	SW
Baltimore City	30	2400090	0210	Hazelwood Elementary/Middle	240009000241	SW
Baltimore City	30	2400090	0450	Frederick Douglass High	240009000209	SW
Baltimore City	30	2400090	0342	K.A.S.A. (Knowledge And Success Academy)	240009001665	SW*
Baltimore City	30	2400090	0422	New Era Academy	240009001559	SW
Baltimore City	30	2400090	0367	Baltimore Community High School	240009001679	SW
Baltimore City	30	2400090	0339	Friendship Academy of Engineering and Technology	240009001659	SW
Baltimore City	30	2400090	0427	Academy for College and Career Exploration	240009001381	SW

2016-2017 Title I, Part A Application
Maryland State Department of Education

Baltimore City	30	2400090	0239	Benjamin Franklin High School at Masonville Cove	240009000157	SW
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* Will operate a SW program beginning July 1, 2016.

Maryland's 2016-2017 Focus Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Anne Arundel County	02	2400060	4182	Germantown Elementary	240006000074	SW
Baltimore County	03	2400120	1409	Shady Spring Elementary	240012000474	SW
Baltimore County	03	2400120	0113	Chadwick Elementary	240012000357	SW
Baltimore County	03	2400120	1313	Halethorpe Elementary	240012000398	SW*
Baltimore County	03	2400120	0909	Pleasant Plains Elementary	240012000453	SW
Baltimore County	03	2400120	0810	Padonia International Elementary	240012090440	SW*
Calvert County	04	2400150	0208	Barstow Elementary	240015001655	SW*
Caroline County	05	2400180	0701	Ridgely Elementary School	240018000525	SW
Charles County	08	2400270	0604	Dr. Samuel A. Mudd Elementary School	240027000585	SW
Charles County	08	2400270	0302	Mt Hope/Nanjemoy Elementary School	240027001492	SW
Charles County	08	2400270	0611	Dr. Gustavus Brown Elementary	240027000584	SW*
Frederick County	10	2400330	0204	Lincoln Elementary	240033000649	SW
Frederick County	10	2400330	0222	Monocacy Elementary	240033001521	SW
Frederick County	10	2400330	0210	North Frederick Elementary	240033000645	SW
Frederick County	10	2400330	0916	Spring Ridge Elementary	240033090472	SW
Frederick County	10	2400330	2306	Orchard Grove Elementary	240033000807	SW*
Harford County	12	2400390	0211	G. Lisby Elementary at Hillsdale	240039000700	SW
Harford County	12	2400390	0632	Havre de Grace Elementary	240039000695	SW
Howard County	13	2400420	0612	Phelps Luck Elementary	240042000749	SW
Howard County	13	2400420	0515	Running Brook Elementary	240042000751	SW
Howard County	13	2400420	0609	Talbot Springs Elementary	240042000756	SW
Howard County	13	2400420	0618	Laurel Woods Elementary	240042000761	SW
Howard County	13	2400420	0103	Deep Run Elementary	240042090448	SW

2016-2017 Title I, Part A Application
Maryland State Department of Education

Howard County	13	2400420	0514	Longfellow Elementary	240042000742	SW
Howard County	13	2400420	0517	Swansfield Elementary	240042000755	SW
Montgomery County	15	2400480	0779	Sargent Shriver Elementary	240048001537	SW
Montgomery County	15	2400480	0553	Gaithersburg Elementary	240048000836	SW
Montgomery County	15	2400480	0766	Oak View Elementary	240048000887	SW
Montgomery County	15	2400480	0777	Weller Road Elementary	240048000946	SW
Montgomery County	15	2400480	0305	Jackson Road Elementary	240048000854	SW
Montgomery County	15	2400480	0771	Rolling Terrace Elementary	240048000913	SW
Montgomery County	15	2400480	0559	Brown Station Elementary	240048000792	SW
Prince George's County	16	2400510	2011	Charles Carroll Middle	240051001004	SW
Prince George's County	16	2400510	1601	Hyattsville Elementary	240051001065	SW*
Prince George's County	16	2400510	1234	Oxon Hill Middle	240051001471	SW
Prince George's County	16	2400510	2009	Thomas Johnson Middle	240051001175	SW
Queen Anne's County	17	2400540	0503	Grasonville Elementary School	240054001193	SW*
St. Mary's County	18	2400600	0804	Lexington Park Elementary	240060001230	SW
Talbot County	20	2400630	0104	Easton Elementary	240063001244	SW
Baltimore City	30	2400090	0243	Armistead Gardens Elementary	240009000147	SW
Baltimore City	30	2400090	0327	Patterson Park Public Charter School	240009001480	SW
Baltimore City	30	2400090	0047	Hampstead Hill Academy	240009000234	SW

* Will operate a SW program beginning July 1, 2016

Title I Schools in SY 2015-2016 removed from Title I in SY 2016-2017

No schools have been removed.

**Sample Long-Term Sub letter to
parents to be printed on School
Stationery and signed by principal**

Sample Letter to Parent

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 federal requirements, 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 or teacher assistant who does not meet the established criteria for the definition of “highly qualified”.

A “highly qualified” **teacher** is one who both holds a college degree **and** has passed a rigorous State test, which demonstrates subject knowledge **and** teaching skills in reading, writing, mathematics, and other areas of basic elementary school curriculum.

While your child’s teacher, *(insert teacher’s name)* is on extended leave there is a long-term substitute teaching the class who is not considered highly qualified at this time. Please note however, that this is just a temporary assignment and we are confident that effective, quality instruction will continue during the teacher’s absence.

If you have any questions about this letter, please call the school office at *(insert school phone number)*.

Sincerely,

(Sign Principal’s Name)



**Sample Long-Term Sub letter to parents to be
printed on School Stationery and signed by
principal**

Sample Letter to Parent

Estimados padres:

Tanto los padres como el Sistema de Escuelas Públicas del Condado Anne Arundel quieren tener los profesores más altamente calificados en cada uno de los salones de nuestras escuelas. En cumplimiento con los requerimientos federales, un sistema de escuelas públicas debe, bajo ciertas circunstancias, notificar a los padres de los alumnos en escuelas Título 1 cuando a sus hijos les enseña un profesor o profesor asistente que no cumple con el criterio establecido por la definición de “altamente calificado”.

Un **profesor** “altamente calificado” es uno que tiene ambos un título universitario y que haya pasado un riguroso examen del Estado, que demuestre conocimiento en la materia y habilidades de enseñanza en lectura, escritura, matemáticas y otras áreas básicas del plan de estudios de primaria.

Mientras el profesor de su hijo, (*escriba el nombre del profesor*) tiene licencia prolongada, hay un profesor sustituto de largo plazo en el grupo, que no se considera altamente calificado en este momento. Por favor tome en cuenta que, sin embargo, es solo un trabajo temporal y confiamos en que la instrucción efectiva y de calidad continúe durante la ausencia del profesor.

Si tiene cualquier pregunta sobre esta carta, por favor llame a la oficina de la escuela al (*escriba el número de teléfono de la escuela*).

Sinceramente,

(*Firma del Director*)



Appendix B

507-KH

1 OF 2

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: Policy 507

Responsible Office: Volunteer/School & Family Partnerships

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 adopted 10/7/92; Policy 507-KH adopted: 12/15/04

Grade	Multiple Selection Criteria (Note: Students meeting at least two of the criteria will be targeted for interventions. Students may be monitored due to lack of formal assessment data. The Title I Office may adjust criteria as county assessments may be updated)
Pre-Kindergarten	<ul style="list-style-type: none"> Grade group teams, resource teachers, interventionists, and classroom teachers will meet to review individual student strengths and weaknesses to develop a student ranking list.
Kindergarten	<ul style="list-style-type: none"> KRA (Kindergarten Readiness Assessment): Students whose instructional recommendation indicates "Needs Improvement" or "In Progress" on KRA are eligible for Title I Interventions. Spring Math Checklist: Students whose instructional recommendation indicates "Intensive" are eligible for Title 1 intervention. Math Eligibility Survey: Students whose instructional recommendation indicates "Intensive" are eligible for Title 1 intervention. Parent/Teacher Recommendation: Teacher or parent indicates student is below grade level. Kindergarten Retention
Grade 1 – 2	<ul style="list-style-type: none"> Fountas & Pinnell Assessment: Students whose instructional recommendation indicates "Basic" are eligible for Title 1 intervention. Unit #1 County Math Assessment: Students scoring below proficient are eligible for Title 1 intervention. Parent/Teacher Recommendation: Teacher or parent indicates student is below grade level. Retention from previous grade level.
Grade 3-5	<ul style="list-style-type: none"> Fountas and Pinnell Assessment: Students whose instructional recommendation indicates "Basic" are eligible for Title 1 intervention. Spring Reading Skills Assessment: Students scoring below 70 are eligible for Title 1 intervention. County Math Unit Assessment: Students scoring below proficient are eligible for Title 1 intervention. Math Semester Post Assessment: Students scoring below proficient are eligible for Title 1 intervention. Parent/Teacher Recommendation: Teacher or parent indicates student is below grade level.

November 20, 2015

Dear _____,

One component of the Targeted Assistance Title I Program at Glen Burnie Park Elementary School is to provide intervention for students most at risk of not 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

_____ Math Intervention based on Grade Level Standards

Your child will meet daily for _____ minutes with this intervention group 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 has begun working in this group. 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.

Our first parent night will be on Tuesday, December 1st. Please plan on joining us for this meeting for more information about the Targeted Title I process.

If you have any questions, please contact Terese Allendar, Title I Reading Specialist or Joanie Gulden Math Intervention Specialist at (410) 222-6400.

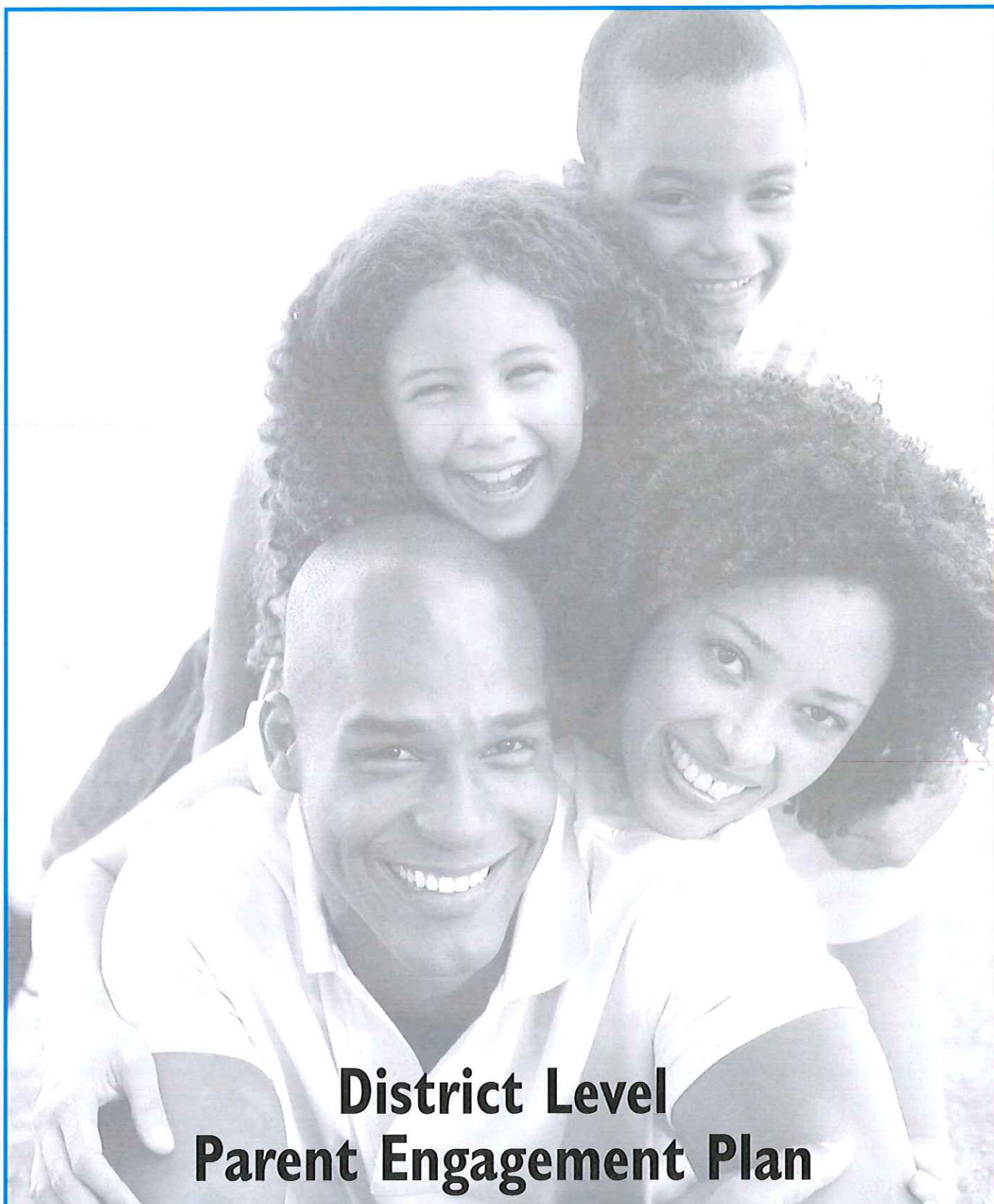
Intervention Provider

Please sign this and return as soon as possible. Thank You!

My child, _____, has permission to receive the indicated Reading and/or Math Intervention.

Parent Signature

Date



District Level Parent Engagement Plan

**Anne Arundel County Public Schools
Title I Program**

Updated for School Year 2016-2017

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.

Invide 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.

Revise 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
Sr. Program Manager, 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.

Revised November 2014



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., *Superintendent of Schools*

**TITLE I IDENTIFICATION CRITERIA - FALL
2016/2017**

_____ 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 2-5 Only Basic – 1Pt Above Basic – 0 Pts

Total Reading Points* _____

* Total Possible Reading points
Grade K (2 Pt)
Grades 1 (2 Pts)
Grades 2 – 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	<ul style="list-style-type: none"> • KRA (Language & Literacy) – Not yet status • Level B or below from F&P
Grade 1	<ul style="list-style-type: none"> • Level B or below from Kindergarten F&P
Grade 2	<ul style="list-style-type: none"> • Level H or below from Grade 1 F&P
Grade 3	<ul style="list-style-type: none"> • Level K or below from Grade 2 F&P • Basic on Grade 2 Reading Assessment from EOY
Grade 4	<ul style="list-style-type: none"> • Level N or below from Grade 3 F&P • Basic on Grade 3 Reading Assessment 3
Grade 5	<ul style="list-style-type: none"> • Level Q or below from Grade 3 F&P • Basic on Grade 4 Reading Assessment 3

Targeted Title I Mathematics

Grade	Requirements
K	<ul style="list-style-type: none"> • KRA for Math Segment (not yet) • Mid-year Math Assessment (ND)
1	<ul style="list-style-type: none"> • Fluency check – beginning of year • Illustrative Math task for the beginning of the year (formative)
2	<ul style="list-style-type: none"> • Fluency check – beginning of year • Illustrative Math task for the beginning of the year (formative) • Average of last two assessments from Grade 1/ or EOY inventory
3-5	<ul style="list-style-type: none"> • Fluency check – beginning of year • Illustrative Math task for the beginning of the year (formative) • Average of prior year's assessments

Scoring (Grade 1)

70% and above

0 points

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

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

**Anne Arundel County Public Schools
No Child Left Behind Title I**

**Nonpublic School Letter of Intent
Non Public Title I Grants Meeting**

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 the teacher 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 on 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 2016-2017 school year (if they are deemed eligible)

☒

As a result of the information provided to me regarding Title I

Arnold Christian Academy

(Name of School)

has decided to decline Title I services for the 2016-2017 school year regardless of eligibility.

Kelley Hurd
Private School Representative Signature

7/28/2016
Date

Arnold Christian Academy
Name of Private School

410-544-1882
Phone

Please return to Katie Davis
Board of Education – Title I Office
2644 Riva Rd, Annapolis, MD 21401
FAX: 410- 222-5632

**Anne Arundel County Public Schools
No Child Left Behind Title I**

**Nonpublic School Letter of Intent
Non Public Title I Grants Meeting**

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 the teacher 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 2016-2017 school year (if they are deemed eligible)


☒

As a result of the information provided to me regarding Title I

Saint John the Evangelist School

(Name of School)

has decided to decline Title I services for the 2016-2017 school year regardless of eligibility.


Private School Representative Signature

7.28.16
Date

Saint John the Evangelist School
Name of Private School

410-647-2283
Phone

Please return to Katie Davis
Board of Education – Title I Office
2644 Riva Rd, Annapolis, MD 21401
FAX: 410-222-5632

**Anne Arundel County Public Schools
No Child Left Behind Title I**

**Nonpublic School Letter of Intent
Non Public Title I Grants Meeting**

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 the teacher 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 2016-2017 school year (if they are deemed eligible)

☒

As a result of the information provided to me regarding Title I

ELVATON CHRISTIAN ACADEMY

(Name of School)

has decided to decline Title I services for the 2016-2017 school year regardless of eligibility.

Dallas W. Bumgarner

Private School Representative Signature

7/27/2016

Date

ELVATON CHRISTIAN ACADEMY

Name of Private School

410-647-3224

Phone

Please return to Katie Davis
Board of Education – Title I Office
2644 Riva Rd, Annapolis, MD 21401
FAX: 410- 222-5632

**Anne Arundel County Public Schools
No Child Left Behind Title I**

**Nonpublic School Letter of Intent
Non Public Title I Grants Meeting
April 12, 2016
2:00 PM -3:00 PM St. Philip Neri**

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 the teacher 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

St. Philip Neri School

(Name of School)

has decided to accept Title I services for the 2016-2017 school year (if they are deemed eligible)



As a result of the information provided to me regarding Title I

(Name of School)

has decided to decline Title I services for the 2016-2017 school year regardless of eligibility.

Spencer Leslie Brooks

Private School Representative Signature

4-18-16

Date

St. Philip Neri School

410-859-1212

Name of Private School

Phone

Please return to Cathi Mellos @ Board of Education – Title I Office
2644 Riva Rd, Annapolis, MD 21401 by April 19, 2016

Private School Timeline
Title I Consultation with Private School Officials
Anne Arundel County Public Schools
Sheri L. Burton, Sr. Program Manager

Private School Timeline 2016-2017

- **October (1st week) 2016:** Survey documents for FY17-18 mailed to MSDE from private schools; identified private schools
- **November 2016:** Tentative list of private school participation forwarded to Title I office by Archdiocese
- **December 2016:** Save the Date sent to tentative participating schools to attend information meeting to be held in February 2017
- **February 2017:** Title I information session/overview to all private and catholic schools invited by Anne Arundel County Public Schools Partnerships Office
- **March 2017:** Principal Consultation for SY17-18
- **February (3rd week) 2017:** School visit to monitor nonpublic program
- **April (3rd week) 2017:** School visit to monitor nonpublic program
- **April 2017:** Post assessment given to participating students
- **May 2017:** Make up services provided if applicable to current students; list of eligible students for SY17-18 sent to Title I Office
- **June 2017:** Confirmation of eligible students' demographic information by Title I office
- **July 2017:** Materials ordered for Title I services and delivered to the private schools
- **August 2017:** Permission to assess letter sent to parents of eligible students; Title I tutors hired by Title I Office
- **September (2nd week) 2017:** Assessment of eligible students conducted; student participation updated and newly identified students sent to Office of Title I by private schools, if any
- **September (3rd/4th week) 2017:** Assessment results sent to parents of eligible students; Title I Parent Information Night held by Title I Office
- **October 1, 2017:** Title I services to begin for participating students
- **October 15th 2017:** School Visit to monitor nonpublic program
- **December 1, 2017:** School Visit to monitor nonpublic program

**Title I FY 17 Allocation Worksheet
School Year 2016-2017**

Local School System Submission Date

Note: 1/2 day Pre-K equals .5 FTE

Notations		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
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 9/30/15)	Number of Low Income- Public School Children (as of 10/31/15)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/15)	CEP Direct Certification 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 School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)	Allocation for Private School Children (O x P = R)	
1	sw	4222	Mill-Parole Elementary	Prek-5	n	631	505		0.0	505.0	79.91%	0	0.0	\$1,850.00	\$934,250.00	\$0.00	
	sw	4262	Tyler Heights Elem	Prek-5	n	591	471		0.0	471.0	79.43%	0	0.0	\$1,850.00	\$871,350.00	\$0.00	
2	sw	4142	Van Bokkelen Elem	Prek-5	n	482	364		0.0	364.0	76.96%	0	0.0	\$1,850.00	\$673,400.00	\$0.00	
4	sw	4162	Georgetown East Elem	Prek-5	n	385	297		0.0	297.0	76.94%	0	0.0	\$1,850.00	\$549,450.00	\$0.00	
5	sw	3152	Eastport Elem	Prek-5	n	255	200		0.0	200.0	76.92%	0	0.0	\$1,850.00	\$370,000.00	\$0.00	
6	sw	1082	Belle Grove Elem	Prek-5	n	259	189		0.0	189.0	73.54%	0	0.0	\$1,850.00	\$349,650.00	\$0.00	
7	S	sw	4064	Park Elem	Prek-5	n	481	341		0.0	341.0	72.55%	0	0.0	\$1,850.00	\$630,850.00	\$0.00
8	sw	1202	Mary Moss @ J. Albert	6-9	n	84	60		0.0	60.0	71.43%	0	0.0	\$0.00	\$0.00	\$0.00	
9	sw	1142	Hilltop Elem	Prek-5	n	705	481		0.0	481.0	68.81%	4	4.0	\$1,595.00	\$767,195.00	\$6,380.00	
10	f	sw	4182	Germantown Elem	Prek-5	n	731	466		0.0	466.0	62.89%	0	0.0	\$1,595.00	\$743,270.00	\$0.00
11	sw	1262	Maryland City Elem	Prek-5	n	357	215		0.0	215.0	61.96%	0	0.0	\$1,595.00	\$342,925.00	\$0.00	
12	sw	3132	Woodside Elem	Prek-5	n	333	206		0.0	206.0	61.49%	0	0.0	\$1,595.00	\$328,570.00	\$0.00	
13	sw	1122	Freetown Elem	Prek-5	n	488	292		0.0	292.0	59.59%	4	4.0	\$1,525.00	\$445,300.00	\$6,100.00	
14	N	sw	1102	Ferndale E.C.C.	Prek-5	n	142	83		0.0	83.0	58.45%	1	1.0	\$1,525.00	\$126,575.00	\$1,525.00
15	N	tas	4092	Annapolis Elem	Prek-5	n	267	151		0.0	151.0	56.13%	1	1.0	\$1,525.00	\$230,275.00	\$1,525.00
16	tas	3372	Glen Burnie Park Ele	Prek-5	n	527	295		0.0	295.0	55.98%	0	0.0	\$1,525.00	\$449,875.00	\$0.00	
17	N	tas	1172	North Glen Ele	Prek-5	n	272	150		0.0	150.0	55.35%	4	4.0	\$1,525.00	\$228,750.00	\$6,100.00
18	N	tas	1092	Brooklyn Park Ele	Prek-5	n	407	223		0.0	223.0	55.06%	24	24.0	\$1,525.00	\$340,075.00	\$36,600.00
19	N	tas	1162	Glendale Elem	Prek-5	n	465	229		0.0	229.0	54.52%	0	0.0	\$1,525.00	\$349,225.00	\$0.00
20	N	tas	3142	Marley Elem	Prek-5	n	721	376		0.0	376.0	52.59%	1	1.0	\$1,525.00	\$573,400.00	\$1,525.00
21	N	tas	3392	Meade Heights Elem	Prek-5	n	352	183		0.0	183.0	51.99%	1	1.0	\$1,525.00	\$279,075.00	\$1,525.00
22	N	tas	1132	Rippling Woods Elem	Prek-5	n	674	335		0.0	335.0	50.00%	0	0.0	\$900.00	\$301,500.00	\$0.00
23	N	tas	3382	Southgate Elem	Prek-5	n	741	361		0.0	361.0	48.59%	4	4.0	\$900.00	\$324,900.00	\$3,600.00
24	N	tas	3062	Brock Bridge Elem	Prek-5	n	459	216		0.0	216.0	47.26%	0	0.0	\$900.00	\$194,400.00	\$0.00
25	N	tas	1242	Richard Henry Lee Elem	Prek-5	n	523	232		0.0	232.0	44.70%	5	5.0	\$900.00	\$208,800.00	\$4,500.00
26	N	tas	1112	George Cromwell Elem	Prek-5	n	320	140		0.0	140.0	43.89%	6	6.0	\$900.00	\$126,000.00	\$5,400.00
27	N	tas	1212	Point Pleasant Elem	Prek-5	n	559	238		0.0	238.0	43.43%	4	4.0	\$900.00	\$214,200.00	\$3,600.00
28	N	tas	4202	Lothian Elem	Prek-5	n	472	200		0.0	200.0	43.01%	0	0.0	\$900.00	\$180,000.00	\$0.00
							7499.0	0.0	0.0	7499.0		59.0	59.0		\$11,133,260.00	\$78,380.00	
							Table 7-9		Table 7-9		Table 7-9		Table 4 A & B		Table 4 A & B		

Community Eligibility Provision

Table 7-10, B

*Community Eligibility Provision

¹ The 1.6 multiplier applies 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.

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 conform to 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.

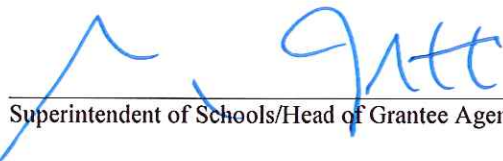
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

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 12/4/2015 16:01:40 Notice of Grant Award 4

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

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

ORIGINAL GRANT BUDGET	\$12,627,488.00	AMENDED BUDGET #		REQUEST DATE	10/19/16
GRANT NAME	FY 2017, Title I	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MADE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Bridge to Excellence	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2016	6/30/2018	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						370,653.00	370,653.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	15,349.00			31,396.00			46,745.00
Prog. 16 Inst. Admin. & Supv.	452,278.00		8,219.00	28,905.00			487,402.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	7,525,943.00	32,759.00	353,320.00	7,914.00			7,919,936.00
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						101,723.00	101,723.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	270,830.00	85,000.00	27,498.00	80,154.00			451,270.00
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		54,220.00					54,220.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	16,150.00						16,150.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,379,389.00			3,379,389.00
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	8,280,348.00	171,979.00	369,025.00	3,513,758.00	0.00	472,378.00	12,627,488.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Durholc</u>	<u>M. Durholc</u>	<u>10/19/16</u>	<u>410-222-5204</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arthuro, Ed.D.</u>	<u>[Signature]</u>	<u>10/20/16</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager				
BTE Annual Update 2016	219	Anne Arundel County Public Schools		
	Name	Signature	Date	Telephone #

Category/Object	Budget Category	School # HSA for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4092	Annapolis	Teacher - Avg for steps 6 to 10 @ Salary	\$84,505 Math Resource Teacher	1.00 FTE Title I Math Resource Teacher to provide instructional support and intervention groups for targeted students.	1.00	84,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4092	Annapolis	Teacher - Avg for steps 16 to 20 @ Salary	\$80,580 Reading Resource Teacher	1.00 FTE Title I Reading Resource Teacher to provide instructional support and intervention groups for targeted students.	1.00	80,580
212 Fixed Charges	Personnel & Temporary Salaries	4092	Annapolis	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				59,284
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	4092	Annapolis	The Reading Strategies Book by Jennifer Serravallo (1 per grade level) + Title I Reading Teacher 7 x \$42 = \$294. The Common Core Mathematics Companion K-2 = \$23 x 4(1 per grade level + title 1 math Resource)-\$128 3-5 = \$33 x 4 (1 per grade level) + Title 1 Math Resource=\$132 LLI Reading Intervention System Kit—1 Red Box Kit Holmstrom @ \$4,950	Reading Strategies Book 7 @ \$42/ea = \$294 Common Core Mathematics Companion K-2 (4 @ \$32ea = \$128, Gr. 3-5, 4 @ \$33ea = \$132, LLI Reading Intervention Kit \$4,950 = \$5,504	Math resource that supports our SIP goal that 100% of all 2nd graders will be at or above grade level by the Spring administration of F & P. Purchase resource books to plan and guide instructional practices to build student capacity. Math resource that supports our needs as indicated on SIP goal stating all students will show growth in problem-solving standards within their grade level expectations, increasing from 40% to 50% proficiency across all grade levels on problem-solving standards. Purchase books to support and guide instruction and collaborative planning. Reading Intervention program for small group intervention for TAS.		5,504
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	4092	Annapolis	1 sub for 11/3 Conference x \$90/day = \$90, 2 subs for SOLIRAC conference (Primary/Intermediate Load) x 90 = \$180 36 subs for Collaborative Planning of Instruction - 3 times per year (fall, winter, spring) x 12 classroom teachers (8 primary and 8 intermediate) x \$90 = \$3240 6 Sub Days for K-2 (6 classroom teachers) for KB Professional Development x 90 = \$540, 6 sub days for KB Professional Development Intermediate (8 teachers) x 90 = \$540, 6 sub days for 3-5 for Integrated Literacy PD for 6 classroom teachers (gr 3-5) x \$90 = \$540, 2 subs for Greg Tang on 11/2 (2 Classroom teachers- 1 Intermediate, 1 primary) x 90 = \$180	\$90 per hour x 59 sub days = \$5,310	Sub Days provide opportunities for teachers to build teacher capacity outside of the classroom, for collaborative planning, and for teachers to administer F & P assessments.	59.00	5,310
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	4092	Annapolis	After School Book Study (Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement) x 6 sessions x 1.5 hours x 13 teachers x 25hour CRA Model PD = 12 teachers x 3 hours x \$25	Book Study - 13 teachers, 6 sessions, 1.5 hours each = 117 hours @ \$25/hour = \$2,925 CRA Model PD = 36 hours @ \$25/hr = \$900 Total = \$3,825	An after-school PD for classroom teachers to collaborate and discuss effective practices and strategies to help our TAS. All teachers work with Title I TAS students at some point during the instructional day	153.00	3,825
212 Fixed Charges	Fixed Charges - PD	4092	Annapolis	Hourly @ .0877				801
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	4092	Annapolis	Kathy Bumpgarther - 2 Full Day Literacy Workshops at \$1800 = \$3600	Kathy Bumpgarther workshops, 2 @ \$1,800 ea = \$3,600	Two PDs for (K-5) classroom teachers to learn and create meaningful literacy sessions for their classrooms and build comprehension skills featuring presenter Kathy Bumpgarther. Ms. Bumpgarther will provide 2 sessions to primary and intermediate teachers. The first on October 7 will be - What Are the Other Kids Doing? Meaningful Literacy Stations (K-2) to Ensure Sustained and Extended Comprehension. The second session for teachers (gr. 3-5) on January 8th will be COMMON CORE - CAN DO: Successfully Implementing the CCSS Book Practices in the Real World Classroom- Focus on Assessing Complex Texts, Analyzing Text Evidence, and Providing for Effective Collaborative Conversations.		3,600
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	4092	Annapolis	14 Books (Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement) at X \$25.87 per book for Book Study-13 for classroom and resource teachers and 1 for administrator	14 books @ \$25.87/ea = \$362.20	Materials needed for our book study that support our needs indicated on our SIP goal to increase parent involvement and outreach by 15% from September to May to impact student achievement.		362
09 Professional Development/ 4 Other Charges	Conferences for Teachers	4092	Annapolis	ASCD Education Excellence through Equity - Nov. 4-6, 2016 National Harbor, MD SOLIRAC (March 2017) - Greg Tang Math Conf. 11/12/16, Baltimore, MD	ASCD registration - \$363 x 3 teachers = \$1089.00, Round trip mileage for 2 cars = 80 miles per day x 2 cars x 0.545 = \$88 SOLIRAC 4 teachers x \$75 registration = \$300 + Mileage to SOLIRAC x 4 cars x 102 roundtrip miles x .545 = \$223, total = \$523 Greg Tang Conference 3 teachers x \$225 = \$675 + Baltimore (2 cars x 56 roundtrip miles x .545 = \$62.00) = \$2,437	Three teachers (Title 1 Math, Title 1 Reading, Equity Liaison) to attend ASCD conference to gain information on strategies that lead to equity and instructional achievement gaps. Four teachers will attend SOLIRAC (Reading Teacher, Reading Teacher, Intermediate Lead Teacher, Primary Lead Teacher) to network with other ELA professionals and to learn ways to better implement common core and build our ELA program. Three teachers (Title 1 Math, classroom teacher, classroom teacher) will attend Greg Tang Conference to learn more real world problem solving strategies to use with students.		2,437

Category/Object	Budget Category	School #, Hide for MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/Hours/ Sub Days	Amount
18 Office of the Principal / 4 Other Charges	Conference(s) for Administrators	4092	Annapolis	ASCD Leadership Conference in DC - \$379 x 1 admin Round Trip mileage to ASCD Leadership Conference - 2 days x 80 miles per day x .545 = \$38	ASCD Conference \$379, Mileage 2 days x 80 miles/day x .545 = \$38 Total = \$417	Principal will gain information on improving student achievement and implementing innovative leadership practices. It will also provide an opportunity to network with other school leaders		487
01 Regular Program/ 1 Student Services	Stipends to support Parent Events	4092	Annapolis	9/20/16 Back to School Night at Stanton Center- 24 teachers (full staff)- Sept. 14th Preparation and Planning Time for 4 evening Title 1 events (Title 1 resource teachers) - after school planning, scheduling, set up and clean up, preparation, gathering of materials and supplies for Reading Night in December STEM Night, February 22nd and Parent Input nights) - 2 teachers Title 1 evening events - 12 teachers (intermediate, primary and/or cultural arts) at each event - 2 Parent Input Nights - 2 teachers each event (Title 1 Math, Title 1 Reading), Instructional Share Nights (Reading and Math Resource teachers to provide parents with informative sessions about PARCC testing, parent conferences, reading strategies, choosing books, and FAP assemblies) - 3 teachers	Back to School Night at Stanton Center- \$25/hr, 2 hours x 24 teachers= \$1200.00 Title 1 Event Preparation and Planning- \$25/hr x 20 hours x 2 teachers= \$1000 12/13/16 Reading Title 1 Night- \$25/hr x 12 teachers x 1.5 hours= \$450 2/20/17 Title 1 Night- \$25/hr x 10 teachers x 1.5 h hours= \$375 2 Parent Input Nights- 2 teachers x 4 hours x \$25=\$200 Instructional Share Nights - \$25 x 3 hours x = \$75.00 = \$3,300	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success. Instructional Share Nights will address big ideas that are being taught during the school year. Share parent friendly resources to help at home.	132.00	3,300
212 Fixed Charges	Fixed Charges - PAC	4092	Annapolis	Hourly @ .0877				286
01 Regular Program/ 2 Contracted Services	Contracted Services to support Parent Events	4092	Annapolis	AACC Parent Program (\$750 for 3 hours)	\$ 250 per 1 hour x 3 hours = \$750	Parent workshops to support an Increased parental involvement in student educational programs. The goal is to impact student academics.		750
01 Regular Program/ 3 Supplies/Materials	Parent Event Supplies	4092	Annapolis	Back to School Night at Stanton Center Reading Title 1 Night -Title 1 Night 2 Parent Input Nights Instructional Share Nights (Office Depot) Paper, construction paper, glue, markers, etc. for Make and Take at 2 parent events. Purchase of games, playing cards, books (Barbee & Noble, Oriental Trading) for 2 parent events, 40 book vouchers for Book Fair Snacks and Drinks for Beginning and End of Year Title 1 Events (Lodo/Chick Fil-a, Same)	Back to School Night, Reading Night, Math Night, Parent Input Night Supplies \$488.80, Take-away games, playing cards, books \$187, Book Vouchers for Scholastic Book Fair \$200, Food and Beverages for PAC events, \$850 Total = \$1,535.80	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.		1,536
01 Regular Program/ 1 Salaries/Wages	Personnel & Temporary Salaries	1082	Belle Grove	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505 Math Resource Teacher	1.00 FTE Title 1 Math Resource Teacher to provide instructional support and intervention groups for targeted students	1.00	232,540
01 Regular Program/ 1 Salaries/Wages	Personnel & Temporary Salaries	1082	Belle Grove	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Reading Resource Teacher	1.00 FTE Title 1 Reading Resource Teacher to provide instructional support and intervention groups for targeted students	1.00	89,852
01 Regular Program/ 1 Salaries/Wages	Personnel & Temporary Salaries	1082	Belle Grove	Teacher Assistant/ Home-School Liaisons @Salary	\$22,256 Poverty Aide & Other Aide	1.00 FTE Liaison for school and community, support attendance, serves as an advocate for parents regarding academics, attendance and behavior.	2.60	60,466
212 Fixed Charges	Personnel & Temporary Salaries	1082	Belle Grove	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				106,583
01 Regular Program/ 2 Contracted Services	Student Assemblies	1082	Belle Grove	SSO Performance- "This Land is Your Land" (Grades 4 and 5) Description - "This Land is Your Land" honors the 100th year of the National Park Service with the orchestral music, highlighting our country's most beautiful National Parks. From the history of how the National Park Service came to be, to the significance of the parks in modern day, this concert showcases curriculum connections to social studies, history, science, English language arts, 21st century skills and music. National Aquarium of Baltimore- "Adaptations" (Grades 2-3) Description-Students become detectives looking for clues on the Creature Lab Coat, as they deduce how adaptations help animals survive. Observe, compare and study adaptations of two animals. Prior to and after this in-school assembly, students will engage in activities that link to ELA standards. Students are required to classify animals using a graphic organizer, as well as detail the adaptation of a given animal through a culminating writing activity. Arts on Stage- "Cat in the Hat" (Grades K-1) Description- This stage adaptation of the popular book will require students to identify the following components of fictional writing: problem and solution; character traits, how illustrations or scenery contribute to a reader's understanding of a story or text	SSO Field Trip- \$7.00 admission x 75 students= \$ 525.00, National Aquarium Assembly- \$7.00 x 75 students= \$525.00, Arts on Stage - \$6.00 x 75 students= \$450.00	These events will support reading, math, and cultural activities to provide students with experiences that will grow them into life long learners as well as support academic development and growth in the areas of ELA/ Reading and Math. Belle Grove is an arts & humanities school. Our arts & humanities teacher plans with grade level teams twice a month in the area of ELA or Reading. Arts & humanities lessons and units address ELA standards, therefore planned cultural activities, field trips, and assemblies are included.		1,500

Category/Object	Budget Category	School #, Hide for MSDE	School/ District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount	
00 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1082	Belle Grove	Belle Grove has 3 major parent outreach programs each year. They are as follows: monthly "Coffee with Kelly" parent discussions, Family Reading Night, and Family Math Night.	Coffee with Kelly Food Supplies for 7 sessions for approximately 20 attendees @ \$63.66 per session X 7= \$445.62. Coffee with Kelly "Math War Add & Subtract Game Cards" (All Grades) @ \$2.99 per set x 150 = \$448.50. Coffee with Kelly "Sight Word Flash Cards" (Primary Grades) @ \$2.99 per set x 50= \$149.50. Coffee with Kelly "Lakshoro Upper Grades Non-Fiction Level S" (Grades 4 & 5) @ \$33.00 per set x 8= \$264.00. Coffee with Kelly "Lakshoro Eyewitness Nonfiction Readers- Complete Series (Grades 2-3/40 per set) @ \$149.00 per set x 1= \$149.00; TOTAL = 1485.59 Family Reading Night Food Supplies for 1 session for approximately 100 attendees @ \$35.98 per session X 1= \$35.98. Family Reading Night Book Giveaway "There's A Wocket in My Pocket" for 100 students @ \$3.77 per book x 100= \$377.00; TOTAL = 412.98 Family Math Night Food supplies for 1 session for approximately 100 attendees @ \$47.70 per session X 1= \$47.70. Family Math Night Book Giveaway "Sudoku for Kids" for 100 students @ \$4.95 per book X 100= \$495.00. Family Math Night Giveaway Playing cards (8 Pack) @ \$6.49 per set X 12= \$107.88. Family Math Night Giveaway Dice (Pack of 100) @ \$15.99 per set X 2= \$31.98; TOTAL 682.58 Miscellaneous Paper Goods, Utensils, and Decorations for Events = \$77.84	These four major events connect families with the learning that occurs daily in our school as well as building home-school connections. It should be noted that there will be other events designed for family outreach throughout the year as well.		2,639	
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Category/Object	Budget Category	School ID, Hide for MSDE	School District	Calculation	Salary or Rate per hr.	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3062	Brook Bridge	Fall and Spring Budget Meeting Title I Night (October/November) Fall Book Fair Math Parent Night 1 Math Parent Night 2 Make & Take Materials for Math Nights Transition Event 1 (Pre-K to K) Transition Event 2 (K to 1) Transition Event 3 (5 to 6)	Fall and Spring Budget Meeting - refreshments = \$4/person with 45 children and parents to attend each event = \$900 Title I Night (October/November) - parent resource = \$27/family for 46 families = \$1,242 Fall Book Fair - \$10 Book Fair purchase for each student who attends (80 students) = \$800 Math Parent Night 1 - refreshments = \$4/person with 45 children and parents to attend each event = \$900 Math Parent Night 2 - refreshments = \$4/person with 45 children and parents to attend each event = \$900 Make & Take Materials for Both Math Nights - manipulatives, cardstock to make materials \$5/family for 45 families = \$225/night = \$450 Transition Event 1 (Pre-K to K) - refreshments for 70 students and parents \$2/person = \$140 Transition Event 2 (K to 1) - refreshments for 30 students and parents \$2/person = \$60 Transition Event 3 (5 to 6) - refreshments for 35 students and parents \$2/person = \$70	Fall and Spring Budget Meeting - Review Parent Plan and Parent Input on Budget to PAC Allocations (3 hours) Book Fair - Families will participate in interactive and engaging activities centered on math, science, social studies, and reading academic standards. Each student will receive a coupon to purchase a book(s) for their personal home library. (2 hours) Math Parent Night 1 - Parents will use math games to develop math and science skills that align with the curriculum standards, opportunity for problem solving and word problems. This will also help parents understand Task Types for PARCC. (2 hours) Math Parent Night 2 - Parents will experience Number Talk activities to help them understand the cognitive demand necessary to assist their children with mental math strategies for fluency. (2 hours) Transition Events - Provide parents information to prepare their children for success in the next grade-level. Information and resources will be given to each parent. (2 hours) A snack will be served for each event.		3,845
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1092	Brooklyn Park	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Math Resource Teacher (1) Reading Resource Teacher (1)	Title One Math Resource (School Based) 1.0 FTE to Title One Reading Resource (School Based) 1.0 FTE to provide instructional support for targeted students	2.00	110,364
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1092	Brooklyn Park	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 School Instruction Support Teacher (1)	School Instructional Support Teacher (1.0 FTE) - to provide intervention support to targeted students	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1092	Brooklyn Park	Teacher Assistant/ Home-School Liaison @Salary	\$23,259 Teaching Asst.	Title One Teaching Assistant- 0.5 FTE to provide instructional support to targeted students	0.50	11,628
212 Fixed Charges	Personnel & Temporary Salaries	1092	Brooklyn Park	Full Time @ .25 - Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee		These materials are essential for Title One documentation. Targeted Student Welcome Folders, and advertising events that are going to be sponsored by Title One. The materials will be used by the Title One resource team, Title One interventionist and Title One TA.		88,507
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1092	Brooklyn Park	Colored Laser Printer for Reading and Math Title One offices and ink Cabinet Storage for Title One Materials: Binders Misc office supplies for Title One Offices: \$1591 (paper, markers, pencils, folders, labels, paper clips, expo markers, ink and chart paper)	Cabinet Storage for Title One Materials: \$700 x 4 cabinets: \$2800 Office Depot Laser Printer: \$800 x 2 = \$1600 Office Depot Ink for laser printer: \$585.50 x 2 = \$1171 Office Depot Binder: 20 x \$4 = \$80 Office Depot Misc Supplies: Colored paper \$3/ream x 25 = \$75 Markers: \$5 x 3 = \$15 Pencils: \$12 x 5 = \$60 Folders: \$1 x 150 = \$150 Avery Labels: \$15 x 4 = \$60 Chart Paper: \$15 x 4 = \$60 Extra ink for printer: \$585.5 per ink cartridge x 2 = \$1171	These materials are essential for Title One documentation. Targeted Student Welcome Folders, and advertising events that are going to be sponsored by Title One. The materials will be used by the Title One resource team, Title One interventionist and Title One TA. At BPES, we will be looking at targeting about 80 students. Storage cabinets are needed to store program and data binders, LI Intervention Kits, DO the Math intervention kits, Number Talk Books, along with data documentation and resources that will be shared with parents. These cabinets will be housed in the Reading and Math Title One offices, along with the Title One intervention room.		7,442
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1092	Brooklyn Park	Substitutes for Title One Reading and Math Professional Development and Data Collection (F&P). Teacher is grades 1-5 (15 teachers x 3 sub days = 45 days) Kindergarten (3 teachers x 2 days = 6 days) Total of 51 days total Substitutes for Conferences: Grog Tang: 1 per classroom teacher X 2 = 2 days	Substitutes for Title One Reading and Math Professional Development and Data Collection (F&P). Teacher is grades 1-5 (15 teachers x 3 sub days = 45 days) Kindergarten (3 teachers x 2 days = 6 days) Total of 51 days total Substitutes for Conferences: Grog Tang: 1 per classroom teacher X 2 = 2 days	Sub days will be used to administer F&P assessments, or to provide additional planning with the Title One Resource staff. The sub days provide both classroom teachers additional time to analyze data for their targeted students, and working with the resource staff to collaborate ways to support the TAS in the classroom.	53.00	4,770

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BTE Annual Budget Update 2016								
08 Professional Development/ 1 Teacher Stipends for Professional Development	Teacher Stipends for Professional Development	1082	Brooklyn Park	Paid professional development for 19 classroom teachers. Paid professional planning for professional development and after school professional development for Title One Math Resource Teacher/ Title One Reading Teacher, County Reading Teacher and Interventionist. Title One Summer Planning with administration: Hourly @ .0877	19 classroom teachers x 20 hours of paid professional development = 380 total hours. 380 hours x \$25/hour = \$ 9500 Title One Math Resource Teacher/ Title One Reading Teacher, County Reading Teacher and Interventionist: 4 teachers x 80 hours= 240 hours. 240 hours x \$25/hour = \$6000 Total Calculation: \$9500 + \$6000 = \$15,500 Title One Summer Planning: 4 teachers x 20 hours each = 80 hours. 80 hours x \$25/hr = \$2000	Additional Planning time will be provided to classroom teachers by the Title One Resource team, to help support targeted students in the classroom. The Title One and Resource Staff will be provided additional planning time, in order to prepare for these planning sessions. Summer Planning: The Title One team, along with the county reading teacher, will be coming in over the summer, to plan Title One events, analyze data for fall screening, work on class assignments, and participate in interviews for hiring HQ teachers.		17,500
212 Fixed Charges	Fixed Charges - PD	1082	Brooklyn Park			In order to support the goals outlined on our school improvement plan, we want to bring in a contractor from Lucy, to learn ways to support our targeted students in writing. All classroom teachers will attend this presentation. We are hoping to have this person visit in the late fall or winter. In order to support the goals outlined in our school improvement plan, we want to bring in a contractor to support classroom teachers with strategies they can use, during reading, to support our targeted students.		1,953
09 Professional Development/ 2 Contracted Support Professional Development	Contract(s) to Support Professional Development	1082	Brooklyn Park	Lucy Calkins Contractor for School Writing Professional Development Kathy Buntingardner School Professional Development and Planning with Kathy	Lucy Calkins Contractor Fee \$7000/2 days (price includes presentation, travel and expenses for presenter). Kathy Buntingardner Contractor Fee \$2000 (price includes presentation, and travel expenses for presenter)	Each classroom teacher, along with the Title One resource team, will have a binder that will be used during planning to keep documentation organized. The binder will also be used to track data of targeted students. Number Talks books will be used to provide professional development on building number fluency, as outlined in both our school improvement plan and targeted guidance plan.		9,000
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	1082	Brooklyn Park	Collaborative Planning/Data Binders to monitor targeted student progress Number Talks Books for Math Professional Development	Collaborative Planning/Data Binders: 25 binders x \$4 = \$100. Number Talks Books: \$14.25 x 12 = \$171	Innov8 Conference in St. Louis (Total Expense: \$4000) to build leadership and bring back strategies for engaging struggling learners. Grog Tang Conference in Baltimore \$225/person (3)= \$675 in Baltimore to learn new strategies to help support math instruction SolMirac \$200 per person (2) to network with other ELA professionals and to learn ways to better implement common core and build our ELA program. Lucy Calkins Saturday Workshops provide classroom teachers the opportunity to support struggling writers in the classroom. Guiding Reading Conference will provide the reading team with information about how to support our targeted students in reading. This information will be shared at various professional developments throughout the year.		271
09 Professional Development/ 4 Other Charges	Conferences for Teachers	1082	Brooklyn Park	Innov8 Math Conference in St. Louis (11/16-11/18/16) for Title One Math Resource Teacher and a 4th grade teacher. Grog Tang Conference in Baltimore for 3 classroom teachers: 1st grade- 3rd grade- Nauman and 5th grade- Intermediate Lead Teacher SolMirac Conference for Title One Reading Teacher and the Intermediate Lead Teacher Lucy Calkins Workshops in NYC for 5: 2 primary teachers and 3 intermediate classroom teachers Saturday (1-night stay, 2: rooms shared +1) Reading Conference: Guided Reading Conference in Orlando, FLA of Title One Reading Resource teacher and the primary lead teacher.	Innov8 Math Conference in St. Louis (Registration \$440 x 2 = \$880, Hotel = \$1010 x 2 = \$2020, Flight \$350 x 2= \$700 and Food \$200 x 2 = \$400. Total: \$4000 Grog Tang in Baltimore- Registration is \$225/person x 3 = \$675 SolMirac \$200 per person (2)= \$400 Lucy Calkins Workshops: Train (5 teachers x \$200 = \$1000) Hotel: (3 rooms x \$300 = \$900) Food (\$50 x 5 = \$250). Total: \$2150.00 Reading Conference: Guided Reading Conference in Orlando, FLA. Registration \$440 x 2 = \$880, Hotel = \$1010 x 2 = \$2020, Flight \$350 x 2= \$700 and Food \$200 x 2 = \$400. Total: \$4000			11,225

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BTE Annual Update 2016								
15 Office of the Principal/4 Other Charges	Conference(s) for Administrators	1092	Brooklyn Park	MAESP Conference 3/30-4/1/17 (Chesapeake Hyatt, Cambridge, MD) 3 Separate Lucy Calkin Saturday Workshops in NYC: Ron Clark School Visitation in Georgia (3 days TBD) SolMirc Registration: \$200 Grog Tang Registration: \$225	MAESP Conference (Travel: \$80.00 146 miles roundtrip @ \$.54/mile, Hotel: \$282.50 x 2 = \$565, registration: \$300, Food \$50 x 2 = \$100. Total: \$1,005 Lucy Calkin Saturday Workshops: Train \$200 x 3 visits = \$600, Food \$50 x 3 visits = \$150, Hotel \$240 x 3 visits = \$720. Total: \$1,470 Ron Clark School Visitation in Georgia: Registration: \$400, Air: \$400, Hotel: \$250 x 3 = \$750, Food \$50 with receipts x 3 = \$150. Total: \$2,100 SolMirc Registration: \$200 Grog Tang Registration: \$225	The administration conference provided an opportunity for our administrator to network with other Tito One principals, along with provide professional development on best practices in schools. Lucy Saturday Workshops: Administration will participate in these various workshops to learn about ways our school can best support our targeted students in writing, so that these students are able to meet the goals outlined in the SIP. Administration will provide professional development based on the information learned at the workshop. Ron Clark: Administration will spend two days at Ron Clark's school, and learn some strategies that can help our school better perform at the local and state level. SolMirc and Grog Tang: Administration will accompany resource staff or classroom teachers, support the professional development that is outlined in our school improvement and targeted assistance plans.		5,000
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	1092	Brooklyn Park	Math Night: 10 classroom teachers x 2 hours each = 20 hours x \$25 = \$500. 2 Tito One Math Resource teachers x 8 hours = 16 hours. 16 hours x \$25 = \$400 Reading Night: 10 classroom teachers x 2 hours each = 20 hours x \$25 = \$500. 2 Reading Teachers x 8 hours = 16 hours x \$25 = \$400	Math Night = 36 hours Reading Night = 36 hours Total: 72 hours x \$25 = \$1800	Title One Math and Reading Nights will bring families of targeted students into the school, to learn ways to help support their children in math and reading at home. Teachers will be used to run stations at this event. Tito One and Resource teachers will use the additional hours for planning purposes.	72.00	1,800
212 Fixed Charges	Fixed Charges - PAC	1092	Brooklyn Park	Hourly @ .0877				158
01 Regular Programs/3 Supplies/Materials	Parent Event Supplies	1092	Brooklyn Park	Fall Parent Event - 2 events (Food and Beverages) Winter Parent Event (Food and Beverages) Supplies: Math Supplies \$500 Reading Supplies: \$500	Chick-fil-A Quotas for parent events: 600 + 600 = \$1200. (Nuggats, wraps, fruit and drinks for 100 people per event. Quota was \$600 per event x two events) Math Supplies: Baco Ten Stamp Sets (\$13 x 30 = \$390, Stamp Ink \$2 x 30 = \$60) Total: \$450. Rulers: (\$1 x 30 = \$30) Pencils: \$20 for cartons of pencils. Reading Supplies: Reading Games (8 games x \$15.00 = \$80 total.) Leveled Books (Primary Leveled Books Kit: \$205 + Intermediate Leveled Books Kit \$205 = \$410 total)	Food, drinks and dessert will be provided to the families of the targeted students, so that they can interact with the Tito One staff and learn about how the program is supporting their children and ways in which they can support them at home. Supplies for the math and reading night will be purchased so that teachers are able to model from being used, and then parents will have an opportunity to walk away with some of the tools, so that they can support their children at home.		2,200
			Brooklyn Park Total					343,420
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4142	Eastport	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Intervention Specialist	To provide Reading and Math interventions for Title 1 students and coach teachers.	1.00	55,182
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4142	Eastport	Teacher - Avg for steps 6 to 10 @ Salary	\$84,505 Tito 1 Math Resource 0.8 Intervention Specialist 1.0	To coach, model and provide PD to increase Math Instructional capacity, to provide Reading and Math intervention to students and coach teachers.	1.80	116,109
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4142	Eastport	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Tito 1 Reading Specialist 1.0	To coach, model and provide PD to increase Reading Instructional capacity.	1.00	71,502
212 Fixed Charges	Personnel & Temporary Salaries	4142	Eastport	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				104,379
01 Regular Programs/3 Supplies/Materials	Supplies/Materials Software	4142	Eastport	Reading Assistant Software Renewal- General Office Supplies for Center Making and Instruction- Center Games and Game Books from Scholastic and Really Good Stuff. Professional Books for Math and Reading Instruction based on book study recommended by principal- 2 titles per teacher (28 total books x \$28.35 avg per book = \$794)	Reading Assistant Software Renewal- \$3200 General Office Supplies for Center Making and Instruction- \$2118 Professional Books for Math and Reading Instruction based on book study recommended by principal- 2 titles per teacher (28 total books x \$28.35 avg per book = \$794)	Programs and supplies will support CCSS Reading, Writing, and Math initiatives, offering opportunities for differentiation and extension.		6,112
09 Professional Development/1 Salaries/Wages	Substitutes to support for Professional Development	4142	Eastport	5 Full days subs for each classroom teacher for Furman and Pinnell Assessment Administration 4 Full day Subs for Teacher to attend NCTM 6 Full Day Subs for 6 Teachers to attend SOMIRAC	5 Full Day substitutes for Furman and Pinnell Assessment Administration x \$90/day = \$450 4 Full Day Substitutes for teacher attending NCTM x \$90/day = \$360 6 Full Day Substitutes for teachers attending SOMIRAC x \$90/day = \$540	Substitutes will allow teachers to effectively administer F and P assessments and to attend Professional Development opportunities out of the building.		1,350

Category/Object	Budget Category	School #, Title for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Professional Development/ 1 Salary/Wages	Teacher Stipends for Professional Development	4142	Eastport	9 Hours of Stipend Pay for 25 all grade teachers, including cultural arts, resource, and intervention specialists for Grade Level Collaborative and Vertical Team Planning and SLO Support	9 Hours x 25 teachers @ \$25 per hr = \$5625	Teachers will collaboratively plan for instruction and SLO writing/support.		\$5625
212 Fixed Charges	Fixed Charges - PD	4142	Eastport	Hourly @ .0877				612
01 Professional Development/ 4 Prior Charges	Conferences for Teachers	4142	Eastport	MAG Conference for Resource Teachers NCTM and NCSM - Math Resource and 1 Classroom Teacher SOMIRAC - 6 Teachers and Principal	MAG Conference- Ocoee City, MD 3 teachers (9800 registration, \$300 lodging, \$150 mileage- total \$1050); NCTM and NCSM Conferences, San Antonio, TX- Math Resource and one classroom teacher to NCTM only (\$1000 Registration, \$2200 travel/lodging- total \$3200); Somirac Conference- 6 teachers (\$1000 registrations)	Resource staff will gain information on various assessments and techniques to use in CP and coaching. Math Resource and teacher will gain information to share and use when collaboratively planning with staff and to support SIP initiatives. Teachers will gain information on best reading practices.		5,250
01 Office of the Principal/ 4 Other Charges	Conferences for Administrators	4142	Eastport	SOMIRAC	SOMIRAC Conference Registration- \$200	Principal will gain information on best practices in reading instruction.		200
01 Regular Programs/ 1 Salary/Wages	Stipends to support Parent Events	4142	Eastport	5 Parent Engagement Events; Autumn Harvest of Learning, Math Carnival, Math Games to Grow Mathematical Minds, Family Reading Night, Growing Parent Partnerships	5 Parent Engagement Events, avg. 3 hours each (Autumn Harvest of Learning, Math Carnival, Math Games to Grow Mathematical Minds, Family Reading Night, Growing Parent Partnerships) avg 10 staff members per event x \$25/hr = \$1250	Autumn Harvest of Learning will teach parents various activities to support PYP, Math and Reading at home. Math Carnival will teach parents various activities to support math at home, Math Games to Grow Mathematical Minds will teach parents to use board games at home to support various mathematical mindsets. Family Reading Night will teach parents the benefits of reading with their children and how to do and interactive read aloud. Growing Parent Partnerships will allow parents to give input into the Title I plan, budget, and Home School Compact.	150.00	3,750
212 Fixed Charges	Fixed Charges - PAC	4142	Eastport	Hourly @ .0877				329
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	4142	Eastport	Author for Reading Night PAC Event	Author for Reading Night PAC Event = 500	Author will teach parents ad families about writing and interactive read aloud.		500
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	4142	Eastport	Supplies for Autumn Harvest of Learning, L'il Shipjacks Program materials/books- \$150 January- Reading Night- 100 attendees x \$3.5 ea = \$350 milk and snacks.; 200 supplies- \$550 February- Math games to Grow Mathematical Minds- 50 attendees x \$4 ea = \$200 food; \$200 supplies- \$400 April- Math Night- 100 attendees x \$5 ea = \$500 food; \$200 supplies- \$400 June- Growing Parent Partnerships- 50 attendees x \$4 ea = \$200 food; \$100 supplies = \$300	September- Autumn Harvest of Learning- 150 attendees x \$8 ea = \$1200 food; \$100 supplies. = \$1300 November- May- L'il Shipjacks Program materials/books- \$150 January- Reading Night- 100 attendees x \$3.5 ea = \$350 milk and snacks.; 200 supplies- \$550 February- Math games to Grow Mathematical Minds- 50 attendees x \$4 ea = \$200 food; \$200 supplies- \$400 April- Math Night- 100 attendees x \$5 ea = \$500 food; \$200 supplies- \$400 June- Growing Parent Partnerships- 50 attendees x \$4 ea = \$200 food; \$100 supplies = \$300	Autumn Harvest of Learning will teach parents various activities to support MSCCS, Math and Reading at home. Math Carnival will teach parents various activities to support math at home. Math Games to Grow Mathematical Minds will teach parents to use board games at home to support various mathematical mindsets. Family Reading Night will teach parents the benefits of reading with their children and how to do and interactive read aloud. Growing Parent Partnerships will allow parents to give input into the Title I plan, budget, and Home School Compact.		3,500
			Eastport Total					374,400
01 Regular Programs/ 1 Salary/Wages	Personnel & Temporary Salaries	1102	Ferndale E.E.C.	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Student Instructional Support Teacher (0.5), Resource Teacher (0.5)	3 Student Instructional Support Teacher. Provides intervention to students not meeting benchmark with CCSS; collaborates ongoing to provide support to teachers. 5 Math Resource Teacher - Provides support for the SIP/ Math Action Step and provides coaching, modeling and professional development to increase Math instructional capacity.	0.80	84,352
01 Regular Programs/ 1 Salary/Wages	Personnel & Temporary Salaries	1102	Ferndale E.E.C.	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590 Reading Teacher	Reading Teacher - Provides coaching, modeling and PD to increase instructional capacity of teachers and identified Title I students in Language Arts. Assists teachers in Collaborative Planning, Data Collection and analysis.	0.20	16,118
212 Fixed Charges	Personnel & Temporary Salaries	1102	Ferndale E.E.C.	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				32,762
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1102	Ferndale E.E.C.	Functional Intervention Materials - materials for students Office Supplies for interventions including folders, card stock, binders, paper, print cartridge, markers, white boards, post it notes, Manipulatives such as Todd's bear counters, unifix cubes, dominoes and pattern blocks to reinforce math skills for Kindergarten interventions Fountas & Pinnell LLI Intervention Booster Pack Pre-Writing Materials "I Can Draw" for Kindergarten	Fundation materials for students \$500, Ofc. Depot, supplies for interventions \$800, Math Manipulatives \$600, F&P LLI Intervention Booster pack + shipping = \$1,035.20, "I Can Draw" \$840 = \$3,775.20	Costs help support or program to provide material support to targeted students	3,775.00	3,775

Category/Object	Budget Category	School #, MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/1 Salaries/Wages	Substitutes to support for Professional Development	1102	Ferrdale E.E.C.	12 sub days for Kindergarten Classroom teachers to plan for Title I intervention and identified students 2 sub days for Kindergarten teacher to attend Solimrac April 2017 2 sub days for Kindergarten teacher to attend Southeastern Literacy Conference Jan. 2017	Planning Title I Intervention and Identifying Students - (12 days @ \$80/day) Solimrac for K teacher (2 days @ \$90/day) Southeastern Lit. Conf. (2 days @ \$90/day) 18 days @ \$90/day = \$1,440	Substitute Days for Title I Planning to include data assessment, collaborative planning and identification of Title I students and appropriate interventions. Sub days will also provide opportunities for teachers to build teacher capacity	16.00	1,440
212 Fixed Charges	Fixed Charges - PD	1102	Ferrdale E.E.C.	Hourly @ .0877		"Literacy for All" 2 day Conference in Providence, RI for Reading Teachers to build capacity as Instructional Literacy Coaches Solimrac 2 day Reading Conference Hunt Valley, MD for one Kindergarten teacher to attend to build capacity in Reading/Language Arts Instruction Southeastern "Early Literacy" Conference for Kindergarten Teachers and Interventionist to build capacity with Guided Reading, Early Literacy and Writing skills.		126
09 Professional Development/4 Other Charges	Conferences for Teachers	1102	Ferrdale E.E.C.	"Literacy for All" Conf. Oct. 2016 Solimrac Conf. March 2017 Southeastern Early Literacy Conf. Jan. 2017	2 Teachers at "Literacy for All" 2 day Conference Oct. 2016 registration \$205 x = \$80.00, Southwest Airlines \$175 x 2 = \$350, Omni Providence Hotel Conference pricing 1 room @ \$175/night= \$350 Meals 2 teachers x \$50 = \$200 Total= \$1,490 1 Teacher at Solimrac Reading Conference \$175 2 Teachers at Southeastern Early Literacy Conference January 11-13, 2017 2 registrations x \$270 = \$540 Embassy Suites Hotel conference pricing 1 room @ \$108 per night for 3 nights = \$316 Meals 2 teachers x \$50 = \$200 American Airlines Airfare to Myrtle Beach, SC \$350 Total= \$1700			3,423
15 Office of the Principal/4 Other Charges	Conferences(s) for Administrators	1102	Ferrdale E.E.C.	SDE "Road, Write, Math" Conf. June 2017	Administrator to attend SDE "Road, Write, Math" Conference in New Orleans, June 2017 1 registration \$535.00 Conference Hotel estimated pricing 3 nights @ \$200/night = \$600 Southwest Airfare to New Orleans \$400 Total= \$1535	Administrator to attend "Road, Write, Math" Conference in June 2017 to obtain new ideas and strategies to provide leadership in the areas of Reading, Writing and Math.		1,535
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	1102	Ferrdale E.E.C.	Stipends to support Title I Parent Orientation, Book Fair, "Get Ready for Summer" program	6 teachers @ \$25 per hour for 3 hours = 18 hours x \$25/hour = \$450	Hourly pay for Teachers to facilitate Title I Parent Events.	18.00	450
212 Fixed Charges	Fixed Charges - PAC	1102	Ferrdale E.E.C.	Hourly @ .0877				39
01 Regular Programs/3 Supplies/Materials	Parent Event Supplies	1102	Ferrdale E.E.C.	Title I Parent Orientation (books, paper supplies, food) Book Fair (book vouchers) "Get Ready for Summer" (bags w/supplies for 30 students) Take Home Reading & Math Program (bags w/books, math games, supplies)	1. Title I Parent Orientation (approx. 30 kids plus parents) - Books for students \$300, Food/paper supplies \$800 = \$1100 2. Book Fair Event- Book Vouchers \$10 x (lowest Kindergarten students identified for Reading and/or Math) 30 students= \$300 3. "Get Ready for Summer" - bags with supplies, whiteboard markers, sidewalk chalk, workbooks, flash cards, books and toy bugs, 30 students x \$30 = \$900 4. Take Home Reading and Math Program. Bags, books, math games= \$1700	1. Title I Parent Orientation Breakfast- breakfast for Parents and Students. Parents will learn information about the Title I Program at Ferrdale and interventions provided. They will have the opportunity to ask questions about the Title I Program at FECC. Books will be given to all Title I students. 2. Title I "Book Fair" Reading Event- Title I students will receive a voucher for a free book from the Book Fair. We will build Parent Capacity by providing them with prompting questions to ask during a Read Aloud with their child. 3. End of Year "Get Ready for Summer". Parents will be invited to school to receive a bag of supplies to help practice and review skills in Reading, Writing and Math during the summer months. 4. Take Home Reading and Math Program- Identified Title I Kindergarten students will participate in a Take Home Program that reinforces Reading and Math skills. Title I students will receive a book and math game each week. Parents will receive support on ways to help their child with reading and math skills using the book and game.	3,800.00	3,800
			Ferrdale E.E.C. Total					127,820
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1122	Freetown	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Reading Resource Teacher & CSR *Teacher	Reading Resource Teacher facilitate student interventions, data analysis and builds the capacity of classroom teachers. Classroom Reduction teacher is to reduce classroom size.	1.90	104,846
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1122	Freetown	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Student Instructional Support Teacher	Supports SIP to provide opportunities for students to be engaged in hands on rigorous and relevant skills that include all content areas and meet Science Content Standards	1.00	71,502
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1122	Freetown	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Math Resource Teacher	Plan PAC activities to support the SIP. Provide support for SIP action steps in math - Conch, model and provide PD to increase math instructional capacity.	1.00	89,852
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1122	Freetown	Teacher Assistant/ Home-School Liaisons @Salary	\$23,256 Teaching Asst.	Teaching Asst.	1.00	23,256
212 Fixed Charges	Personnel & Temporary Salaries	1122	Freetown	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				128,690

Category/Object	Budget Category	School #, MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/Hours/ Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Student Assemblies	1122	Freetown	Mobile Ed Productions, Inc., Interest Story Theatre (Colonial Village); BIZ Town for Gr. 5 (80 students) @ \$ 30.00/student; Walking on Water, Inc. (Broadmaking - Gr. 2) Blue Sky Puppet Theater	Mobile Ed Productions, Inc. \$885, Interest Story Theatre (Colonial Village) \$340, BIZ Town for Gr. 5 Social Studies (\$30.00/student x 80 = \$2,400); Walking on Water (Science and Math) \$10/student x 70 = \$700; Blue Sky Puppet Theater (\$600) for social emotional climate) = \$5,035	The programs benefit our students by providing background knowledge to support reading, writing, and science and social studies standards of the Common Core. It provides opportunities for climate.		5,035
02 Student Transportation	Buses for Field Trips	1122	Freetown	\$150 per grade (levels K-5) to support students for field trips plus funds to pay for two buses to BIZ Town.	\$150 per grade level (K-5, 400 students) = \$ 300.00 (Punk - Grade 5) and cost of two buses for BIZ Town - (2 @ \$325 = \$650) = \$1,550	This benefits our school population to provide opportunities for students to experience life outside of their environment.		1,550
03 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1122	Freetown	Math & science materials for STEM Lab; office supplies such as printer cartridges, paper, folders, easels, intervention material, math supplies, reading supplies, funds to pay postage for First Book grant; Second Step materials	\$300 for math & science materials; 4 supplies \$200; cartridges for printers @ \$100 = \$400; funds for HP printer cartridge (\$200), math fact cards, \$500 book to replace books in LLI kits @ \$60 books = \$300; \$583.20 postage costs; \$50.00 for First Book grant; Second Step materials \$2723.00; paper, folders, binders @ \$21.60 = \$6,027.80	Costs help support our programs to provide material support for our students at risk, programs will support CCSS Reading, Writing, and Math initiatives offering opportunities for differentiation and extension.		6,028
09 Professional Development/ 1 Salaries/Wages	Substitute to support for Professional Development	1122	Freetown	25 days X 2 = 50 sub days for QUAG planning days, Teacher Conferences, ASCD Conference (2 teachers X 3 days) 5 days @ \$90.00/day for F & P administration	QUAG planning 2 times per 25 teachers (50 days @ \$90/day) = \$4500 ASCD Conference (8 days @ \$90/day) = \$720 Observation Days for teachers (5 days @ \$90/day) = \$450 F & P Assessment (20 sub days @ \$90/day) = \$2,700 Total = \$8,370	Sub Days provide opportunities for teachers to build teacher capacity outside of the classroom, for collaborative planning, and for teachers to administer F & P assessments.	91 days @ \$90.00	8,190
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	1122	Freetown	Planning outside the school day; supporting transition programs for K and Gr. 5 (to middle school); Teachers will be planning and working together to plan for student growth for students' hands on initiatives	Planning - 137 hours @ \$25.00/hour = \$3,425 Total = \$3,425	Teachers will be planning outside of school hours for math, reading, science and writing.	137.00	3,425
212 Fixed Charges	Fixed Charges - PD	1122	Freetown					1,019
09 Professional Development/ 4 Other Charges	Conferences for Teachers	1122	Freetown	ASCD Leadership Conference 11/4-11/6/16 (National Harbor, MD)	ASCD registration for 2 teachers \$429 X 2 = \$858 mileage (100 miles roundtrip x 2 attendees = 200 miles @ \$.54/mile = \$108) Total = \$966	Resource staff and teachers will gain information to build teacher capacity as teacher leaders and to gain information to support SIP initiatives	966.00	968
15 Office of the Principal/ 4 Other Charges	Conferences for Administrators	1122	Freetown	ASCD Leadership Conference 11/4-11/6/16 (National Harbor, MD)	ASCD registration for administrators \$429 X 2 = \$858 \$1,396, mileage (200 miles roundtrip @ \$.54/mile = \$108) Total = \$966	Administrators will gain information on leadership initiatives in reading and math	966.00	968
22 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	1122	Freetown	Stipends to support each of the four Title I Family Nights, Reading Fairs, Math & Science Nights & Kindergarten Orientation Family Night	Title I Family Nights & staff members for 2 hours each @ \$25/hr. for 4 events = \$1,200 Reading Fair - 7 staff members for 2 hours each @ \$25/hr = \$350; Math & Science Night - 4 staff members for 2 hours each @ \$25/hr = \$200 Kindergarten Orientation Family Night - 6 staff members @ \$25/hr for 2 hours each = \$300 Total = \$2,050	Support includes registering families, helping with set up and food delivery, working rotations, developing the materials for the evening		2,050
212 Fixed Charges	Fixed Charges - PAC	1122	Freetown	Hourly @ .0877				180
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	1122	Freetown	Associated Caba - service for families for Family PAC Nights; Translations for families (event flyers, sign-in, evaluation sheets) @ 400.00; Author Night @ 800.00	Associated Caba for 7 families (estimated at \$28/hr) = \$200.00; Translations for families (Flyers for events, parent engagement, SIP, HIS Compact) - \$200.00; Author Night \$600 = \$1,200	Programs benefit the needs of our community: Transportation to bring our families to school for events; Documents support our ESOL Families; Author will work with families at reading night		1,200
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1122	Freetown	Back To School Night (markers, chart paper); Title I Family Nights; October, Purpose of Title I, Homework Math Help, Internet Programs for Families (3 rotations); STEM Night - Hands on Activities in the STEM Lab; Math Game Night; Freetown Family Carnival & Reflection (Parent Survey); Primary & Intermediate Reading Night	BTSN - \$50 for supplies October Family Night - 3 rotations & Pizza - \$400 for supplies & pizza - \$500/person @ 125 guests = \$625 + math games; Freetown Family Carnival, Author's Night & Reflection, math and reading games, science scavenger hunt, etc (150 persons @ \$5/person = \$750) dinner supplies for carnival \$300; Primary & Intermediate Reading Nights - milk & cookies, craft supplies = \$294.40 Total = \$2,998.40	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		2,999
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1112	Freetown	Teacher - Avg for steps 1 to 5 @ Salary	Teacher - Avg for steps 1 to 5 @ Salary SIST-Reading (0.5)	Provide support to teachers with collaborative planning in math and intervention for targeted students in reading and math.	0.50	451,724
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1112	Freetown	Teacher - Avg for steps 6 to 10 @ Salary	Teacher - Avg for steps 6 to 10 @ Salary Title I Math Resource (1.0)	To coach, model and provide PD to increase Math instructional capacity.	0.88	56,764
012 Fixed Charges	Personnel & Temporary Salaries	1112	Freetown	Full Time @ .25 Hourly @ .0877; Medical \$11,350 and \$145 Retirement Admin Fee				36,952
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1112	Freetown	Labeled Library Intervention Blue System (Hainemann) Levels C-N (Grade 2) - Shipping	LLJ Blue, levels C-N (Gr. 2) - Shipping = \$3,321.60	LLJ will help the SIST provide powerful, daily, email-group instruction for our targeted students to move all students toward reading on grade level by the end of 2nd grade.		3,322
09 Professional Development/ 1 Salaries/Wages	Substitute to support for Professional Development	1112	Freetown	14 sub days to provide classroom teachers with one full PD day, split into 2 - 1/2 day sessions. PD will cover math communication, writing analysis, F&P analysis, and Guided Reading strategies.	14 Subs @ 1 day each = \$1,260	Professional Development to support initiatives with SIP- Math communication, F&P analysis, and Writing analysis. This PD will allow all teachers who work with our Title I students to learn strategies to have our students meet or exceed standards and eliminate the achievement gap.	14.00	1,260

Category/Object	Budget Category	School # Hide for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
BTE Annual Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	4182	Georgetown East	<p>Fontas and Pinnell Benchmark Kits \$425 x 7 = \$2,975</p> <p>Reading intervention materials LU take home books (\$495x 3 = \$1485) and take home folders (\$19 x 3 = \$57) and shipping (\$21) = \$1,563</p> <p>Reading intervention materials Foundations student packets (K-1st Grade) = \$250</p> <p>Reading intervention materials Voyager student materials (3rd-4th Grade \$50 each x 10 student kits) = \$500</p> <p>Projector Bulbs-\$180 x 7 bulbs = \$1,260</p> <p>Math Journals- \$500</p> <p>Do the Math intervention materials (3rd-5th grade)- \$500</p> <p>Printer ink- \$1,727</p> <p>Agenda Books- \$800</p>	<p>MOI - \$2,975 + \$1,563 + \$250 + \$500 + \$1,120 + \$500 + \$500 + \$2,000 + \$800 = \$10,008.00</p>	<p>Fontas and Pinnell Kits to programs monitor lowest performing students, reading and math intervention materials to increase student achievement, projector bulbs and ink cartridges, and chromebooks to promote technology usage, agenda books to promote parent involvement.</p>		9,735
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	4182	Georgetown East	<p>Substitutes for F & P testing and professional development- 45 sub days</p> <p>Subs Required for February, May: Carrie Foeter, Tiffany Tarr, Melissa Poe (6 days)</p> <p>Subs Required for October, February, May: Joan Schwartz, Adam Ford, Carol Seibel, Nancy Edwards, Lisa Barber, Ashley Gernay, Christina Booth, Cindy Payne, Julia Himmelsch, Deborah Santos, Jennifer Brown, Jessica Powell, Crystal Blakelock (39 days)</p> <p>Substitutes for Planning with Co-Teachers- 24 sub days</p> <p>Subs for 1 classroom teacher and 1 special education teacher at each grade level Kindergarten-5th grade 2 times per year</p>	<p>45 sub days F&P = \$4,050 + 24 sub days - planning \$2,160 = \$6,210</p>	<p>Substitutes will be used to progress monitor students with F and P and to provide professional development for analyzing student data to increase achievement. Substitutes will be used for planning with co-teachers to support the school improvement plan goal of coaching and co-teaching to increase student achievement in reading and math.</p>		6,210
212 Fixed Charges	Fixed Charges - PD	4182	Georgetown East	Hourly @ .0877				545
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	4182	Georgetown East	The Reading Strategies Book \$42 x 18 = \$756		<p>Reading Strategies Books for Teachers in Grades 1st-5th grade to aid in our reform strategy of teaching differentiated guided reading groups to increase Fontas and Pinnell levels. PD will be provided in Collaborative Planning using this book.</p>		756
10 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	4182	Georgetown East	Educational Excellence Through Equity Conference- Registration- \$400		<p>Conference to support implementation of school wide equitable practices to increase student achievement.</p>		400
01 Regular Programs/ 1 Salaries/Wages	Subs to support Parent Events	4182	Georgetown East	<p>Reading and Math Night (18 people @ 3 Hours= 54 Hours)</p> <p>Science/Math Night: (8 people @ 3 Hours= 24 Hours)</p> <p>Family Night at the Library: (10 people @ 2 Hours= 20 Hours)</p>	<p>54 hours @ \$25/hr. = \$1,350 + 24 hours @ \$25/hr. = \$600 + 20 hours @ \$25/hr. = \$500</p> <p>98 hours @ \$25/hr = \$2,450</p>	<p>Teachers to run stations at 3 parent events during the school year to help educate our parents on supporting their children at school.</p>	98.00	2,450
212 Fixed Charges	Fixed Charges - PAC	4182	Georgetown East	Hourly @ .0877				215
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	4182	Georgetown East	Translation of School Improvement Plan with Executive Summary (\$150), Parent Plan (\$50) for Spanish Speaking families (83 families)	<p>Translation \$150+\$50= \$200</p>	<p>Translation of Title 1 documents for Budget Meetings for families who are Spanish speaking.</p>		200
09 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	4182	Georgetown East	<p>September- Library Parent Training Night- (cookies- \$25, water \$10, folders \$10, pens \$5) \$50</p> <p>October- Grandparents and Special Friends Day- food (muffins, bananas and juice from Sam's Club \$150, coffee from Dunkin Donuts \$100) & books for families \$1 per book x 250 = \$250</p> <p>October - Dads Day at School- food (muffins, bananas and juice from Sam's Club \$150, coffee from Dunkin Donuts \$100) & books for families \$1 per book x 250 = \$250</p> <p>Nov.- Reading and Math Night- food (pizza, water, cookies \$300), books for families \$1 per book x 200 (\$200)</p> <p>April- Science/Math Night food (pizza, water, cookies \$300), books for families \$1 per book x 200 (\$200)</p> <p>May- Moms day at school- food (muffins, bananas and juice from Sam's Club \$350, coffee from Dunkin Donuts \$100) & books for families \$1 per book x 550 (\$550)</p> <p>October/May- Parent Budget Meeting Supplies (pens- \$10, folders- \$15, granola bars- \$15, water bottles \$10)</p> <p>May- Kindergarten Orientation- food (Chick fil a sandwiches and fruit- \$250) and books (\$2 per book x 62 = \$124 and magnetic letters and numbers (\$2 each x 52 = \$104) (\$250)</p>	<p>Sopt PAC \$50 + Oct. PAC \$1,200 + Nov PAC \$500 + April PAC \$500 + May PAC \$1,000 + Oct/May \$50 + May K Orientation + \$500 = \$3,800</p>	<p>Supplies will be used at the events to support parent instruction and provide materials for use at home to increase student achievement. Breakfast/Dinner will be served at several events due to the length of time of the event.</p>		3,800
			Georgetown East Total					555,984

Category/Object	Budget Category	School # Hid for MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/Hours/ Sub Days	Amount
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Teacher - Avg for steps 1 to 5 @ Salary Student Instructional Support Teacher, Grade K: 1.0	\$55,182 Student Instructional Support Teachers	Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	1.00	55,182
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Teacher - Avg for steps 8 to 10 @ Salary Student Instructional Support Teacher, Grade K-5: 1.0 Math Resource, Grade K - 5: 1.0 Behavior Specialist, Grade PK-K-5: 1.0 Student Instructional Support Teacher, Grade 5: 1.0	\$84,505 Student Instructional Support Teachers	Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students. Math Resource: to support Action Step #3 on our SIP by increase teacher capacity through modeling, coaching and planning. Behavior Specialist: assist in classroom with students that have high requisite learning needs to support learning and behaviors.	5.00	322,525
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Teacher - Avg for steps 16 to 20 @ Salary Student Instructional Support Teacher, Grade 4PrK: .5	\$71,502 Student Instructional Support Teachers	Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	0.50	35,751
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Teacher - Avg for steps 16 to 20 @ Salary Student Instructional Support Teacher, Grade 1: .3	\$80,580 Reading Specialist	Reading Specialist: manages the Title I Budget/Program. Student, plan P4C events and supports for Action Step #12.3. Math Resource: to support Action Step #3 on our SIP by increase teacher capacity through modeling, coaching and planning. Behavior Specialist: assist in classroom with students that have high requisite learning needs to support learning and behaviors.	0.30	24,177
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Teacher Assistant/ Home-School Liaison @ Salary Poverty Aide: 1.0	\$23,258 Student Instructional Support Assistants	Student Instructional Support Assistant to support lower performing students with math/reading interventions	1.00	23,258
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Permanent Substitute @ Salary 1.0	\$28,784 Permanent Sub.	Permanent Substitute: becoming a permanent staff member teaching PQ with faculty to keep instruction at a high quality level while teachers are not able to be in the classroom	1.00	28,784
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4182	German town	Instructional Assistant - Hourly @ Rate per/hr Instructional Assistant: 1000 hours: Jessica Martinez	\$12.50 Instructional Assistant	Instructional Assistant: support the students growth in the area of oral language development	1,000.00	12,500
212 Fixed Charges	Personnel & Temporary Salaries	4182	German town	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				224,886
01 Regular Programs/2 Contracted Services	Student Assemblies	4182	German town	Arts Integration Residency: Intro/Act Story Theater @ \$1880	\$1,880	4 Classroom teachers work with an artist in residency to support arts integration through the I Do, We Do, You Do training model. Teachers are able to collaborate with grade levels and bring arts integration strategies to the team		1,880
01 Regular Programs/3 Supplies/Materials	Supplies/Materials Software	4182	German town	Office Supplies (Office Depot): paper, file folders, post-its, pencils, markers, exact pads (\$2,457.76), printer cartridges (\$1,210), 15 Epson Bulbs @ \$76.75 for LCD projectors (Nicholas Plano): \$1152; (School Specialty): 10 Teacher Trolley cases @ \$228.50; \$2285.00, 8 Deluxe Chart Easel Stands @ 218.08; \$1744.64	\$2445 + \$1,210 + \$1,152 + \$2285.00 + \$1744.64 = \$8,860	Office materials, bulbs to continue to use 21st century technology to support inquiry and research as well as tactile learning, enable for small group instruction		8,860
06 Professional Development/1 Salaries/Wages	Teacher Stipends for Professional Development	4182	German town	175 hours @ \$25 for grade level teachers and resource teachers to collaboratively plan	175 x \$25 = \$4,375	Grade level teachers and support staff will collaboratively plan for instruction using CCSS and PYP planners.	175.00	4,375
212 Fixed Charges	Fixed Charges - PD	4182	German town	Hourly @ .0877				384
06 Professional Development/4 Other Charges	Conferences for Teachers	4182	German town	Salinas Conference (March 2017, Hunt Valley, MD): 2 teachers; \$300 registration each & \$120 each total mileage for all 3 days = \$840	\$300 + \$300 + \$120 + \$120 = \$840	Professional Development to support our School Improvement Plan Action Steps 1 & 2		840
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	4182	German town	Story Can Theater: 3 Teachers: Books + Math = Drama: 3 Teachers Parent Summit Conference: 12 Teachers	18 Teachers x 4 hours @ \$25 = \$1800 + \$158 fixed charges = \$1958	Parent events based on academic need & parent input are provided to parents with staff support to plan activities or run student centered activities.		1,800
212 Fixed Charges	Fixed Charges - PAC	4182	German town	Hourly @ .0877				158
01 Regular Programs/2 Contracted Services	Contracted Services to support Parent Events	4182	German town	Story Can Theater: \$650; Books + Math = Drama: \$650	\$650 + \$650 = \$1,300	InterAct Story Theater will conduct the workshops to support early childhood with our parents		1,300

Category/Object	Budget Category	School ID / MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	4182	Germantown	Story Can Theater: markers, construction paper, student activities for Homework Club, dinner = \$1500 Books + Math = Dinner: math literature for parents to apply learned activities, Book: Scholastic leveled readers, milk & cookies, cardstock = \$1500, Fall/Spring Budget Meeting: markers, pocket paper, snacks = \$150 Parent Summit Conference: breakfast, materials for each make & take session (math, comprehension, writing, oral language development, good questioning) = \$2344	\$1,500-\$1,500=\$0; \$500-\$150=\$2,344 - \$6,894	Supplies will be used at the events to support parent instruction. Breakfast/Dinner will be served at several events due to the length of time of the event.		6,894
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3372	Glen Burnie Park Total	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Math Resource, Student Instructional Support Teacher	To coach, model and provide PD to increase Math instructional capacity.	2.00	753,522
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3372	Glen Burnie Park	Teacher - Avg for steps 8 to 10 @ Salary	\$84,505 Student Instructional Support Teacher	Student Instructional Support Teachers: Provide additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3372	Glen Burnie Park	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Title I Reading Teacher	Facilitate student interventions in Reading, provides data analysis and builds the capacity of classroom teachers.	0.80	71,882
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3372	Glen Burnie Park	Teacher Assistant/ Home-School Liaison @Salary	\$23,258 TA/Vacancy	Support teachers and students in the implementation of CCSS	1.00	23,258
15 Office of the Principal/ 1 Salaries/Wages	Personnel & Temporary Salaries	3372	Glen Burnie Park	Financial Secretary - Hourly @ Rate per/hr	\$16.17	10 hours/week @ \$16.17=\$258.72 X 40 weeks=\$10348.80		10,349
212 Fixed Charges	Personnel & Temporary Salaries	3372	Glen Burnie Park	Full Time @ .25; Hourly @ .0877; Medical \$11,350 and \$145 Retirement Admin Fee				123,586
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	3372	Glen Burnie Park	Total Participation Techniques by Himmalo, white boards, 120 book fair vouchers, EZC Reading Teacher Tracking Strips, Rotonok Build a Set, Working with Rotonok, 120 Number Boards 12 sets of 10, Place Value Dice ones to thousands, Place Value Dice, Math Stacks Game Gr.1 Number Sense and Operations 2@6.95=\$13.90, Math Stacks Game Gr.1-2 Addition and Subtraction 2@8.95=\$17.90, Math Stacks Game Gr.3-5 Multiplication/Division 2@8.95=\$17.90, Fraction Tile Set with Trny \$194.00, Deluxe Fraction Circles: Blank \$127.95, 7 Gooboard Clue Set \$59.85, Math Clue Kits Addition Math Wrap ups, Math Clue Kits Multiplication Math Wrap Ups, Fraction Tile Set with Trny, Deluxe Fraction Circles: Blank, 7 Gooboard Clue Set, Math Dice Chase, Books for Summer Book Bags	Total Participation Techniques by Himmalo 22@\$20=\$440(1 per teacher), EZC Reading Tracker Sheets 90 for \$40, 120 white boards @\$23.90 =\$2868.00, Rotonok Build a Set @\$23.95=\$2338.00 Working with Rotonok 80@14.50=\$116, 120 Number Boards 12 sets of 10, 10, 12 x 5.95=\$71.40, Place Value Dice ones to thousands, 10@93.99=\$939.90, Place Value Dice 10@95.49=\$954.90, Math Stacks Game Gr.1 Number Sense and Operations 2@6.95=\$13.90, Math Stacks Game Gr.1-2 Addition and Subtraction 2@8.95=\$17.90, Math Stacks Game Gr.3-5 Multiplication/Division 2@8.95=\$17.90, Fraction Tile Set with Trny \$194.00, Deluxe Fraction Circles: Blank \$127.95, 7 Gooboard Clue Set \$59.85, Math Clue Kit 10@\$38.49=\$384.90, Math Clue Kit Addition Wrap-ups \$198.50, Math Clue Kit Multiplication Wrap-ups \$198.50 Books for Summer Book Bags \$741.90 Scholastic Book Fair Vouchers 120 students X \$10 = \$1200	Total Participation Techniques PD and MOI to engage all learners Provide TAs with appropriate reading text for home and during the summer Tool for supporting students' reading acquisition Math Games for increasing fact fluency and number sense	6,724	
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	3372	Glen Burnie Park	Beginning and Mid Year Data Analysis and Planning for 23 teachers, Peer Visitation Vertical Teaming 4 sub days(2 for reading & 2 for math), 4X90=\$380 Peer Visitation/Vertical Teaming 4 sub days(2 for reading & 2 for math), 4X90=\$380 Shauna King planning/PD days for teachers 4 teachers X 3 days = 12 @ \$90 = \$1080 Greg Tang conference 4 sub days for teachers @ \$80=\$360 Somratic Conference 12 sub days @ \$90= \$1080	Beginnig and Mid Year Data Analysis and Planning 23 teachers X 4 days=\$92@\$90=\$3080 Peer Visitation/Vertical Teaming 4 sub days(2 for reading & 2 for math), 4X90=\$380 Shauna King planning/PD days for teachers 4 teachers X 3 days = 12 @ \$90 = \$1080 Greg Tang conference 4 sub days for teachers @ \$80=\$360 Somratic Conference 12 sub days @ \$90= \$1080	Assist teachers in analyzing data to impact daily instruction		11,180
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	3372	Glen Burnie Park	23 teachers for 2 hour planning session as a follow-up to PD(Shauna King and now to a grade-planning) 46@25.00=\$1150 23 teachers for 2 hour Make-it/Take-it sessions for reading 23 teachers for 2 hour Make-it/Take-it sessions for math	23 teachers for 2 hour planning as a follow up to PD(Shauna King and now to a grade-planning) 46@25.00=\$1150 23 teachers for 2 hour Math Make-it/Take-it Session @ \$25/hour = \$1150 23 teachers for 2 hour Reading Make-it/Take-it Session @ \$25 = \$1150.	Provide teachers time to plan for implementation of Shauna King's program and plan instruction using a new curriculum		3,450
09 Professional Development/ 2 Contracted Services	Fixed Charges - PD Support Professional Development	3372	Glen Burnie Park	Hourly @ .0877		Professional Development for schoolwide implementation of Morning Meetings to change the culture of our school		1,281
09 Professional Development/ 3 Supplies/Materials	Contract(g) to support Professional Development	3372	Glen Burnie Park	Shauna King - 4 full days (Dates TBD), plus 2 PD sessions during Faculty Meeting Times	Shauna King - 4 days@\$1750=\$7000 2@ \$1200=2400 PD day			9,400
09 Professional Development/ 3 Supplies/Materials	Contract(g) to support Professional Development	3372	Glen Burnie Park	Morning Meeting Books (23), 80 Morning Meeting Ideas gr.3-5 (11), 80 Morning Meeting Ideas K-2 (12), Teaching With Poverty in Mind (35), Engaging Students With Poverty in Mind: Practical Strategies for Raising Student Achievement (35), Teaching with the Brain in Mind (35), Next Steps in Guided Reading (3 for K-2 & 2 for Gr. 3-5), Math in Practice School Bundle, Literacy Work Stations by Diller (12), Building Fluency Through Practice and Performance (5), Practice With a Purpose by Diller (11)	Morning Meeting Books 23@\$20.40=\$469.20 Ideas gr.3-5 11@\$18.70=\$205.70 Ideas K-2 12@\$18.70=\$224.40 Teaching With Poverty in Mind35@\$20=\$700 Engaging Students With Poverty in Mind: Practical Strategies for Raising Student Achievement 35@\$25.87=\$905.45 Next Steps in Guided Reading (3 for K-2 & 2 for Gr. 3-5) @\$54.95=\$274.75 Math in Practice School Bundle \$479 Literacy Work Stations by Diller12@\$21.45=\$257 Building Fluency Through Practice and Performance 5@ \$20.88=\$104.40 Practice With a Purpose by Diller 11@ \$18.68=\$205.26	Books for Staff Development to provide support with implementation of Morning Meetings Books for entire staff book study to build teacher capacity with teaching students of poverty. Resources for teachers to design meaningful centers and follow-up activities		4,787

Category/Object	Budget Category	School # Hids for INSIDE	School/ District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hour/ Sub Days	Amount
09 Professional Development/ 4 Other Charges	Conferences for Teachers	3372	Glen Burnie Park	SOMRAC Registration (March 2017 - Hunt Valley, MD) - 12 teachers for 1 day, 2 reading teachers for 3 days Grog Tang Registration (Baltimore, MD) - 5 teachers SOMRAC - Hunt Valley, MD (Mileage based on 2.3 teachers car sharing) Grog Tang "Best Practices" - Baltimore, MD	Solinas Conference registration: 2 reading teachers x 3 days @ \$200/day = \$1200, 12 teachers x 1 day @ \$200/day = \$2400 Mileage (68 miles roundtrip from GBPS 2-3 teachers car sharing .54/mile = \$150 Grog Tang Conference registration, Baltimore. 5 teachers @ \$250 = \$1250 Grog Tang mileage (60 miles roundtrip from GBPS x 4 teachers x .54/mile = \$150	Professional Development for teachers to learn the most current pedagogy		5,150
15 Officer of the Principal/ 4 Other Charges	Conferences for Administrators	3372	Glen Burnie Park	NAESP Conference, Philadelphia, PA (July 9-11, 2017) - 2 administrators	NAESP Conference July 9-11, 2017 2 administrators @ \$400-\$800 Hotel accommodations for 2 administrators: \$200/night x 3 nights = \$600 X 2 administrators = \$1200.00. Food funds: \$25/day for 3 days = \$75 X 2 administrators = \$150	Professional Development for administrators to learn the most current instructional and leadership pedagogy		2,150
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	3372	Glen Burnie Park	September 2016 - Intro/ Game Night- 3 teachers January 2017 - Health Fair Night- 4 teachers April 2017 - Bedtime Math Books- 4 teachers 2017 Closing/ Summer Fun- 3 teachers teachers X 3 hours @ \$25 = \$1500.00	20 teachers X 3 hours @ \$25 = \$1500.00	Provide families with information about Title I program, model engaging activities for parents to implement at home, and educate parents about healthy practices for children		1,500
212 Fixed Charges - PAC	Fixed Charges - PAC	3372	Glen Burnie Park	Hourly @ .0877				132
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3372	Glen Burnie Park	Intro/ Game Night "Support Math & Literacy Development in Your Home", Health Fair Night, "Bedtime Math", Reading/ Math STEAM Night- Fairy Tales, Spring/ Closing Budget meeting.	Intro/ Game Night- support math & literacy development in your home 25 games @ \$10.00 = \$250 Refreshments and supplies. First Aid Kit for Families 50 families X Health Fair Night \$500 refreshment & supplies. Bedtime Math Books 25 @ \$11.00 = \$275. \$500 for refreshment & supplies. Reading/ Math STEAM Night- Fairy Tales \$400 for refreshments, \$389.40 for materials. Spring/ Closing Budget meeting \$400 for refreshments.	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		4,544
			Glen Burnie Park Total					454,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1132	Glendale	Teacher - Avg for steps 1 to 5 @ Salary Title 1 Math Resource Teacher, Title 1 Reading Teacher	\$55,162 Title 1 Math and Reading Resource Teachers	Teachers will plan PAC activities, support the implementation of the SIP by providing professional development that supports SIP action steps and coaching/ modeling in classrooms to build teacher capacity, and manage Title 1 budget	2.00	110,364
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1132	Glendale	Teacher - Avg for steps 16 to 20 @ Salary Title 1 Math Resource Teacher	\$80,590 Title 1 Math Resource Teacher	Teacher will plan PAC activities, and support the implementation of the SIP by providing professional development that supports SIP action steps and coaching/ modeling in classrooms to build teacher capacity, and manage Title 1 budget	1.00	80,590
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1132	Glendale	Teacher Assistant/ Home-School Liaisons @ Salary (1)	\$23,256 Teacher Assistant	Support teachers and students in the implementation of CCSS	1.00	23,256
212 Fixed Charges	Personnel & Temporary Salaries	1132	Glendale	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				99,533
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1132	Glendale	Planning Time for Teachers to Analyze Data Hourly @ .0877	(1) 9 teachers x 3 grades = 27 teachers @ \$90/day = \$2,430 (K-2 to analyze E&P results) (2) 9 teachers x 3 grades = 27 teachers @ \$90/day = 2,430 (to analyze district assessment data) = \$4,860 (3) 20 sub days will be kept to use by teachers as needed based on data, observations, etc.	Following the administration of county benchmark assessments, teachers in grades K through 5 will participate in a full day of data analysis to plan for remedial instruction. -- 9 teachers in grades K through 2 will analyze F and P results following the three test administration windows. 9 teachers in grades 3 through 5 will analyze district assessment data to determine standards that need to be reteught.	74.00	6,560
212 Fixed Charges	Fixed Charges - PD	1132	Glendale	Hourly @ .0877		To support the half day planning sessions for teachers in grades K-5, Sue will work closely with teachers when analyzing data to determine misconceptions and opportunities to release standards to ensure mastery of standards. In addition, Sue will help teachers break down standards to ensure that teachers are hitting the smaller components of the standards.	1	584
09 Professional Development/ 2 Contracted Services	Contracted to Support Professional Development	1132	Glendale	Sue O'Connell - CCSS Mathematics Support	\$1900/day x 10 days = \$19,000			19,000
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	1132	Glendale	(1) Resource Text: Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practices K-5. (2) Resource Text: Teaching with Poverty in Mind by Eric Jensen (3) Notice and Note: Strategies for Close Reading by Kylene Beers and Robert Probst (4) Notice and Note for Non-Fiction by Kylene Beers and Robert Probst	(1) \$21.50 x 20 K-5 Teachers = \$430 (2) \$23.80 x 25 = \$595 (3) \$29.50 x 20 = \$590 (4) \$20.76 x 25 = \$519 = \$2,179	These will be resources used by K-5 classroom teachers and/or Cultural Arts teachers to support SIP Action Steps and work with teaching and supporting students of poverty (targeted assistance students)		2,179

Category/Object	Budget Category	School # MSDE	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours Sub Days	Amount
BTE Annual Update	Professional Development/ 4 Other Charges	1132	Glendale	(1) NCTM in San Antonio - 4 teachers (2) 2016 ASCD Education Leadership Conference at National Harbour	(1) NCTM Costs: Registration - 495 x 4 = \$1980 Hotel - 179/night x 3 nights x 2 rooms = \$1074 Flight - \$335.75 x 4 = \$1343.00 Meals - 35/person(4) x 3 days = \$420 Shuttle - 35 x 4 = \$140 Airport parking - 8 x 4(people) x 3 days = \$96 (2) ASCD Leadership Conference: \$443 x 2 people = \$886	(1) NCTM in San Antonio, Texas. Title 1 Math Resource Teachers and two math classroom teachers will attend to gain additional information and learn valuable strategies and ideas to bring to back to the Glendale staff to increase our work with students of poverty (2) 4 members of staff will attend to learn new ideas from leading experts on culture and learning for struggling schools		5,939
Office of the Principal/ 4 Other Charges	Conference(s) for Administration	1132	Glendale	(1) SoMIRAC (2) ASCD Educational Leadership Conference	(1) Flat Fee of \$140 (2) Registration Fee: \$443;	Principal will attend both sessions to learn from educational experts about current trends and ideas to increase student achievement for students, specifically targeted-achievement students.		583
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	1132	Glendale	2 Events (Fall and Spring) - 10 teachers per event for 2 hours of work	(1) Fall Event: \$25/hr x 2 hours x 10 teachers = \$500 (2) Spring Event: \$25/hr x 2 hours x 10 teachers = \$500	To make these events successful, we need teacher support to run stations, set-up, clean up, and interact with families to build a cohesive, genuine partnership and to support parents in developing strategies to use with their children to support Reading and STEM throughout the school year. Teachers attending these events is not required by the Negotiated Agreement.		1,000
212 Fixed Charges	Fixed Charges - PAC	1132	Glendale	Hourly @ .0877				88
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1132	Glendale	(1) Fall Event with a focus on STEM (2) Spring Event with a focus on Literacy (based on 285 students/parent to attend each event)	Fall Event (based on prior year's events) - \$1442 to use to buy supplies for STEM stations, learning resources, and a "take away" for families to use at home. Spring Event (based on prior year's events) = \$1442 to use to buy supplies for literacy games, learning resources, and a book for families to take home and read with students.	We are going to have two Family Nights to help parents understand the value of a child's education. This aligns with the county's focus on early literacy skills. We are going to have a STEM Family Night to help parents learn strategies and the reason why behind the Common Core Standards. 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. This connects with the Family Reading Night so that there is at least 1 book for students to read with their family		2,884
			Glendale Total					352,690
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1142	Hilltop	Teacher - Avg for steps 1 to 5 @ Salary	\$55.182 Reduction Teacher SIST - 1.0 Class Size SIST - 0.5	Lower class size to meet individual students needs and raise student achievement. SISTS (1.5) Works with targeted struggling readers using research based programs to ensure all students are reading on grade level by the end of second grade.	2.50	137,955
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1142	Hilltop	Teacher - Avg for steps 6 to 10 @ Salary	\$84.505 Intervention Specialist - 0.5 Intervention Specialist - 1.0	Support primary grades in reading and math by conducting targeted small group instruction in reading and math in order to have all students reading on grade level by the end of second grade and increase students number sense in math. The math interventionist will plan, collaborate, and co-teach with teachers to develop fact fluency and number sense. They will also work with students who demonstrate	1.50	98,758
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1142	Hilltop	Teacher - Avg for steps 11 to 15 @ Salary	\$71.502 Intervention Specialist - 1.0 Title I Reading Teacher - 0.5	Intervention Specialist - 1.0 The reading interventionist will work with targeted struggling readers using research based programs to ensure all students are reading on grade level by the end of second grade. Title I Reading Teacher - 0.5 Coordinate professional development between outside consultants and the county reading office. Analyze data and collaboratively plan with teachers for instructional effectiveness. Co-teach with teachers to increase teacher capacity.	1.50	107,253
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1142	Hilltop	Teacher - Avg for steps 21 to 25 @ Salary	\$93.852 Math Resource - 1.0	Coordinate professional development between outside consultants and the county math resource office. Analyze data and collaboratively plan with teachers for instructional effectiveness. Co-teach with teachers to increase teacher capacity.	1.00	89,852

Category/Object	Budget Category	School #, Hide for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1142	Hilltop	Teacher Assistant/ Home-School Liaisons @Salary	\$23,258 Poverty Aids - Title I - 1.0 Poverty Aids - Title I - 1.0	Increase student to teacher ratio to increase student on-task behavior and individualized instruction.	2.00	46,512
212 Fixed Charges	Personnel & Temporary Salaries	1142	Hilltop	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				217,291
209 Support Transportation	Buses for Field Trips	1142	Hilltop	Buses for field trips to Clark's Farm (PreK), Baltimore Zoo (Kindergarten), Farm (1st Grade), BSO (2nd Grade), Museum of Industry (3rd Grade), Annapolis (4th Grade), Bliztown (5th Grade)	PreK (60 students) - Clark's Farm - 2 buses @ \$360 = \$720 Kindergarten (125 students) - Baltimore Zoo - 3 buses @ \$360 = \$1,080 1st Grade (135 students) - Rock Hill Farm - 3 buses @ \$360 = \$1,080 2nd Grade (120 students) - BSO - 3 buses @ \$360 = \$1,080 3rd Grade (130 students) - Museum of Industry - 3 buses @ \$360 = \$1,080 4th Grade (90 students) - Maryland Hall Annapolis - 3 buses @ \$400 = \$1,200 5th Grade (95 students) - Bliztown - 2 buses @ \$415 = \$830	Provide students with experiences outside of school. This will increase student background knowledge and help make connections throughout content areas.		7,070
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1142	Hilltop	Bliztown: \$3,300 Projector Bulbs: \$787.00 Printer Cartridges: \$3,080 Math Supplies: \$2,980 Reading Supplies: \$3,460 STEM Materials: \$3,200 Technology: \$3,400 Office Supplies: \$878 Bliztown: 100 students x \$33 per student = \$3,300 Projector Bulbs: 10 bulbs x \$78.70 = \$786.00 Printer Cartridges: \$3,015 4-HP61X cartridges x \$150 ea = \$600 2-HP64X cartridges x \$350 ea = \$1,000 7-HP6500A cartridges x \$65 ea = \$455 4-HP6500A cartridges x \$80 ea = \$320 4-HP6500A cartridges x \$80 ea = \$320 4-HP6500A cartridges x \$80 ea = \$320	Math Supplies: \$2,980 5 class sets Fraction Towers x \$125 ea = \$625 3 class sets Fraction Circles x \$70 ea = \$210 15 sets of magnetic ten frame boards x \$25 ea = \$375 10 sets of kid counters x \$40 per set = \$400 10 sets of Hands on 10 frames x \$25 ea = \$250 10 sets of Sea Animal counters x \$25 ea = \$250 10 sets of Angles x \$85 per set = \$850 Reading Supplies: \$5,160 4-F & P New Kits K-2 x \$425 x 4 = \$1,700 4-F & P New Kits 3-8 x \$425 x 4 = \$1,700 1-Green System Lesson Guide x \$325 = \$325 1-Blue System Lesson Guide x \$355 = \$355 1-Red System Lesson Guide x \$540 = \$540 1-Gold System Lesson Guide x \$540 = \$540 STEM Materials: \$4,800 Engineering Kits for STEM Classes: \$400 per kit x 3 classes x 4 quarters = \$4,800 Technology: \$8,436 3D Printer X2 = \$1,200 13 Ink colors x \$12 per color x 6 (3 sets for each printer) = \$936 20 Chromebooks for classroom x \$315 each = \$6,300 Office Supplies: \$878 10 boxes dry erase markers x \$55 ea = \$550 4 boxes of file folders x \$7 ea = \$28 5 staplers x \$8 ea = \$40 2 packs of post-it chart paper x \$130 ea = \$260	Materials and resources for teachers and students to enrich instruction as well as support our advanced and our struggling learners. Support project based learning and keep technology up-to-date and in coordination with the needs of our students.		29,315
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1142	Hilltop	Substitutes to Support Sue O'Connell PD, full day planning with math office grades 3 - 5, and for planning to support new 2nd grade curriculum:	Substitutes to Support Sue O'Connell PD: 5 subs per day x 3 days x 4 quarters = 60 days Substitutes to support full day planning with math office for grades 3 - 5: Grade 3: 2 subs quarter x 4 quarters = 8 days Grade 4: 2 subs quarter x 2 quarters = 4 days Grade 5: 2 subs quarter x 4 quarters = 8 days Substitutes to support planning to support new 2nd grade curriculum: 6 subs per day x 2 days = 12 days 92 days x \$90 per day = \$8,280	Provide planning days to teachers to support building teacher capacity in CCSS Math, specifically a focus on the continued implementation of CSA model for modeling, vocabulary (e.g. key words), content fact fluency plan, video taping of elements from Hilltop teachers to highlight best practices to use in collaborative planning. Provide planning days to assist teachers in implementing the new 2nd grade curriculum.	92.00	8,280
212 Fixed Charges	Fixed Charges - PD	1142	Hilltop	Hourly @ .0877				726
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	1142	Hilltop	Professional Development provided by Quality Teacher Development, Sue O'Connell	13 PD days @ \$1,900 per day = \$24,700	Teachers will attend quarterly PD led by Sue O'Connell that will support the school-wide focus of teaching problem solving and number sense.		24,700

Category/Object	Budget Category	School # Hilltop	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/Hours/Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	1142	Hilltop	Teacher Stipends for Parent Events for STEM/Math Night/Tito I Orientation and STEM/Reading Night/Spring Budget Mtg	Teacher Stipends: 98 hours @ \$25 per hour = \$2,400 for: STEM/Math Night/Tito I Orient. 12 tutors x 4 hours = 48hrs STEM/Reading Night/Spring Budget Mtg. 12 tutors x 4 hours = 48hrs	Teachers will be paid to plan activities outside of school hours for parents and students to support learning beyond the school day. This will help strengthen the home-school connection, build parental capacity and give parents ideas of how to support students at home. This opportunity will also allow parents and family members to interact with teachers and staff informally and promote a positive school culture.	98.00	2,400
012 Fixed Charges	Fixed Charges - PAC	1142	Hilltop	Hourly @ .0877	Fall Book Fair Vouchers: 300 students x \$8.25 per bk = \$1,875 Food and Materials for STEM/Math Night \$1,050 Food: approx. \$750 for about 150 people Materials: approx \$300 for paper, laminating, dry erase markers, card stock, also Food and Materials for STEM/Reading Night: \$1,250 Food: approx. \$750 for about 150 people Materials: approx \$500 for atom activities to do at home for families (reading to perform a task) Agenda Books: \$3,480 800 books (to include extra for students who move into the community) x \$4.35 per book Summer activities to send home with students: \$1,800 Books and math games for students to use over the summer			210
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1142	Hilltop	Fall Book Fair Vouchers, Food and Materials for STEM/Math Night, Food and Materials for STEM/Reading Night, Agenda Books, and Summer activities to send home with students		Purchase books for struggling students at book fair to promote reading at home. Provide models for evening events to give parents opportunity to eat with families and learn techniques to help students with content at home. Students are able to bring various activities to continue learning at home. Provide an agenda book to every student to support home/school communication. In an effort to prevent summer regression, students will take home several activities to work with over the summer.		9,455
			Hilltop Total					777,777
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4202	Lothian	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 1.0 FTE Tito I Math Resource Teacher FTE Reading Language Arts Teacher	Supports planning/data analysis and provides professional development and small-group instruction.	1.80	114,403
012 Fixed Charges	Personnel & Temporary Salaries	4202	Lothian	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				48,883
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	4202	Lothian	LLI Red Kit, Levels L-Q, 1 Bundle, with shipping (Hainemann) , 30 boxes of copy paper for student resources/Use with TAS students (Office Depot)	\$5,400 LLI Kits = \$680 paper = \$6088	To support struggling readers in grades 3, 4, & 5 (Guided Reading Levels L-Q) with targeted reading intervention		6,088
08 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	4202	Lothian	22 Teachers (all classroom teachers K-5 who teach math and/or reading, plus 3 special educators who co-teach math and reading and 1 self-contained special educator) participate in 1/2 day data meetings on a quarterly basis 2 Teachers (elementary team leaders) participate in data analysis and identification process for TAS participation (2 full days each x 3 events/year = 6 days)	22 teachers x \$45 per half day sub x 4 seasons = \$3,960 2 teachers x \$80/day x 3 seasons = \$540	Professional Development to support SIP Action Steps— increase the number of students scoring at grade level expectations for math, reading, and writing on district assessments by spending 0.5 day each quarter to analyze data with Tito I Reading & Math Resource Teachers in grade level teams. Instructional Plans will be created during PD sessions based on data analysis Elementary Team Leaders analyze data points to determine TAS participation and work with administrative teachers for entering data into SMS	50.00	4,500
08 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	4202	Lothian	10 Teachers for 1 hour each 2 times/year to meet with Reading Resource/Math Resource Teachers for co-planning Math and Reading Resource teachers 1 1/2 each 2 times a year to meet with teachers to co-plan and collaborate	10 hours x 2 = 20 hours @ \$25/hour = \$500 2 teachers x 3.5 hours on x 2 = 14 hours @ \$25/hour = \$350 = \$850	Teachers will be planning outside of school hours for math, reading, science and writing.		850
012 Fixed Charges	Fixed Charges - PD	4202	Lothian	Hourly @ .0877				469
08 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	4202	Lothian	Office Depot - Toner, Copy Paper, Color paper, folders, binders, email pads, sticky notes, laminating film, tab dividers, markers highlighters	HP 131X High Yield Black: 85.99; HP 131A Cyan, Yellow, Magenta: 254.87; Ricoh Toner Cartridge- 91.89 x 3 = \$275.97; Brother HL-160-Use Copy Paper-\$53.99 per case x 4 = \$223.96; Xerox Phaser 3020 Color Paper-\$33.99 x 4 = \$135.96; Office Depot Brand File Folders- 12.74 per box x 3 = \$38.22; Office Depot (7) Nonstick View Binders- 5.99 x 30 = \$179.70; P-4-4 (7) Self-Stack Erasable Pads- box of 6- 152.49 x 2 = \$305.98; Super Sticky Lined Sticky Notes pad of 6- 12.99 x 4 = \$51.96; Office Depot Self Stick Notes Assorted Pencil pack of 16- 22.09 x 3 = \$66.27; Laminating film- 28.88 x 4 = \$115.52; Office Depot 5-tab Dividers with tabs & labels box of 25 sets- \$57.70; Shimpo Flip Chart Markers Assorted- 11.89 x 6 packs = \$70.14; Office Depot Assorted Highlighters pack of 6- 4.29 x 6 = \$25.74; Swingline Longgroove Stapler- \$28.69 = \$1,907.20	Teachers will receive collaborative planning binders that include student data charts, various protocols, and lesson planning materials to help them analyze data to plan for instruction; binders will be organized and added to throughout the year Teachers will also participate in ongoing PD sessions where they reflect on current practices and create materials to use to advance student achievement.		1,907

Category/Object	Budget Category	School n. Hide for MSDE	School/District	Calculation	Salary or Rate per unit	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	4202	Lothian	Title 1 Orientation 3 teachers for event + 2 teachers for child care Reading Night-5 teachers Math Night- 5 teachers Healthy Kids Night (promote nutrition, sleep, exercise to help with academics)-10 teachers for event 2 teachers (planning) Title 1 EOY-3 teachers for event +2 teachers for childcare	Title 1 Orientation-3 teachers @ 4 hrs x \$25/hr + 2 teachers (child care) at 2 hrs x \$25/hr = \$400 Reading Night-5 teachers @ 3 hrs x \$25/hr = \$375 Math Night- 5 teachers @ 3 hrs x \$25/hr = \$375 Healthy Kids Night- 10 teachers @ 2 hrs x \$25/hr (\$500) AND 2 teachers (planning) @ 2 hrs x \$25/hr (\$100) \$600 Title 1 EOY-3 teachers @ 4 hrs. (\$300) AND 2 teachers (childcare) at 2 hrs x \$25/hr (\$100) \$400	Parent activities based on academic need and parent involvement provides parents opportunities to better understand how to support their students' academic progress and make a difference in their child's success.	86.00	2,150
212 Fixed Charges	Fixed Charges - PAC	4202	Lothian	Hourly @ .0877				189
01 Regular Programs/3 Supplies/Materials	Parent Event Supplies	4202	Lothian	Parent Nights (5) to include dinnerware, fishware, pizzas, fruit trays, veggie trays, aluminum wrap trays, veggie sticks, sodas, and vendors, cookies and fruit bars) = \$500.00	5 parent nights (dinner and supplies for 240 people=90* students, plus parent/guardian of students) Dish Dinnerware Combo Party Pack 100 ct. (39.89 x 12 = \$478.68) \$5,922.00 for 4 nights for 2 adults per person (35 x \$7 x 4 = \$980.00)	Parent activities based on academic need and parent involvement provides parents opportunities to better understand how to support their students' academic progress and make a difference in their child's success.		5,473
			Lothian Total					183,000
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1162	Marley	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Interventionist (0.8) & (0.8)	Provides reading/math interventions for Title 1 Students	1.40	77,255
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1162	Marley	Teacher - Avg for steps 6 to 10 @ Salary	\$84,505 Title 1 Reading Teacher-part time	To provide reading interventions for Title 1 students and coach teachers.	0.50	32,253
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1162	Marley	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Interventionist	To provide math and reading interventions for Title 1 students	1.00	71,502
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1162	Marley	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590 Interventionist, Math Resource	To provide Reading and Math Intervention. To provide math support to teachers and students not meeting academic standards. To coach, model and provide PD to increase both instructional capacity.	2.00	161,180
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1162	Marley	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Title 1 Reading Teacher	To provide reading interventions for Title 1 students and coach teachers.	0.80	53,911
212 Fixed Charges	Personnel & Temporary Salaries	1162	Marley	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				162,248
01 Regular Programs/3 Supplies/Materials	Supplies/Materials Software	1162	Marley	Materials to support intervention instruction in math/ reading for targeted students	Angelo- math 2 orders of 64 for \$97.50 each=\$175 Teacher set of SunBox- 1 set @ \$300 = \$300 Green system LLI booster pack reading 1 pack @ \$400 = \$400 Orange LLI Booster pack reading-1 pack @ \$500 = \$500 P & P Kit 1 Primary @ \$385 and 1 Intermediate Kit @ \$383 -2 kits for \$768 Reading materials-\$150 Math materials - \$145 Scholastic Trait Crates - \$85.75 x 6 grades = \$514.50 Lucy Calhoun Readers grades 4/5 \$222.75 x 2 = \$445.50	Costs help support our program to provide material support for our targeted students.		3,824
09 Professional Development/1 Salaries/Wages	Substitution to support for Professional Development	1162	Marley	Collaborative professional development for 30 teachers for 2 days each SolMRAC Conference for 12 teachers for 1 day each Sue O'Connell PD for 9 teachers for 1 day each	Collaborative Planning: 30 subs @ \$90 x 2 days = \$5400.00 SolMRAC: 12 subs @ \$80 = \$1080 Sue O'Connell 9 subs @ \$90 = \$810	Reading and Math grade group collaborative planning first and second marking period to backward map the curriculum Subs covering classes while teachers attend conferences to support reading and math instruction		7,290
212 Fixed Charges	Fixed Charges - PD	1162	Marley	Hourly @ .0877				639
08 Professional Development/4 Other Charges	Conferences for Teachers	1162	Marley	Off site PD at SolMRAC Off site PD for Sue O'Connell	SolMRAC 8 teachers @ \$200 = \$1600 (includes membership) Sue O'Connell 8 teachers @ \$199 = \$1592	Teachers attend conferences to support reading and math instruction and build teaching capacity		3,192
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	1162	Marley	9/26/16- Title 1 Fall Meeting - 3 teachers (1 hour) 10/19/16- Reading/ Math Title 1 night-10 teachers (1 hour) 2/1/17- PARCC/ game night-10 teachers (1.5 hours)	Title 1 Fall Meeting: 3 teachers @ 1 hr @ \$25 hr = \$75 Reading/Math Night: 10 teachers @ 1 hr @ \$25 = \$250 PARCC/Game Night: 10 teacher @ 1.5 hrs @ \$25 = \$375	Title 1 Fall Meeting: Teachers will review Title 1 Information with parents. Reading/Math Night: Teachers will teach parent activities	28.00	700

Category/Object	Budget Category	School #, MSDE	School/District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Fixed Charges - PAC	1162	Marley	Hourly @ .0877	Book Fair Vouchers \$9 x 2 per student x 155 TAS students= \$2790 Agendas \$3 x 155 TAS Students = \$465 PARCC/gamigo night Games- \$8 x 155 TAS Students = \$1240, Lunch pizza - 160 people @ \$3.00 each = \$480 - Total \$1720	Book Fair Vouchers for all Title 1 students to provide at home libraries and reading materials for students. Agendas for all Title 1 students to support learning in the home. Parents night out to get an overview of the PARCC testing while students utilize instructional technology to improve reading and math skills. Topics will include Maryland CCSS and testing strategies. Teachers will teach parent activities at each event.		81
01 Regular Programs/ 3 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1162	Marley	Book Fair Vouchers Agendas Games for PARCC/gamigo night				4,875
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3132	Maryland City	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Class Size Reduction Teacher and Reading Intervention Teacher	Provides classroom reduction and reading interventions for Title 1 students and coaches teachers.	1.20	\$79,040
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3132	Maryland City	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Reading Intervention	To provide Reading Interventions for Title 1 students and coach teachers.	0.20	14,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3132	Maryland City	Teacher - Avg for steps 16 to 20 @ Salary	\$90,590 Math Resource Teacher	To provide Math support to teachers and students not meeting academic standards.	1.00	80,590
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3132	Maryland City	Teacher - Avg for steps 21 to 25 @ Salary	\$99,852 Reading Intervention (0.9)	To provide Reading Interventions for Title 1 students and coach teachers.	0.90	80,867
212 Fixed Charges	Personnel & Temporary Salaries	3132	Maryland City	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				98,428
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	3132	Maryland City	Gander Publishing Visualizing and Verbalizing Kit \$550 Office Depot Ink for Title 1 printers 589 Other supplies such as folders, post-it notes, journals- \$104.00	Gander Publishing Visualizing and Verbalizing Kit 1@ \$500 - \$50 Shipping = \$550 Office Depot Ink for Title 1 printers Laser printer \$390.15 and deskjet 690 3 @ \$59.36 = \$178.08 TOTAL \$568.23 Other supplies such as folders, post-it notes, journals- \$104	The Visualizing and Verbalization kit will help in the development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing for our at risk students. Office supply costs help support our program to provide material support for our students at risk.		1,222
03 Professional Development/ 1 Salaries/Wages	Substitutions to support for Professional Development	3132	Maryland City	1 substitute day for 7 now or changing grade level teachers (Blaylock, Bitch, Hype, Jorda, Davis and 2 TBD) to plan with school resource teachers	7 substitutes for 1 day @ \$90 per day = \$630.00	For teachers who are now to AACPS or changing grade levels to plan with school resource teachers to build teacher capacity in reading, writing, and/or math		630
212 Fixed Charges	Fixed Charges - PD	3132	Maryland City	Hourly @ .0877 Continue book studies: 12 copies of each of the following books \$15.36: Teaching with Poverty in Mind by Eric Jensen Engaging Students with Poverty in Mind by Eric Jensen	24 books @ \$25.84 each = \$615.36	The purpose of the book studies is to grow teacher capacity with regard to teaching students and working with parents in poverty. By purchasing these books all staff members will have a copy, aligning with the MCES School Improvement Plan, which includes this study within our PD line		55
03 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	3132	Maryland City	Stipends to support our Reading, Math, & Writing nights; Dreambox/ Ticket to Read Drop-in for parents; Title 1 Annual Meeting; Crazy 8 Club; Kindergarten Orientation; and for maintaining and updating parent portal in Blackboard	Planning and Implementation of the following activities: Reading Night 16 hours @ \$25/hour = \$400 Math Night 16 hours @ \$25/hour = \$400 Writing Night 16 hours @ \$25/hour = \$400 Dreambox/ Ticket to Read Drop-in for parents 4 hours @ \$25/hour = \$100 Title 1 Annual Meeting 8 hours @ \$25/hour = \$200 Crazy 8 Club 10 hours @ \$25/hr = \$250 Kindergarten Orientation Planning 8 hours @ \$25/hr = \$150 Stipends to maintain and update information on the parent portal in Blackboard 1.5 hours/month/ 10 months @ \$25/hour September - June = \$375	Support for PAC events includes registering families, helping with set up and food delivery, working rotations, and developing the materials for the evening. Crazy 8 Club for transition of Pre-kindergarten students to kindergarten Kindergarten Orientation is to allow incoming kindergarten families to learn about the school, curriculum, and how to help their child be ready when kindergarten begins. Maintain and update information on the parent portal in Blackboard		2,275
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	3132	Maryland City	Hourly @ .0877				200

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per hour	Program Benefit	Position FTE Hours/ Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	3132	Maryland City	Translations of PAC event invitation flyers, power points, and hand-outs from English to Spanish for 7 events (Reading, Math, & Writing nights; Dreambox/Ticket to Read Drop-in for parents; Title I Annual Meeting; Crazy 8 Club; Kindergarten Orientation)	Translations from English to Spanish Using figures from translations from FY16, the cost of translations depends on the number of words to translate and if formatting is required. Estimating @ \$100 per event. Translation for 7 events @ \$100 per event = \$700	Translations from English to Spanish so that the large spanish speaking parent community can benefit from offered PAC events		700
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3132	Maryland City	Supplies and materials to support our Reading, Math, & Writing nights; Dreambox/Ticket to Read Drop-in for parents; Title I Annual Meeting; Kindergarten Orientation; and for maintaining and updating parent portal in Blackboard	Dreambox Drop in for parents - water, granola bars, \$127 Reading Night - 100 books @ \$3.00/book + 10% shipping = \$330 \$10 for drinks and \$10 /box of 30 fruit roll ups: \$350 Math Night - Markers, Blank Index Cards, 3" x 5", round labels multicolor 10 packs; Book rings 1 box, card stock (red, yellow, blue, orange) TOTAL Office Depot Math night order \$124.82, 10 sked disc for 10 families 1.95/each = 19.50, fraction disc 5.95/each for 10 families = \$59.50, place value strips set \$12.95/each for 5 stations = \$64.75, refreshments and snacks \$53.23. TOTAL supplies for this event \$322 Writing Night - materials: 65 journals \$3/each = \$195, pencils \$35.85, colored pencils \$1.31/box 65 boxes = \$85.15, to create items to be used at home to support student growth in writing \$316 Annual Meeting - refreshments, such as water, Capri Sun & granola bars: 50 people @ \$2 per person = \$100 Kindergarten Orientation refreshments for up to 20 people, \$100. Bodime Math books \$12/book @ 20 books = \$240 TOTAL supplies for this event \$340	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents as partners in education.		1,553
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3142	Maryland City Total	Teacher - Avg for steps 6 to 10 @ Salary	\$84,505 Reading Resource Teacher	To provide Reading coaching and support to teachers and		347,655
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3142	Moado Heights	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Student Instructional Support Teacher	Provides intervention and small group instruction.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3142	Moado Heights	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Math Resource Teacher	Provides Math coach and support to teachers.	0.80	42,901
212 Fixed Charges	Personnel & Temporary Salaries	3142	Moado Heights	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5 \$33.00 The Common Core Mathematics Companion: The Standards Decoded, Grades K-2 - \$33.00 Math Running Records in Action: A Framework for Assessing Basic Fact Fluency in Grades K-5 \$35.00 Solving for Why: Understanding, Assessing, and Teaching Students Who Struggle with Math, K-8 \$45.00 Orange and Green Booster Kits LLI			1.00	89,852
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	3142	Moado Heights		Resource books for teachers - 3 @ \$35-\$105 and 1 @ \$45 = \$150 Orange Booster Kit LLI 1 @ \$949, including shipping Green Booster Kit LLI 1 @ \$450, including shipping	Supports SIP Math Goal - Increase teacher capacity to collaboratively plan in order to unpack Math Standards and create Task Type II and III problems LLI Kits to support struggling readers		1,579
09 Professional Development/ 1 Salaries/Wages	Substitute to support for Professional Development	3142	Moado Heights	9 days of Substitute Pay @ \$90/day	\$90 per day for 8 days = \$810.00	5 Days F & P Coverage - Teachers in grades 1-5 4 Days Data Meetings - 2 days Pre-K - 1 teachers and 2 days grade 2 - 5 teachers	9.00	810
212 Fixed Charges	Fixed Charges - PD	3142	Moado Heights	Hourly @ .0877				71
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	3142	Moado 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	Math Night 12 x 2 hours each @ \$25/hr = \$600 Reading Night 12 x 2 hours each @ \$25/hr = \$600	Math Night - Workshops for parents to support strategies for solving multistep, real world problems and using math vocabulary to explain their solutions to solve rigorous Task I and II, multistep problems. Reading Night - Workshops for parents to support student writing. SIP Goal - Provide opportunities for students to engage in writing narrative, information, or opinion; please across disciplines.	48.00	1,200
212 Fixed Charges	Fixed Charges - PAC	3142	Moado Heights	Hourly @ .0877				105

Category/Object	Budget Category	School # HSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hour/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3142	Mendo Heights	Math Night - Food: Lodos Pizza, Food and Tip \$500 (based on price and numbers from 2015 event) Reading Night - Food: Cheyve - Food and Tip \$500 (based on price and numbers from 2015 event) Spring Budget Meeting: Food: Snacks and Juice - \$75 (based on price and numbers from 2016 event) Orca Depot Supplies - Paper - White, Color, and Card Stock - \$700, Pencils, pens, markers, highlighters - \$150, Composition Books - \$100, Post-it Notes - \$25, Ink Cartridges - \$500, Incentives for Math and Reading Night - \$228	Lodos Pizza Math Night - \$500 Cheyve Reading Night - \$500 Snacks and Juice - \$75 White and Color Paper & Cardstock - \$700 pens, markers, highlighters - \$150 Composition Books - \$100 Post-it Notes - \$25 Ink Cartridges - \$500 Incentives \$228	Math Night - Workshops for parents to support strategies for solving multistep, real world problem and using math vocabulary to explain their process. - SIP Goal - Provide students with regular opportunities to solve rigorous Task II and III, multistep problems. Reading Night - Workshops for parents to support student writing. - SIP Goal - Provide opportunities for students to engage in writing narrative, information, or opinion pieces across disciplines. Spring Budget Meeting- Share budget with parents, review Home School Compact and make necessary changes, and approve parent rights and make changes based on parent input.		2,876
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo Total	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Second grade teacher- (1.0)			283,101
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Teacher - Avg for steps 6 to 10 @ Salary	\$94,505 Math Resource - (1.0), Behavioral Intervention Specialist-new position previous person vacating (1.0) Title I Reading Teacher (1.0)	Math resource- Manage Title 1 math budget and plan PAC events with a math focus. Provide support for the SIP action steps in math. Provide intervention for identified students, coach, model and provide PD to increase math instructional capacity. Behavioral Intervention Specialist provides positive behavioral supports and supports students who are off task. Title I Reading Teacher provides Reading Interventions for Title 1 students and coaches teachers.	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590 STEM-(1.0), Reading Interventionist- (1.0) Reading Interventionist- (1.0)	STEM- Provide integrated instruction to students in grades 3-5 using a STEM approach. Reading Interventionist provides Reading interventions for Title 1 students and coaches teachers.	3.00	241,770
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Math Interventionist- (1.0)	Provides Math interventions for Title 1 students and coaches teachers.	1.00	89,852
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Teacher Assistant/ Home-School Liaison @ Salary	\$22,256 Teacher Assistant	Support teachers and students in the implementation of CCSS	1.00	23,256
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Permanent Substitute @ Salary	\$28,764 Permanent Sub.	Permanent Sub - 1.0, becoming a permanent staff member receiving PD with faculty to keep instruction at a high quality level while teachers are not able to be in the classroom	1.00	28,764
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	4222	Mills-Parolo	Instructional Assistant - Hourly @ Rate per/hr	\$12.50 Instructional Assistant	Assist teachers in analyzing data to impact daily instruction.	1,200.00	15,000
212 Fixed Charges	Personnel & Temporary Salaries	4222	Mills-Parolo	Full Time @				271,588
01 Regular Programs/ 2 Contracted Services	Student Assemblies	4222	Mills-Parolo	Kindergarten Montpelier Mansion 1st Grade: Baltimore Zoo 2nd Grade: Baltimore Aquarium 3rd Grade: MD Science Center 4th Grade: St. Mary's City 5th Grade: Washington DC	Approximately 582 students attending field trips. Each child allocated approximately \$7.00 to support admission to field trip location. \$7 x 582 = \$4,074	Field trips support the overall educational curriculum by allowing students to see learning in the real world, build experiences and background knowledge.		4,074
003 Student Transportation	Buses for Field Trips	4222	Mills-Parolo	Kindergarten (85 students): Montpelier Mansion 1st Grade (105 students): Baltimore Zoo 2nd Grade (120 students): Baltimore Aquarium 3rd Grade (110 students): MD Science Center 4th Grade (110 students): St. Mary's City 5th Grade (85 students): Washington DC	Montpelier Mansion, \$900, Baltimore Zoo \$900, Baltimore Aquarium \$900, MD Science Center \$900, St. Mary's City \$900, Wash. DC \$900 = \$5,400	This benefits our school population to provide opportunities for students to experience life outside of their environment.		5,400
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	4222	Mills-Parolo	Guided reading materials and small group centers Materials for units of study Independent learning stations Small group math center materials and manipulatives Fact Fluency center materials and manipulatives Math manipulatives to support the standards of mathematical practices	Guided reading, small group centers \$1,000, Units of Study \$500, Independent Learning Stations \$500, Small Group Math Center materials and manipulatives \$400, Fact Fluency Center materials & manipulatives \$524, Math Manipulatives \$1000 = \$3,924	To support the actions steps on our school improvement plan which included guided reading, fact fluency, and standards of mathematical practices. This also supports our county strategic goals. These materials are essential in monitoring the progress towards achieving our goals.		3,924

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	4222	Mills-Parole	56 Substitutions Days for Fountana and Pinnell reading assessment and instructional planning for reading and math	28 classroom teachers * 2 full substitute days = 56 substitute days @ \$60/day = \$5,040	This allows the teacher to individually assess each student in order to appropriately plan for guided reading groups in an effort to meet the county mandated focus of all students reading on grade level. Planning for reading and math instruction will occur based on data to plan for differentiated instruction and increase student performance in reading and math assessments.	56.00	5,040
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	4222	Mills-Parole	Stipends for after school PD on our school improvement initiatives which included guided reading, fast fluency, standards of mathematical practices, and PBIS	guided reading - 25 hours fast fluency and standards of mathematical practices - 25 hours PBIS 30 hours	Teachers will be planning outside of school hours for math, reading, and positive behavioral supports	80.00	2,000
212 Fixed Charges	Fixed Charges - PD	4222	Mills-Parole	Hourly @ .0877				617
09 Professional Development/ 4 Other Charges	Conferences for Teachers	4222	Mills-Parole	SolMIRAC Registration for 2 Reading Teachers, Boss' Breakfast, Mileage from Mills Parole to Hunt Valley Wyndham Grand, food @ event, 3 cars, 100 miles round trip x \$54/mile = \$167	SolMIRAC Reg \$330 SolMIRAC "Take Your Boss To Breakfast" \$20 Mileage for SolMIRAC \$167 = \$517	To build teacher capacity as teacher leaders At SolMIRAC, Alyse Baracci and Jessica Lano will be gaining strategies to support literacy instruction that will be shared with classroom teachers during collaborative planning's which they facilitate.		517
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	4222	Mills-Parole	Pepping with Success: 2 Teachers @ 2 Hours Each, 1 Instructional Assistant @ \$125 Bedtime Story Night 22 Teachers @ 3 Hours Each Science Fair Night 4 Teachers @ 2 Hours, 1 Instructional Assistant @ \$225 Math Night 30 Teachers @ 3 Hours, 3 Instructional Assistants @ 3 Hours \$2,862.50	4, 66, 8, 90=168 teacher hours @ \$25/hour = 4200.00 2, 2, 9 =13 teacher assistant hours @ 12.50/hour = 162.50	Support includes registering families, helping with set up and food delivery, working robots, developing and planning the materials for the evening	181.00	4,362
212 Fixed Charges	Fixed Charges - PAC	4222	Mills-Parole	Hourly @ .0877				383
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	4222	Mills-Parole	Pepping with Success Snack, Quarterly Coffee with Principal(OD), Bedtime Story Night Snacks and Supplies, Science Fair Night Snacks and Supplies, Math Night Dinner and Supplies, Purple Paper for flyers, sign-in, ovals Parent University	Pepping with Success \$198.75 (Dunkin), Quarterly Coffee w/Principal \$400 (Dunkin), Bedtime Story Night \$250 (Sams), Science Fair Night - 80 guests, \$398.75 (Subway), Math Night Dinner and Supplies - 400 guests, \$3,000 (Click Fil-A), Purple Paper \$250 (Office Depot), Parent University supplies \$1571.50 (books, resources, materials to support at home, supplies) = \$6565.00	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.	0.00	6,565
242			Mills-Parole Total					945,360
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1172	North Glen	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Title I Reading Teacher (1), Title I Math Teacher (1) Interventionalist (0.5)	Title I Reading Teacher: 1.0 - Provide professional development and coaching support with Reading and Writing. Facilitate collaborative planning and provide intervention support for students not meeting proficiency. Title I Math Teacher: 1.0 - Provide professional development and coaching support with Math. Facilitate collaborative planning and provide intervention support for students not meeting proficiency. Both Title I Staff - Manage Title I budget and plan PAC activities to support SIP. Provide support for the SIP Action steps in Reading, Writing, and Math. Interventionist: TBD, 0.5 - Provide intervention in Reading and Math for students not meeting with CCSS. Collaborates with classroom teachers to provide ongoing support for these students.	2.50	137,955
212 Fixed Charges	Personnel & Temporary Salaries	1172	North Glen	Full Time @ 25. Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				63,227

Category/Object	Budget Category	School #, Name for MSDE	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
BTE Annual Update 2016 01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1172	North Glen	Office Supplies: HP 27X Ink from Office Depot - 1 cartridge for \$142.89 Math Supplies: fraction towers - kit of 15 sets @ \$146.75, cubanairo rods - kit of 15 sets @ \$118.95 Reading: Updated Comprehension Toolkit, 2nd Edition; Primary Set @ \$179.00, Intermediate Set @ \$179.00, New Primary Trade Book pack for Content Literacy @ \$85.00, New Intermediate Trade Book pack for Content Literacy @ \$85.00 sets, "Colonial Times" Text Spiral @ \$57.50, "The American Revolution and Constitution" Text Spiral @ \$57.50 Scholeastic Short Reads - school set with levels A-Z @ \$2,999.00; Milk crates from Office Depot - set of 3 @ \$15.99; Cloth book bags from ReallyGoodStuff - set of 36 bags @ \$161.64 Writing: Post-it chart paper from Office Depot - set of 6 @ \$152.99; Post-it pads from Office Depot - pack of 12 pads for \$7.99; Cool Down Centers - Edgits & sensory support from Abilitations (Total = \$1,180.46)	1. Ink - 2 x \$142.99 = \$285.98 2. Fraction towers - 4 kits x \$146.75 = \$586.00 3. Cubanairo rods - 4 kits x \$118.95 = \$475.80 4. Comprehension Toolkit - 4 Primary Sets x \$179 = \$716; 4 Intermediate Sets x \$179 = \$716; 7 Primary Trade Book Packs x \$85 = \$595; 7 Intermediate Trade Book Packs x \$85 = \$595; 2 Colonial Times x \$57.50 = \$115; 2 American Revolution x \$57.50 = \$115; GRAND TOTAL = \$2,572 5. Short Reads - 1 school set x \$2,999.00, shipping @ 0.09% = \$268.91, total = \$3,268.91 6. Milk crates - 30 sets x \$15.99 = \$479.70 for 90 crates 7. Cloth book bags - 5 sets x \$161.64 = \$808.20 8. Chart Paper - 6 sets x \$152.99 = \$917.94 9. Post-it Pads - 27 sets x \$7.99 = \$215.73 10. Abilitations materials: Color Morph @ \$8.99 x 20 = \$179.80; DNA Ball @ \$4.99 x 20 = \$99.80; Season Sequence pack @ \$31.99 x 10 = \$319.90; Gal E Pigeon @ \$7.99 x 20 = \$159.80; Water Wiggles @ \$4.99 x 20 = \$99.80; Popper Poppers @ \$3.99 x 20 = \$79.80; Tangled Tangle @ \$2.99 x 20 = \$59.80; Relax Therapy Tangle @ \$4.99 x 20 = \$99.80; Mini Popsi Pops @ \$13.99 x 10 = \$139.90; GRAND TOTAL = \$1,180.46 =\$10,807.70	Math supplies will support the use of the CRA model to problem-solve with students in the bottom 20%. Updated Comprehension Toolkit sets will support teachers with differentiating instruction for non-fiction reading for students in the bottom 20%. Scholeastic Short Reads will support teachers with small-group guided reading instruction using non-fiction texts for students in the bottom 20%. Milk crates will expand shelving space for classroom leveled libraries for students in the bottom 20% (approaching grade-level). Cloth book bags will allow students independent reading books so that students in the bottom 20% can read leveled text that is appropriate for them in a variety of settings. Writing supplies will support teachers with small-group writing instruction and students with independent writing by providing differentiated options aligned with Units of Study for students in the bottom 20%. Cool Down Centers will support students in the bottom 20% who require sensory input and frequent breaks during classroom instruction. Edgits allow students to full day of substitute coverage while they F&P students in the bottom 20%. The data collected during this assessment will inform guided reading instruction and intervention placements. Teachers attending SCMRAC will go to sessions aligned with our SIP (Nonfiction Reading, Writing). These teachers will deliver professional development to support differentiating instruction in those SIP areas for students in the bottom 20%. After Sue O'Connell provides professional development in problem-solving, grade-level teams will meet for half-day planning sessions twice to best support students in the bottom 20%. Classroom teachers voted in our May 2016 survey for after-school planning session in the 2016-2017 school year to help focus on differentiating their instruction for students performing in the bottom 20%. Teachers will plan in grade-levels with Title I staff to better support students in Writing and Math.		10,808
20 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1172	North Glen	Substitutes for F&P Screening of students in the bottom 20%. Substitutes for SCMRAC teacher participation Substitutes for post-Sue O'Connell Mail planning (12 teachers x 0.5 day x 2 cycles)	6 teachers x 1 day, fall, winter and spring assessment windows = 18 days; 18 days x \$90 = \$1,620 3 teachers x 1 day = 3 days; 3 days x \$90 = \$270 12 teachers x 0.5 day = 6 days x 2 cycles = 12 days; 12 days x \$90 = \$1,080	Teachers attending SCMRAC will go to sessions aligned with our SIP (Nonfiction Reading, Writing). These teachers will deliver professional development to support differentiating instruction in those SIP areas for students in the bottom 20%. After Sue O'Connell provides professional development in problem-solving, grade-level teams will meet for half-day planning sessions twice to best support students in the bottom 20%. Classroom teachers voted in our May 2016 survey for after-school planning session in the 2016-2017 school year to help focus on differentiating their instruction for students performing in the bottom 20%. Teachers will plan in grade-levels with Title I staff to better support students in Writing and Math.		2,970
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	1172	North Glen	Stipend Pay for after-school planning with classroom teachers in the areas of Writing and Math focusing on students in the bottom 20%, Tuesdays - 4:30 - 5:30	2 session each month x 9 months = 18 sessions; 18 sessions x 15 teachers = 270 sessions; 270 sessions x \$25 = \$6,750	Classroom teachers voted in our May 2016 survey for after-school planning session in the 2016-2017 school year to help focus on differentiating their instruction for students performing in the bottom 20%. Teachers will plan in grade-levels with Title I staff to better support students in Writing and Math.		6,750
212 Fixed Charges	Fixed Charges - PD	1172	North Glen	Hourly @ .0877				852
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	1172	North Glen	Sue O'Connell Support with Problem-Solving (1/2 day PD training dates tbd, focused on Math.	1/2 day cont day cost \$1000	Teachers will participate in professional development sessions focused on problem-solving in Math to best support our students in the bottom 20% who struggle with the CRA model.		1,000
09 Professional Development/ 4 Other Charges	Conferences for Teachers	1172	North Glen	SCMRAC - \$200 registration per person (Title I Reading County Reading; Interventionist) 3 teachers selected by formal application process)	\$200 x 6 people = \$1200	Teachers attending SCMRAC will go to sessions aligned with our SIP (Nonfiction Reading, Writing). These teachers will deliver professional development to support differentiating instruction in those SIP areas for students in the bottom 20%. Principal will select three classroom teachers to attend using formal application process.		1,200
Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	1172	North Glen	National Title I Conference 2/22-2/25/17 Long Beach, CA	Registration \$580, Airfare \$508.44, Hotel \$270x5 nights = \$1,350, meals \$50x5x5 days = \$250 =\$2,685.40	Principal will attend sessions aligned with our SIP, as well as sessions focused on leadership and coaching, to best support our instructional staff that work with students in the bottom 20%.		2,685

Category/Object	Budget Category	School #, Hide for MSDE	School/ District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	1172	North Glen	1st Quarter Parent Event - It's a Fact: Nonfiction Reading 2nd Quarter Parent Event - Making Math the Story in Word Problems 3rd Quarter Parent Event - Young Authors Night 4th Quarter Parent Event - STEMathematics Night: Math is Everywhere!	10 teachers x 2 hrs = 20 hours; 20 hours x \$25 = \$500 per evening event \$500 x 4 evening events = \$2000	Parent input in May 2016 identified needed support in the areas of reading, math and writing. The following events are tentatively scheduled: It's a Fact: Nonfiction Reading Night: TAS Families will explore a variety of nonfiction texts across science and social studies topics. During reading and after reading strategies will be modeled and practiced with staff support. (No food will be provided) Making Math the Story in Word Problems Night: TAS Families will solve differentiated word problems using concrete manipulatives and representational drawings. Strategies will be modeled and practiced with staff support. (No food will be provided) Young Authors Night: TAS Families will follow the writing process to create a shared story using photographs, creative prompts, Logos, comic strips, etc. Strategies for drafting and revising will be modeled and practiced with staff support. (No food will be provided) STEMathematics: Math is Everywhere Night: TAS Families will explore real world problems and use math strategies/skills to solve them. Staff will facilitate and support, as well as differentiate based on grade-level and student readiness. (No food will be provided)		2,000
212 Fixed Charges	Fixed Charges - PAC	1172	North Glen	Hourly @ .0877				175
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1172	North Glen	1st Quarter Parent event - "National Geographic Kids Why? Over 1,111 Answers to Everything" text from Barnes and Noble. 2nd Quarter Parent event - Base 10 blocks, snap cubes, fraction towers, foam tens frames, and foam counters for take-home sets of manipulatives. 3rd Quarter Parent event - Crayola thin markers packs and journals from Office Depot for 30 families, "The Dot" by Peter Reynolds text from Barnes and Noble. 4th Quarter Parent event - no materials to purchase	On average, 30 families usually attend after-school events at North Glen. Documentation from AAA events in 2015-2016 support this. 1. Text = \$14.12 x 30 participants = \$423.60 2. Base 10 blocks = 1 set is \$74.95 x 2 to split among 30 families = \$149.90; snap cubes = 1 set of 1,000 for \$55.85 to split among 30 families; fraction towers = 1 box of 15 sets is \$99.85 x 2 to split among 30 families = \$199.80; foam ten frames = 1 set of 24 for \$47.80 x 2 = \$95.60; foam counters = 1 set of 200 counters for \$2.95 x 3 to split among 30 families = \$8.85. GRAND TOTAL = \$510.20 3. Crayola markers = 1 pack for \$4.79 x 30 families = \$143.70; journals = pack of 4 for \$3.49 x 8 = 32 journals for \$27.92; text = \$8.75 x 30 families = \$262.50; GRAND TOTAL = \$434.12	Parent input in May 2016 identified needed support in the areas of reading, math and writing. The following events are tentatively scheduled: It's a Fact: Nonfiction Reading Night: TAS Families will receive a nonfiction text from Scholastic Reading Club to read together at home. Families will also receive supporting bookmarks to remind them of the during and after reading strategies they learned at the event. Making Math the Story in Word Problems Night: TAS Families will receive a take-home manipulatives kit with Base 10 blocks, unit cubes, and fraction towers. Those manipulatives will support the use of CRA model at home when word problems are assigned as homework. Young Authors Night: TAS Families will receive markers, crayola notebook and a copy of "The Dot" by Peter Reynolds to support creative writing at home. These materials will allow families to practice the drafting strategies learned at the event.		1,388
			North Glen Total					231,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1202	Park	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 CSR	CSR Grade 3 CSR Grade 5-CSR-Lower class size to meet individual student needs and raise student achievement.	2.00	110,364
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1202	Park	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505 Reading Resource Teacher	Reading Resource-1.0 T/Reading Resource-Manager Title I budget and plan PAC activities to support the Collect and analyze student data, coach, model and provide professional development to increase teacher capacity in the area of literacy.	1.00	64,505

Category/Object	Budget Category	School #, Mile for MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1202	Park	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590 Math/Reading Intervention (1) Math Resource (1) Intervention	Math/Reading Intervention-1.0 Math Resource-1.0 Math Resource-Manager Title I budget and plan PAC activities to support the SIP. Collect and analyze student data, coach, model and provide professional development to increase teacher capacity in the area of mathematics. Intervention-Provide intervention/small group instruction, co-teach and collaborate with staff in order to support students not meeting proficiency with CCSS.	2.00	181,180
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1202	Park	Teacher - Avg for steps 21 to 25 @ Salary	\$80,852 Math/Reading Intervention .5	Math/Reading Intervention-.5 Intervention-Provide intervention/small group instruction, co-teach and collaborate with staff in order to support students not meeting proficiency with CCSS.	0.50	44,928
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1202	Park	Instructional Teacher Stipends - Hourly @ Rate per/hr	\$25.00	Payment for teachers for clubs. Math and literacy morning tutoring. 36 weeks for 4 teachers @ \$25 an hour=\$14,400.00. 4 people @4 hours per week @ \$25 an hour for 36 weeks=\$14,400	1,280.00	28,800
212 Fixed Charges	Personnel & Temporary Salaries	1202	Park	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee		Accelerated Reader Subscriptions- This computer program has been instrumental in motivating our children to read on their own. Students select a novel that interests them, read, and take a brief quiz. Students are recognized each week for making reading goals.		180,963
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1202	Park	Accelerated Reader Subscription Computer Refresh of 21 Title I purchased computers MOI Supplies	Accelerated Reader Subscriptions 450 subscriptions @ \$8.80 = \$3,960. Reader Hoisting Fee = \$800 = \$4,360 Computer Refresh 21 laptops @ \$1135=\$23,835 MOI Supplies \$378 paper, folders, post it's, student awards & incentives	Computer Refresh Students must use computers for instruction each day in all subject matters before being required to pass state tests using them. Our students lack working technology in their homes and must prepare for higher level math and language courses where using computers proficiently is mandatory.		28,775
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1202	Park	Kathy Bungardner Literacy Professional Development Vertical Teaming- Math Vertical Teaming-	PD-42 teachers @ \$0.00 per day = \$3780.00 + Fixed Charges \$332.00=\$4112.00 Teaming- 33 teachers @ 11 teachers, 3 times a year @ \$60.00 per day= \$2070.00 + Fixed Charges \$268.00=\$2338.00 Math 63 teachers @ 21 teachers, 3 times a year @ \$80.00 per day= \$5040.00 + Fixed Charges \$497.00=\$5537.00 4112.00+\$2338.00+\$5537.00=	Teachers will have the opportunity to attend a professional development session with Kathy B. Teachers will also have time to plan lessons with Kathy to improve literacy instruction.	138.00	12,420
212 Fixed Charges	Fixed Charges - PD	1202	Park	Hourly @ .0877	\$1800 per day 6 days @ \$1800.00 per day=10,800 2 days @ \$3500 per day = \$7000.00	Kathy Bungardner will work to strengthen teacher capacity in the area of literacy. She will work closely with the reading resource team to develop and implement professional development based on student data and the needs of teachers in order to improve instruction in the area of literacy.		1,089
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	1202	Park	Kathy Bungardner Literacy Professional Development Kagan Consulting		Teachers will teach parent activities at each event.	83.00	2,325
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	1202	Park	September 2016-Fall Budget Meeting-3 teachers November 2016-Reading & Math Night-15 teachers May 2017-Spring Budget Meeting-3 teachers June 2017-Transition to Kindergarten Night-10 teachers	31 teachers x 3 Hours @ \$25 an hour=\$2325.00 + Fixed Charges \$204.00=\$2529.00			204
212 Fixed Charges	Fixed Charges - PAC	1202	Park	Hourly @ .0877		Fall and Spring Budget Meeting-Review Home School Compact, Parent Plan and Budget to determine how parents would like to spend PAC allocations. Reading & Math Night-Families will participate in engaging math and reading activities that support CCSS and student achievement. The event will build parent capacity of the standards and student expectations. Transition to Kindergarten Night-Provide parents of students in Pre-K achieve to prepare their child for success in Kindergarten.		638,352
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1202	Park	Fall Budget Meeting (OD, Ofc. Depot, Shoppers) Reading & Math Nights (Chick Fil-A, Ofc. Depot, Papa John's, Math) Spring Budget Meeting (OD, Ofc. Depot) Transition to Kindergarten Meeting (Papa John's, Ofc. Depot)	Fall Budget Meeting \$736.50 (Food 100 attendees @ \$6.00 each = \$600, Supplies = \$136.50) Reading & Math Nights 2 events @ \$1000 = \$2,000 (Food per event 150 attendees @ \$5.75 = \$862.50; Supplies per event \$137.50) Spring Budget Meeting \$735.50 (Food 100 attendees @ \$6.00 each = \$600, Supplies = \$135.50) Transition to Kindergarten Meeting \$1,500 (Food 200 attendees @ \$6.00 = \$1,200, Supplies \$300)			4,973
			Park Total					

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per unit	Program Benefit	Position FTE Hours/ Sub Days	Amount
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1212	Point Pleasant	Teacher - Avg for steps 6 to 10 @ Salary	\$84,505 1 S1ST	1 S1ST (supports SIP to provide opportunities for students to be engaged in hands on rigorous and relevant skills that includes all content areas and meet Science Content Standards)	1.00	64,505
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	1212	Point Pleasant	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 1 Math Resource Teacher	1 Math (Plan PAC activities to support the SIP; Provide support for SIP action steps in math - Coach, model and provide PD to increase math instructional capacity)	1.00	71,502
212 Fixed Charges	Personnel & Temporary Salaries	1212	Point Pleasant	Full Time @ .25 Hourly @ .0877, Medical \$11,250 and \$145 Retirement Admin Fee				56,992
01 Regular Programs/2 Contracted Services	Student Assemblies	1212	Point Pleasant	BSO Performance for 130 TAs (Wed, Nov 20th The Showman performance)	\$7,00 admission x 130 students = \$910.00	The Showman is a musical production of the children's story The Showman. Students will learn how music can tell a story set a tone and elicit emotions to match the story. Students will compare the story to the production and make a connection with how authors tell a story with words.		910
209 Student Transportation	Buses for Field Trips	1212	Point Pleasant	Buses for BSO performance Hubers	3buses x \$400 per bus = \$1200 (46 people/bus)	Providing transportation to a field trip that provides a cultural experience.		1,200
01 Regular Programs/3 Supplies/Materials	Supplies/Materials Software	1212	Point Pleasant	Materials and supplies to support Guided Reading and Math Instruction: Literacy Centers: What Other Kids Do During Guided Reading Centers: Step by Step Model Drawing for 16 small groups @ \$24ea = \$384, 24 Game, Simple Dots @ \$11/dec = \$176, 24 Game add/subtract primer cards for 4 groups @ \$22/ea = \$88, 24 Game multiply/divide primer cards for 8 groups @ \$22/ea = \$176 Office Depot - Toner cartridges for TAs students - color and black \$550, composition books, folders, dividers, binders, pencils \$994 Ticket to Read 130 students @ \$20 per student license = \$2600 Total = \$5283	Engaging all TAs students in daily guided reading based on instructional levels, to increase phonics and comprehension. Implementing Math instruction that supports use of the CRA model to meet students' needs and solidify their understanding of in depth Math concepts. Increasing students' opportunities for reading and engaging with text. Ticket to Read is available in and out of school.			5,283
09 Professional Development/1 Salaries/Wages	Substitutes to support for Professional Development	1212	Point Pleasant	88 Substitutes for 22 teachers. Each teacher will receive 1 planning day each quarter, 2 quarters with math resource teacher and 2 quarters with reading resource teacher	22 teachers 1 day planning with math resource, 1 day planning with reading resource 2 times/year 44 days x 2 times/year = 88 days @ \$90/day = \$7920	Sub Days provide opportunities for teachers to build teacher capacity and for collaborative planning	88.00	7,920
09 Professional Development/1 Salaries/Wages	Teacher Stipends for Professional Development	1212	Point Pleasant	Leadership Team after-school planning for 14 teachers for 1 hour each in Fall, 1 hour each in Winter, 1 hour each in Spring	14 hours x 3 times yearly = 42 hours @ \$25/hour = \$1050	Teachers will be planning outside of school hours for math, reading and writing.	42.00	1,050
212 Fixed Charges	Fixed Charges - PD	1212	Point Pleasant	Hourly @ .0877				787
09 Professional Development/3 Supplies/Materials	Professional Development Supplies	1212	Point Pleasant	Teaching with Poverty in Mind books, by Eric Jonson for 55 staff members, Barnes and Noble	Teaching with Poverty in Mind 54 teachers @ \$21.56 = \$1164	As a newly targeted Title 1 school, there will be an emphasis on teaching and modeling the needs of students in poverty		1,164
09 Professional Development/4 Other Charges	Conferences for Teachers	1212	Point Pleasant	2 teachers SolMRAC conference registration, mileage, Take Your Boss to Breakfast @ SolMRAC (Hunt Valley, MD March 2017), LA Membership for 2 teachers, AA Reading Council for 2 teachers, NCTM Membership for 2 teachers, 2 teachers Grog Tang conference registration, mileage	SolMRAC - Registration for 2 teachers @ \$165ea + Take Your Boss to Breakfast, 1 @ \$20 = \$350, mileage for 2 teachers, round trip @ 66 miles @ \$.54/mile = \$72 = \$422 LA Membership - 2 teachers @ \$45ea = \$90 AA Reading Council - 2 teachers @ \$30ea = \$60 NCTM Membership - 2 teachers @ \$55ea = \$190 = \$340 Grog Tang-Registration for 2 teachers @ \$230 ea, mileage for 2 teachers, round trip @ 58 miles @ \$.54/mile = \$84 Total = \$1286	Reading teachers will learn new initiatives and strategies to meet struggling learner's needs. Membership in these professional organizations will grow teachers so they are able to grow staff in the areas of reading and math.		1,286
15 Office of the Principal/4 Other Charges	Conferences for Administrators	1212	Point Pleasant	Principal's Registration for Grog Tang conference	Grog Tang Registration = \$230, mileage round trip @ 58 miles @ \$.54/mile = \$32 Total \$262	Administrators will gain information on leadership initiatives in reading and math		262
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	1212	Point Pleasant	3 events, 2 Fall and 1 Spring (Title 1 Info, Reading and Math) 2 teachers for Title 1 10 teachers for Math and Reading Nights each	1) Title 1 Info: 5 teachers x \$25/hr x 2 hrs = \$250 2) Reading night: 12 teachers x \$25/hr x 3 hours = \$900 3) Math night: 12 teachers x \$25/hr x 3 hours = \$900	In order to make these events successful, we need teacher support for facilitating activities, setting up, cleaning up and establishing positive relationships with families.		2,050
212 Fixed Charges	Fixed Charges - PAC	1212	Point Pleasant	Hourly @ .0877				180

Category/Object	Budget Category	School # File for MSDE	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1212	Point Pleasant	Four Parent outreach programs: Title I Info Night Coffee with Chris: 3 sessions/year 6-7 guests per session (20 guests total), supplies and food (Barnes and Noble, Dunelm Donuts, office depot), Math War Add & Subtract Game Cards, Sight Word Flash Cards Coffee and paper supplies \$800 Reading Night: 100 guests, supplies and food/beverages. Book give-away "There's a Wocket in My Pocket" (Barnes & Noble), Food and Drinks (Lodo Pizzeria, Sam's Club) Math Night: 100 guests, supplies and food/beverages. Board games, math games, playing cards to take home, Food and Drinks (Chick Fil-A/Subway, Office Depot)	Coffee with Chris: 3 sessions, approx 20 attendees. Supplies: game cards \$2.99ea x 20 = \$59.80, eight word cards, \$2.99ea x 20 = \$59.80, \$49.50 coffee & paper supplies = \$169.10 Reading Night: approx 100 attendees. Book give away "There's a Wocket in My Pocket" 100 @ \$6.80/book = \$680, Food, drink and paper goods 100 @ \$9.00/guest= \$900 = \$1,480 Math Night: approx 100 attendees. Math games/Playing Cards @ 8.99 per set x 10 = \$89.90, Board games to play in groups @ 7.00 x 20 = 140 Food and drink, paper goods 100 x \$8 per person = \$800 = \$1,029.90 Total = \$2,879	These events help build the home-school connection by helping parents understand more about instruction and Common Core State Standards. This is also an opportunity for parents to express their needs and wisdom to the Principal and Staff.		2,879
			Point Pleasant Total					217,770
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1242	Richard Henry Lee	Teacher - Avg for stops 1 to 5 @ Salary	\$55,182 Title I Math Resource Teacher	To provide Math support to teachers and students not meeting academic standards. To coach model and provide PD to increase Math instruction.	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1242	Richard Henry Lee	Teacher - Avg for stops 6 to 10 @ Salary	\$84,505 SLSST	Supports lower performing students with math/reading interventions	1.00	64,505
212 Fixed Charges	Personnel & Temporary Salaries	1242	Richard Henry Lee	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				52,912
					Scholastic Short Reads (\$299.00) * Shipping \$289.91 Fundations Lvl 1 Classroom Kit (\$1325.00) Lvl K Teacher Kit (\$355.00) Lvl K Student Kit (\$440.00) Shipping (\$169.60) \$2,288.50 Paper Neon Green (8 x \$8.19) = \$65.52 Blue (\$8.61) \$72.15 Pencils (2 x \$0.89 = \$61.78) Sharpeners for Student Work (2 x \$24.50 = \$49.00) \$110.76 Sound Phonics Fluency Set of 10 (\$45.00) Dry Erase (2 x \$11.99 = \$23.98) Shipping (\$10.35) \$79.33 Dry Erase Markers Black (2 x \$7.70 = \$15.40) Blue (2 x \$13.19 = 26.38) Assorted (2 x \$8.28 = 12.56) \$54.34 2 Dry Erase Storage Racks (2 x \$21.99 = \$43.98) 2 sets of Primary Magnetic Dry Erase Boards (2 x \$49.99 = \$99.98) 2 sets of Intermediate Lined Dry Erase Boards (2 x \$29.34 = \$58.68)	Fundations will provide support needed for struggling readers. Office supplies will support Title I staff with monitoring the academic progress of students in the bottom 20%. Math supplies will support the use of the CRA model to problem-solve with students in the bottom 20%. Scholastic Short Reads will support teachers with small- group guided reading instruction using non-fiction texts for students in the bottom 20%. Reading/writing supplies will support teachers with small- group reading/writing instruction and students with independent writing by providing differentiated options.		23,878
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1242	Richard Henry Lee	Reading supplies Math supplies	Continued from previous line: 2 Fluency Timers (2 x \$6.98 = \$13.96) 2 Packs Dry Erase Tape (2 x \$16.16 = \$32.32) 1 Pack Highlighter Tape (\$20.75) 2 Packs Post-It Cover Up Tape (2 x \$5.99 = \$11.98) 2 Desktop Pocket Charts/Eraseable (2 x \$53.98 = \$107.92) 1 EZRead Sound Box Kit (\$24.99) 1 All About Letters Pocket Chart (\$29.99) 2 EZ Road Plastic Magnetic Letter Kit (2 x \$43.99 = \$87.98) 2 Sets Medium Book Pouches-Primary (2 x \$143.64 = \$287.28) Shipping = \$113.94 subtotal: \$544.13 Plastic Containers (3 x \$3.52 = \$10.56) Cuisenaire Rods (6 tray pack) (\$41.69) Fraction Tower Equivalency Cubes (\$124.20) 2 ClearVu Paper Savers (set of 10) (2 x \$33.15 = \$66.30) Ti-15 Calculator Pack (set of 10) (\$141.09) Base Ten Blocks (2 x \$91.25 = \$182.50) 2 Decodhdra dice (3 x \$1.61 = \$4.83) Unifix Cubes (set of 300) (\$33.20) 2 Plastic Pattern Blocks sets (2 x \$12.36 = \$24.72) 3/4" Color Number Cubes (\$4.83) \$633.46			

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/Hours/Sub Days	Amount
01 Required Programs/ 3 Supplies/Materials	Supplies/Materials Software	1242	Richard Henry Lee	Reading supplies	Continued from prior lines: Infirmer Cyan (2 x \$160.30 = \$320.60) Magenta (2 x \$160.30 = \$320.60) Yellow (2 x \$160.30 = \$320.60) Black (2 x \$119.75 = \$239.50) Chart Paper Pads (4 x \$152.89 = \$611.96) Purple Pens (7 x \$1.42 = \$9.94) \$621.90 Fountain & Penball Kite: Green System and Green Booster (\$2655.00) Red System (\$450.00) Shipping (\$717.44) \$6522.44 Computer Desks (2 x \$120.99) \$241.98 Voyager: Ticket to Ride 70 memberships x \$20 per student 5 projector bulbs at \$237 each = \$1185 \$23877.85			
09 Professional Development/ 1 Salaries/Wages	Substitute to support for Professional Development	1242	Richard Henry Lee	Math supplies	Data analysis for Targeted students \$90x 16 teachers x 3 admin windows	Following the administration of county benchmark assessments, teachers in grades K through 5 will participate in a full day of data analysis to plan for remedial instruction. ** 8 teachers in grades K through 2 will analyze F and P results following the three test administration windows. 8 teachers in grades 3 through 5 will analyze district assessment data to determine standards that need to be retaught.	48.00	4,320
212 Fixed Charges	Fixed Charges - PD	1242	Richard Henry Lee	Hourly @ .0877				379
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	1242	Richard Henry Lee	Purchase books (Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson - 42 @ \$26 = \$1,092)	Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson - 42 @ \$26 = \$1,092	Eric Jenson books will support and guide PD on how poverty affects student growth		1,092
09 Professional Development/ 4 Other Charges	Conferences for Teachers	1242	Richard Henry Lee	(1) NCTM in San Antonio - 2 teachers (2) 2016 ASCD Education Leadership Conference in Orlando - 1 teacher ILA Membership for 5 teachers, Anne Arundel Reading Council for 4 teachers, NCTM Membership for 5 teachers	(1) NCTM Costs: Registration - 485 x 2 = \$980 Hotel - 178/night x 3 nights = \$537 Flight - \$690.42 (2 people roundtrip) Meals - 35/person(2) x 3 days = \$210 Shuttle - 25 x 2 = \$50 Airport parking - 8 x 2(people) x 3 days = \$48 Total=\$2525.42 SOMIRAC: \$200 x 4 (includes memberships of \$30 each) = \$800 ILA Membership \$45 X 1 teachers= \$45 NCTM Membership \$95 X 1 teachers= \$95 Total=\$140	(1) NCTM in San Antonio, Texas. Two Title 1 Teachers and two math classroom teachers will attend to gain additional information and learn valuable strategies and ideas to bring to back to the RH-LEE staff to increase our work with students of poverty (2) Staff member will attend to learn new ideas from leading experts on culture and learning for struggling schools Membership in these professional organizations will grow teachers so they are able to grow staff in the areas of reading and math.		3,485
15 Office of the Principal/ 4 Other Charges	Conferences for Administrators	1242	Richard Henry Lee	Eric Jenson - Teaching/Engaging Poverty, 1 Administrators = \$2095	Eric Jenson Workshop - San Antonio, TX - \$250 Registrations, \$702.50 travel/lodging, Food \$50.00 per day for 3 days= \$150, Ground transportation from and to the Airport - \$20.00 = \$1122.50	Provides insights to understanding the impoverished brain, insights into student behavior and solutions to the challenging behavior you see, seven golden maximizers that can make significant positive changes, and strategies for engagement, learning and achievement you can use to get proven, consistently positive results.		1,122

Category/Object	Budget Category	School #, Title for MSOE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	1242	Richard Henry Lee	Title 1 Parent Information Night 1st Quarter Parent Event - It's a Fact: Nonfiction Reading Problems 2nd Quarter Parent Event - Making Math the Story in Word Problems 3rd Quarter Parent Event - Young Authors Night 4th Quarter Parent Event - STEMathematics Night: Math is Everywhere!	7 teachers x 2 hrs & 1 teacher for 1 hr = 15 hours; 15 hours x \$25 = \$375 per evening event \$375 x 5 evening events = \$1,875	Parent Information Night: Staff will inform targeted students' families about the grant. It's a Fact: Nonfiction Reading Night: TAS Families will explore a variety of nonfiction texts across science and social studies topics. During reading and after reading strategies will be modeled and practiced with staff support. (No food will be provided) Making Math the Story in Word Problems Night: TAS Families will solve differentiated word problems using concrete manipulatives and representational drawings. Strategies will be modeled and practiced with staff support. (No food will be provided) Young Authors Night: TAS Families will follow the writing process to create a shared story using photographs, creative prompts, Legos, comic strips, etc. Strategies for drafting and revising will be modeled and practiced with staff support. (No food will be provided) STEMathematics: Math is Everywhere Night: TAS Families will explore real world problems and use math strategies/skills to solve them. Staff will facilitate and support, as well as differentiate based on grade-level and student readiness. (No food will be provided)		1,875
Fixed Charges	Fixed Charges - PAC	1242	Richard Henry Lee	Hourly @ .0877				164
Regular Programs/2 Contracted Services	Contracted Services to support Parent Events	1242	Richard Henry Lee					
Regular Programs/3 Supplies/Materials	Parent Event Supplies	1242	Richard Henry Lee	Title 1 Parent Information Night: no supplies 1st Quarter Parent event - "National Geographic Kids Why?" Over 1,111 Answers to Everything" text from Barnes and Noble. 2nd Quarter Parent event - Base 10 blocks, snap cubes, fraction towers, foam ten frames, and foam counters for take-home sets of manipulatives. 3rd Quarter Parent event - Crayola thin markers packs and journals from Office Depot for 30 families; "The Dot" by Peter Reynolds text from Barnes and Noble. 4th Quarter Parent event - no materials to purchase	1. Text = \$14.13 x 80 participants = \$1,130.64 2. Base 10 blocks = 1 set is \$74.95 x 5 to split among 80 families = \$374.75; snap cubes = 2 sets of 1,000 for \$111.90 to split among 80 families = \$399.80; foam ten frames = 1 set of 15 sets is \$99.95 x 4 to split among 80 families = \$399.80; foam ten frames = 1 set of 24 for \$48.95 x 4 = \$195.80; foam counters = 1 set of 200 counters for \$2.95 x 8 to split among 80 families = \$17.70. TOTAL = \$1,103.95 3. Crayola markers = 1 pack for \$4.79 x 80 families = \$383.20; journals = pack of 4 for \$3.49 x 21 = 80 journals for \$72.28; text = \$8.75 x 80 families = \$700.00; TOTAL = \$1155.49 Total=\$3,390.08	It's a Fact: Nonfiction Reading Night: TAS Families will receive a nonfiction text from Scholastic Reading Club to read together at home. Families will also receive supporting bookmarks to remind them of the during and after reading strategies they learned at the event. Making Math the Story in Word Problems Night: TAS Families will receive a take-home manipulatives kit with Base 10 blocks, unifix cubes, and fraction towers. These manipulatives will support the use of CSA model at home when word problems are assigned as homework. Young Authors Night: TAS Families will receive markers, marble notebook and a copy of "The Dot" by Peter Reynolds to support creative writing at home. These materials will allow families to practice the drafting strategies learned at the event.		3,386
Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	3392	Rippling Woods	Teacher - Avg for steps 1 to 5 @ Salary	\$55,192 Math Resource Teacher (1) SUST- Reading (1) SUST- Math (1)	1.00 Title 1 Math Resource Teacher 1.00 Student Instructional Support Teacher - Reading 1.00 Student Instructional Teacher - Math (Both support teachers will provide small group intervention for targeted students).	3.00	185,546
Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	3392	Rippling Woods	Teacher Assistant/ Home-School Liaison @Salary	\$22,256 Home School Liaison	1.00 TSO (7 hours x 181 days to support math/ reading instruction starting August 15th, 2016).	1.00	23,256
Fixed Charges	Personnel & Temporary Salaries	3392	Rippling Woods	Full Time @ .25 Hourly @ .0877. Medical \$11,350 and \$145 Retirement Admin Fee				83,181

Category/Object	Budget Category	School #, MSDE	School District	Calculation	Salary or Rate per unit	Program Benefit	Position FTE/Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies	Supplies/Materials	3392	Rippling Woods	A to Z Raz Kids SMART Board	A to Z Raz Kids 36 licenses = \$109.85 x3 = \$329.85 SMART Board - \$1297.00 x2 = \$2594.00 Colored Printer / cartridges - \$600.00	A to Z Raz Kids is a self-paced, student-centered online program that that results in improved reading performance. SMART Board to maintain in Title 1 Resource Room to be used with both students and staff of Title 1 Targeted Students		3524
09 Professional Development/ 1 Salaries/Wages	Professional Development	3392	Rippling Woods	Articulation with grade level teachers May/June 2 half days to equal 1 full day each.	30 Teachers X \$80 per day = \$2,700	Teachers will meet for vertical planning to discuss student profiles and ensure that students will have a smooth transition to the next grade level.		2700
09 Professional Development/ 1 Salaries/Wages	Professional Development	3392	Rippling Woods	Targeted Assistance Quarterly after-school PD: After-school intervention talks with Yida Pozza. Thursdays (2:25-3:20). (1x a quarter x 2 hours)	40 Teachers x 2 hrs per quarter = 80 hrs @ \$25.00 = \$2,000	This will benefit teachers' ability to progress monitor/ adjust student interventions and investigate research based strategies to meet specific student needs.	80.00	6,000
212 Fixed Charges	Fixed Charges - PD	3392	Rippling Woods	Hourly @ .2877				763
08 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	3392	Rippling Woods	Office Depot: Various materials and supplies for aid that supports our SIP and TIAS. Highlighting tape, F&P kit supplies, labels, toner for printers, highlighting tape, F&P kit supplies, magnet letters/cookie sheets Reading resources: Purchase Growing Independent Learners by Debbie Diller and The Reading Strategies Book by Jennifer Serravallo Math resources: purchase Uncovering Student Thinking about Mathematics in Common Core - 5 copies (K-2) and 5 copies (3-5) Purchase books (Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jonson	Office Depot \$964 - chart paper, markers, sticky notes, binders, dividers, index cards, labels, toner for printers, highlighting tape, F&P kit supplies, magnet letters/cookie sheets Reading Resources - 3 copies; Growing Independent Learners by Debbie Diller - 5 @ \$43.00 = \$215 Math Resources - 5 copies; Uncovering Student Thinking about Mathematics in Common Core (K-2) & 5 copies (3-5) - 5 @ \$40 = \$200 Common Core Companion book - 5x \$38 = \$190.00 Purchase Books - Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jonson - 50 @ \$28 = \$1,300 Purchase Books - The Orange Frog - Sean Ahearne 50 @ \$19.85 = \$997.50 Full total in this area equals \$3982.50	Items that support our needs as indicated on our SIP that indicates that 90% or above of our targeted K-5 students will meet/ exceed the appropriate reading level by May 2017 Resource books used to plan and guide professional development of instructional practices to build student capacity/ teacher capacity. Math resources that support out needs as indicated on our SIP that states all students will learn math using the CRA Model Books will support and guide PD on how poverty affects student growth		3,983
250	Conferences for Teachers	3392	Rippling Woods	SolMiac for 1 teacher NCTM Regional Conference, Philadelphia, 1 Grade level teacher with Targeted Title 1 Students, 1 Student Support Intervention Specialist, 1 Title 1 Math Resource in October 2016	SolMiac: \$200 = \$200 NCTM Regional Conference, Philadelphia PA - One Day Registration \$2777/teacher/Day x 1 Day = \$831	Network with other ELA professionals and to learn ways to better implement common core and build our ELA program. to learn ways to better implement our mathematical expectations per SIP 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		1,031
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	3392	Rippling Woods	ASCD Orlando - 1 Administrator	ASCD (Orlando) - 1 Admin @ \$1429 (5529 - Registration & Materials, \$300 - Airfare \$300 - Meals (2 days - \$50/day) - \$500 - Hotel Accommodations (\$250 per night x2)	Build teacher capacity to bring back and share effective strategies		1,729
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	3392	Rippling Woods	Targeted Assistance PAC events Title 1 Orientation, Reading Night, Math Night, Dream Box Night and EOY instructional culminating activity such as a "Bridge for Summer" that will assist with student academics over the summer.	Title 1 Orientation (3 teachers - 2 hrs each @ \$25/hr = \$150); Reading Night @ teachers: 2 hrs each @ \$25/hr = \$300; Math Night (6 teachers, 2 hrs each @ \$25/hr = \$300); Dream Box Night (2 teachers, 2 hrs each @ \$25/hr = \$100); Title 1 EOY (3 teachers, 2 hrs each @ \$25/hr = \$150) Total = \$1,000	In order to build parent capacity to assist student growth. Support includes registering families, helping with set up and food delivery, working relations, developing the materials for the evening	40.00	1,000
212 Fixed Charges	Fixed Charges - PAC	3392	Rippling Woods	Hourly @ .2877				86
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3392	Rippling Woods	"Bridging on 140 students being targeted: Title 1 Orientation - (food/ supplies - water, granola bars, fresh fruit, napkins) Reading Night (food/ supplies: water, crackers, fresh fruit) Book vouchers for Scholastic Book Fair for each student Math Night (food/supplies: water, pizza), multiplication fact cards/ addition / subtraction cards/ 24 game; Uno Dream Box Night (food/ supplies - water, salad bar, pizza, for/for) EOY Title 1 culminating "Bridging to Summer" night! (food/supplies/gift - summer bridge books for summer reading	Title 1 Orientation - \$200 supplies and food Reading Night - \$400 supplies and food Scholastic Book Fair vouchers \$700 for 140 students = \$980 Math Night - \$400 water & pizza, Supplies, take-home items math fact cards, 24 game, Uno - 140 students @ \$5.00 = \$700 Dream Box Night - \$200 food and supplies Title 1 EOY "Bridging to Summer" Night food \$824, supplies: take-home summer bridge books \$1.5 x 140 students = \$210 = \$844 Total = \$3724	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		3,724

Category/Object	Budget Category	School #, Title for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
BTE Annual Salary/Wages	Personnel & Temporary Salaries	3382	Southgate	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 Math Support (0.6)	6 FTE Math support to provide small group instruction for targeted students.	0.60	306,525
BTE Annual Salary/Wages	Personnel & Temporary Salaries	3382	Southgate	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Reading Support (0.7)	7 FTE Reading support to provide small group instruction for targeted students.	0.70	50,051
BTE Annual Salary/Wages	Personnel & Temporary Salaries	3382	Southgate	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852 Math Resource Teacher	Math resource- Manage Title 1 math budget and plan PAC events with a math focus. Provide support for the SIP action steps in math. Provide intervention for identified students, coach, model and provide PD to increase math instructional capacity.	1.00	89,852
BTE Annual Salary/Wages	Personnel & Temporary Salaries	3382	Southgate	Teacher Assistant/ Home-School Liaisons @Salary	\$23,256 Teacher Assistant	TA's- Support teachers and students in the implementation of CCSS and our School Improvement goals.	1.00	23,255
BTE Annual Salary/Wages	Personnel & Temporary Salaries	3382	Southgate	Teacher Assistant/ Home-School Liaisons @Salary	\$23,256 Teacher Assistant (0.5)	TA's- Support teachers and students in the implementation of CCSS and our School Improvement goals.	0.50	11,628
212 Fixed Charges	Personnel & Temporary Salaries	3382	Southgate	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				95,655
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	3382	Southgate	Office Depot - Teacher Essentials, student white boards, markers, ink for printer, folders, binders, post-its, card stock, filing box, labels, composition books, primary composition books, intervention small group materials, color printer Do the Math student workspace books Teachers Pay Teachers resources Breakfast Buddy Materials Educational Magazine Subscription for students (1 for Kids) Substitutes for Conferences-SOMRAC-2 days, Title 1 Conference-2 days, Greg Tang - 3 days Substitutes for Shauna King PD - 6 for 1 day Substitutes for data planning - 12 teachers for 1 day Substitutes for intervention and differentiated instruction for Targeted Title 1 students, (14 substitutes for 1 day) Stipend Pay for after school data/intervention talks (4 sessions @2 hours each x 15 teachers) Stipend Pay for after school planning 60 hours Stipend Pay for after school Professional Dev. Book Study and follow up, 30 hours Hourly @ .0877	Office Depot Supplies \$2,600 ; Do the Math student workspace books \$700 ; Teachers Pay Teachers \$100; Breakfast Buddy Materials \$250; Educational Magazine Subscription \$85 =\$3,735 SOMRAC - 2 Substitutes x 1 day @ \$90/day = \$180 Title 1 Conference-2 Substitutes x1 day @ \$90/day=\$180 Greg Tang - 3 Substitutes x 1 day @ \$90 = \$270 S.King-6 Subs x 1 day @ \$90=\$540 Data Planning - 12 Substitutes x 1 day @ \$90/day = \$1080 Planning for Intervention and Differentiated Instruction - 14 Substitutes x 1 day = \$1,260 =\$3,510 15 teachers, 4 sessions for 2 hours each = 120 hrs @ \$25/hour = \$3,000 After-School planning 60 hours @ \$25/hour = \$1,500 After-School PD 30 hours @ \$25/hour = \$750 =\$5,250 One whole day (7 hours) to include directly working with teachers in small groups	These materials will support instruction for our targeted students. These materials directly align with our school improvement goals. These substitutes will cover for our teachers directly teaching our targeted students when they are out of the building at a conference and/or planning to meet the needs of our targeted students with Targeted Resource staff in the areas of reading and math. Stipend pay for teachers will be used to support planning, data conversations and teacher professional development. This program will help build teacher capacity, increase student achievement, and decrease achievement gaps for our FARMS and African American male students.		3,735
08 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	3382	Southgate	Shauna King \$500, (Brain Research, Engaging Instruction, Cooperative Discipline) Book Study Supplies Learn like a Pirate, Morning Meeting, Engaging Students of Poverty Reading resources to support SIP/TAS Next Steps in Guided Reading Highlighter line readers Whisper Phones Math Resources to support SIP/TAS Large Dice, Math Manipulatives, Fraction Tiles, Number lines, geometric tiles.	Learn Like a Pirate: (Barnes and Noble) \$16.98ea Morning Meeting (Barnes and Noble) \$22.40 ea Engaging Students of Poverty: (ASCD) \$19.95ea Next Steps in Guided Reading: Barnes & Noble \$12.79ea =\$51.58ea Math Resources and Manipulatives: Nasco/ETA Hand2Mind \$440 Total = \$2,000	Various materials and supplies to support teacher growth will be purchased to support our SIP and TAS. These books will be chosen to match our students' needs and teachers will participate in a book study to enhance their learning of new instructional strategies. Reading and math resource books will be bought for continuing education for teachers. Math and reading resources will be purchased to enhance our professional learning.		2,000
08 Professional Development/ 4 Other Charges	Conferences for Teachers	3382	Southgate	SOMRAC (March 2017 Hunt Valley, MD) - 4 teachers Greg Tang Math (November 2, 2016) - 5 teachers MAG Conference (November 2016 Ocean City, MD) - 2 teachers NCTM Conference (April 3-5, 2017 San Antonio, TX) 1 Math Resource Teacher	SOMRAC (March 2017 Hunt Valley, MD) - \$200 registration per person (4) = \$800 Greg Tang Math (November 2, 2016) - \$220 registration (5) = \$1,100 MAG Conference (November 2016 Ocean City, MD) - \$440 (2) (Registration is \$220 ea) NCTM Conference (April 3-5, 2017 San Antonio, TX) Registration \$355 per person (1), Hotel-\$350, Food \$140, Air Fare \$360=\$1,205 Mileage for conferences MAG: 231 miles @ .54/mile = \$124.74 SOMRAC: 70 miles @.54/mile = \$37.80 x 2 = \$75.60 ASCD: 82.2 miles @.54/mile x 3 days = \$133.16	Resource staff and teachers will gain information to build teacher capacity as teacher leaders and to gain information to support SIP initiatives		3,878

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE Hours/ Sub Days	Amount
15 Officer/1 Principal/4 Other Chgoes	Conference(s) for Administrators	3382	Southgate	ASCD Leadership Conference, Nov. 4-6 @ National Harbor, Washington- 1 Administrator NCTM Conference (April 3-5, 2017 San Antonio, TX) 1 Administrator	ASCD Leadership Conference, Nov. 4-6 @ National Harbor, Washington- \$492 (1) NCTM Conference (April 3-5, 2017 San Antonio, TX) Registration \$355, Food \$140, Airfare \$382.90, Hotel \$330-\$1225	Principal and/or Assistant Principal will gain information on new initiatives for teaching and learning.		1,701
01 Regular Programs/1 Salaries/Wages	Stipends to support Parent Events	3382	Southgate	Teacher stipends for Parent Events, 78 hours and \$25 per hour for: Title I Parent Orientation: 6 hours Math Night/Art Fair/Planning: 20 hours Reading Night/Book Fair/Planning: 20 hours Spring Budget Planning Meeting: 4 hours Education Sessions: 8 hours Cultura Nights: 20 hours Total = \$1,850	Title I Parent Orientation: 6 hrs @ \$25/hr = \$150 Math Night/Art Fair/Planning: 20 hrs @ \$25/hr = \$500 Reading Night/Book Fair/Planning: 20 hrs @ \$25/hr = \$500 Spring Budget Planning: 4 hrs @ \$25/hr = \$100 Education Sessions: 8 hrs @ \$25/hr = \$200 Cultura Nights: 20 hrs @ \$25/hr = \$500 Total = \$1,850	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's academic success. The teachers will support the training at these events.	78.00	1,950
212 Fixed Charges - PAC		3382	Southgate	Hourly @ .0877				171
01 Regular Programs/2 Contracted Services	Contracted Services to support Parent Events	3382	Southgate	Transportation for parents via Associated Cab Company	\$10 per 10 families = \$100	Transportation may be needed to families in case of need.		100
01 Regular Programs/3 Supplies/Materials	Parent Event Supplies	3382	Southgate	Title I Parent Orientation: (Food and supplies) Math Night/Art Fair: (Food and supplies) Reading Night/Book Fair: (Food and supplies) Spring Budget Planning Meeting: (Food and supplies), Books and resources	Title I Parent Orientation- 100 participants (50 students) -Chick III A-\$200, supplies \$100 Math/Art Fair-100 participants -Food: Capri Pizza \$500 (eataly, 10 pizzas, drinks) -Math Supplies/Books (50 students): ETA-Hand2Mind/Nease \$600 Reading Night/Book Fair-100 Participants -Book Fair Certificates \$5 per student x 50 students=\$250 -Supplies Sams Club(paper products, lvs, snacks, drinks) \$350 -Reading Supplies/Books: Games, Resources for parents, Lovelod Books \$500. Spring Budget Meeting -Food: Panera \$100 -Supplies Office Depot \$100 -Resources/Books ASCD/NCTM/Amazon \$500	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's academic success. These activities will require resources to support those evenings of learning for parents. Families will be given books, math games and more with those funds so they can have fun and incorporate math and reading tool while learning with their families.		3,200
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4262	Tyler Heights	Teacher - Avg for steps 1 to 5 @ Salary	\$55,132 Reading Teacher 1.0 Grade 1 CSR (Class Size Reduction) 1.0 Grade 2 CSR (Class Size Reduction) 1.0 Grade 4 CSR (Class Size Reduction) 1.0 Grade 5-CSR (Class Size Reduction) 1.0 STEM Teacher 1.0	Reading Resource Teacher facilitates student interventions, data analysis and builds the capacity of classroom teachers. CSRs reduce classroom sizes. STEM teacher to support Math SIP action step and provide time for weekly grade level collaborative planning.	6.00	331,092
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4262	Tyler Heights	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505 SISTS	SIST Focus is reading interventions & SISTS Focus is math intervention (Grades 1-2) 4 SISTS Focus is math intervention (Grades 2-3) 5	1.70	109,859
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4262	Tyler Heights	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502 Math Teacher	Math Teacher 1.0 Coach, model and provide PD to increase math instructional capacity.	1.00	71,502
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4262	Tyler Heights	Permanent Substitute @ Salary	\$28,764 Permanent Sub	Permanent Sub - 1.0, becoming a permanent staff member receiving PD with faculty to keep instruction at a high quality level while teachers are not able to be in the classroom	1.00	28,764
01 Regular Programs/1 Salaries/Wages	Personnel & Temporary Salaries	4262	Tyler Heights	Instructional Assistant - Hourly @ Rate per/hr	\$12.5 Kindergarten Assistants	2 Kindergarten Assistant: 6.5 hours per day x 180 days= 1,170 hours	2,340.00	29,250
212 Fixed Charges	Personnel & Temporary Salaries	4262	Tyler Heights	Full Time @ .25, Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				249,321
206 Student Transportation	Buses for Field Trips	4262	Tyler Heights	Field trips for each grade, Kindergarten (110 students); Papa John's Farm, Glen Burnie, 1st Grade (100 students); Baltimore Zoo 2nd Grade (120 students); Carrie Woodson, So. AA Co. 3rd Grade (95 students); Maryland Science Center 4th Grade (70 students); St Mary's City 5th Grade (80 students); Museum of American History	Bus transportation for class field trips. 8 grades x \$300 = \$1800	This benefits our school population to provide opportunities for students to experience life outside of their environment		1,800
01 Regular Programs/3 Supplies/Materials	Supplies/Materials Software	4262	Tyler Heights	Office Depot - toner, Epson projector bulbs, LLL Lovelod Books (phonics) to support early literacy, guided reading and fluency. Use in conjunction with existing LLL Kits, Math Manipulatives and incentives to support Number sense and fact fluency. Materials to support early literacy, guided reading, and fluency	Office Depot Supplies (5 toner @ \$200ea)= \$1,000 Epson Projector Bulbs (7 @ \$100ea)= \$700 LLL Lovelod Books and math manipulatives \$1,700 Early Literacy and Guided Reading Materials \$1,340.50 = \$4,740.50	Costs help support our program to provide material support for our students at risk		4,740

Category/Object	Budget Category	School R. Hires for MSDE	School District	Calculation	Salary or Rate per hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
08 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	4262	Tyler Heights	2 Reading PD & Planning Days 2 Math PD & Planning Days Tyler Heights Pride Days subs to provide classroom coverage for teachers to observe other teachers successfully implementing strategies supporting SIP Subs for conferences (Selfless - March 2017 and NCTM Regional - October 2017)	Reading PD & Planning (Subs for 28 Teachers for 2 days, 56 subs @ \$90/day) = \$5,040 Math PD & Planning (Subs for 28 Teachers for 2 days, 56 subs @ \$90/day) = \$5,040 Tyler Heights Pride Days (6 subs @ \$90/day) = \$540 SomRAC Conference (2 subs @ \$90/day) = \$180 NCTM Conference (6 subs @ \$90/day) = \$540	Sub days provide opportunities for teachers to build teacher capacity	124.00	11,160
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	4262	Tyler Heights	2 hours per teacher/per marking period for Units of Study and Lucy Calkins planning Lucy Calkins planning PBIS subcommittee to plan PBIS - 10 Teachers, once a month X 9 months = \$2,250	PD - 2 hours per teacher/mark period (Units of Study and Lucy Calkins planning) = \$5,000 28 Teachers x 2 hours = 56 hours @ \$25/hour = \$1,400 X 4 Marking Periods = \$5,600 PBIS Subcommittee to plan PBIS - 10 Teachers, once a month X 9 months = \$2,250 \$5,600 + \$2,250 = \$7,850	Teachers will be planning outside of school hours for math, reading and writing	314.00	7,850
212 Fixed Charges	Fixed Charges - PD	4262	Tyler Heights	Hourly @ .0877				1,587
09 Professional Development/ 3 Supplies/Materials	Professional Development Stipends	4262	Tyler Heights	Fourtack & Pinnell Literacy Continuum (New Edition)- 1 per classroom teacher Heinemann Online Professional Development, Guided Reading Courses \$150 per class x 35 teachers = \$5,250 NAREN Registration - April 5-7, 2017, Baltimore, Jasmine Bradshaw: behavior interventionist Conference to support PBIS initiatives and SIP action stop. Reading and Writing Project @ Columbia University, NY (Fall 2016) SomRAC Registration, Hunt Valley, MD (2 classroom teachers 1 day each, Ronni/Laticio 2 days each) NCTM-Regional 1031-11/2 Philadelphia, PA- 2 teachers Ron Clark Academy (PBIS) Atlanta, GA. 2 Teachers Registration - also TBD	F&P Literacy Continuum (New Edition) 1 per classroom teacher @ \$100/ea x 20 Teachers = \$2,000 Heinemann Online PD Courses - \$150 per class x 35 teachers = \$5,250 = \$7,250 NAREN Conf. (4/5-4/7/17) Registration \$400 Reading and Writing Project @ Columbia U. \$500 SomRAC Registration for 2 teachers (2 days) @ \$500 each = \$900 NCTM Regional Conf. 1031-11/216, 2 teachers' registration \$900, travel (2 teachers @ \$250 each = \$500), lodging (2 teachers, 4 nights @ \$200/night = \$1,600), meals (3 days, 2 teachers @ \$50/day = \$300 = \$3,300 Ron Clark Academy (2 teachers, 1 day training) (PBIS) Registration \$950, Travel & Lodging \$1,500, Meals \$100 = \$2,450 MAG Conference registration \$220, Mileage (112 each way = 224 miles @ .54/mile = \$121, Hotel (1 night) @ \$279 = \$620 SomRAC Registration \$100 Ron Clark Academy (Principal) Registration \$850, Travel and Hotel \$1,455, Meals (2 days) @ \$50/day = \$100 = \$2,405 Ron Clark Academy (Assistant Principal) Reg \$950, Travel and Hotel \$1,455, Meals (2 days) @ \$50/day = \$100 = \$2,405 ASCD Educational Leadership Conference, 2 Administrators @ \$450 each = \$900 = \$8,430	Used to support Collaborative Planning/Guided Reading and Literacy PD		7,250
09 Professional Development/ 4 Other Charges	Conferences for Teachers	4262	Tyler Heights	Reading and Writing Project @ Columbia University, NY (Fall 2016) SomRAC Registration, Hunt Valley, MD (2 classroom teachers 1 day each, Ronni/Laticio 2 days each) NCTM-Regional 1031-11/2 Philadelphia, PA- 2 teachers Ron Clark Academy (PBIS) Atlanta, GA. 2 Teachers Registration - also TBD	NAREN Conf. (4/5-4/7/17) Registration \$400 Reading and Writing Project @ Columbia U. \$500 SomRAC Registration for 2 teachers (2 days) @ \$500 each = \$900 NCTM Regional Conf. 1031-11/216, 2 teachers' registration \$900, travel (2 teachers @ \$250 each = \$500), lodging (2 teachers, 4 nights @ \$200/night = \$1,600), meals (3 days, 2 teachers @ \$50/day = \$300 = \$3,300 Ron Clark Academy (2 teachers, 1 day training) (PBIS) Registration \$950, Travel & Lodging \$1,500, Meals \$100 = \$2,450 MAG Conference registration \$220, Mileage (112 each way = 224 miles @ .54/mile = \$121, Hotel (1 night) @ \$279 = \$620 SomRAC Registration \$100 Ron Clark Academy (Principal) Registration \$850, Travel and Hotel \$1,455, Meals (2 days) @ \$50/day = \$100 = \$2,405 Ron Clark Academy (Assistant Principal) Reg \$950, Travel and Hotel \$1,455, Meals (2 days) @ \$50/day = \$100 = \$2,405 ASCD Educational Leadership Conference, 2 Administrators @ \$450 each = \$900 = \$8,430	NAREN - Behavior Interventionist Conf. to support PBIS initiatives and SIP action stop Reading & Writing Conf. @ Columbia U. supports writing action stop Resource staff and teachers will gain information to build teacher capacity as teacher leaders and to gain information to support SIP initiatives		7,250
15 Office of the Principal/ 4 Other Charges	Conferences for Administrators	4262	Tyler Heights	MAG, 11/16-11/18, Ocean City, MD Registration \$220, Travel & Lodging \$400, Total: \$620 SomRAC, Hunt Valley, MD (1 administrator, 1 day): \$100 Ron Clark Academy (supports PBIS), Atlanta, GA, Julia Walsh-Principal Registration \$850, Travel & Lodging \$1500, Meals \$100 Total: \$2450 Ron Clark Academy (supports PBIS), Atlanta, GA, Tiffany Foster-Assistant Principal Registration \$850, Travel & Lodging \$1500, Meals \$100 Total: \$2450 ASCD Educational Leadership- 11/16-11/18, National Harbor Registration: \$450 x 2 administrators = \$900		Administrators will gain information on leadership initiatives in reading and math		8,430
09 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	4262	Tyler Heights	Title 1 Parent Budget Meeting: Math Night: Reading Night: Tyler Heights Learning Partners Conference: Parent Workshop presented by Tyler Heights Who's Cafe (Open Mic Night): Character Counts Carnival: Planning hours for PAC events: Translation Hours for PAC events:	Title 1 Parent Budget Meeting 2 hours x 2 teachers = 4 hours @ \$25/hour = \$100 Math Night - 10 teachers x 2 hours = 20 hours @ \$25/hour = \$500 Reading Night - 10 teachers x 2 hours = 20 hours @ \$25/hour = \$500 Learning Partners' Conference - 14 Teachers, 3 hours each @ \$25/hour = \$1,050 Who's Cafe (Open Mic Night) - 4 teachers x 2 hours = 8 hours @ \$25/hour = \$200 Character Counts Carnival - 16 teachers x 3 hours = 48 hours @ \$25/hour = \$1,200 Planning Hours for PAC events - 4 hours x 5 events = 20 hours @ \$25/hour = \$500 Translation Hours for PAC events - 2 hours x 5 events = 10 hours @ \$25/hour = \$250	Support includes registering families, helping with set-up and food delivery, working rotations, developing the materials for the events.	172.00	4,300
212 Fixed Charges	Fixed Charges - PAC	4262	Tyler Heights	Hourly @ .0877				377

Category/Object	Budget Category	School #, Hide for MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
BTE Annual Update 2019								
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	4282	Tyler Heights	Muffins, Moms and Math Food (Dunkin Donuts), Supplies for Math Activity (Office Depot) Dunkin' Into Reading with Dads and Donuts! Food (Dunkin Donuts), Books for Reading: (Barnes & Noble) Character Counts Kick Off Event Food (TBD), Supplies & Materials to inform parents about the Character Counts pillars, value Math Night Food (TBD), Supplies & Materials for parents to support number sense, fact fluency and computation through games and activities Reading Event Food (TBD), Supplies & Materials to support reading and comprehension at home Learning Partners Conference Food (Loro's Pizza 175 guests @ \$4/guest), Supplies & Materials to run sessions for parents based upon a survey of parent needs (Sam's Club, Office Depot, Oriental Trading) Writer's Cafe Open Mic night for students to share their writing and the writing process with parents and families Character Counts Carnival Food (Pit Boys & Kona Ice 500 guests @ \$5.00/guest)	Muffins, Moms and Math - Food \$200, Supplies \$500 = \$700 Dunkin' Into Reading with Dads & Donuts - Food \$200, Books \$500 = \$700 Character Counts Kick-Off Event - Food \$400, supplies and materials to inform parents about the Character Counts pillars, values \$600 = \$1,000 Math Night - food \$700 Materials for parents to support Number Sense, fact fluency and computation \$1,000 Reading Event - food \$700 supplies and materials to support reading and comprehension at home \$1,000 = \$1,700 Learning Partners Conference - Food \$700, supplies and materials to run sessions for parents \$500 = \$1,200 Writer's Cafe Open Mic Night - Food \$300 Character Counts Carnival - Food \$2,000	Family events support the parents, students, and staff. The family activities help build parent capacity so that they can help to better parents.		9,300
			Tyler Heights Total					881,712
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3152	Van Bokkelen	Teacher - Avg for steps 1 to 5 @ Salary Charles (1), Williams (2); Davis (5), Clackas and Hammond	\$55,182 Classroom Size Reduction Teacher	CSR - Lower class size to meet individual student needs and raise student achievement STEM supports SIP - Action Step - Implement Intermediate STEM Lab to provide opportunities for students to be engaged in hands-on, rigorous and relevant skills that include all content areas and meet Science Content Standards Math Resource - Develops and implements PAC events to support the SIP. Provide support for the SIP - Action steps in reading, Plans, organizes, and implements Extended Learning opportunities for identified students. Provides staff development for teachers to build their capacity to work with students with the greatest need for math supports. Maintains Title I documentation for State and Federal audits and monitoring.	4.50	248,319
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3152	Van Bokkelen	Teacher - Avg for steps 6 to 10 @ Salary - Gass	\$84,505 Math Interventionalists	Math Intervention/SIST - Provide intervention to students not meeting proficiency with CCSS and collaborate on-going to provide support to teachers	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3152	Van Bokkelen	Teacher - Avg for steps 21 to 25 @ Salary - Boylan	\$89,852 Reading Resource Teacher	Reading Resource - Develops and implements PAC events to support the SIP. Provide support for the SIP - Action steps in reading, Plans, organizes, and implements Extended Learning opportunities for identified students. Provides staff development for teachers to build their capacity to work with students with the greatest need for reading supports. Maintains Title I documentation for State and Federal audits and monitoring.	1.00	89,852
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	3152	Van Bokkelen	Teacher Assistant/ Home-School Liaison @ Salary Fitch 1.0 and Bigelow 0.5	\$23,256 Teacher Assistants	TA's - Support teachers and students in the implementation of the CCSS	1.50	34,884
15 Office of the Principal/ 1 Salaries/Wages	Personnel & Temporary Salaries	3152	Van Bokkelen	Financial Secretary @ \$5,000	\$12.50 Financial Secretary	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 Field Charges	Personnel & Temporary Salaries	3152	Van Bokkelen	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Rollmont Admin Fee				201,789
209 Student Transportation	Buses for Field Trips	3152	Van Bokkelen	Kindergarten - Harbor Queen; Harbor Queen; Grade 1 (70 students) - Smithsonian; Smithsonian; Grade 2 (90 students) - Smithsonian; Smithsonian; Grade 3 (75 students) - National Museum; National Museum; Grade 4 (35 students) - MD Science Center; MD Science Center; Grade 5 (60 students) - National Mall; National Mall; STEM - 2 trips	Kindergarten - Harbor Queen 2 buses @ \$400 = \$800 Smithsonian 2 buses @ \$500 = \$1,000 Smithsonian 2 buses @ \$500 = \$1,000 Museum 2 buses @ \$500 = \$1,000 Science Center 2 buses @ \$400 = \$800 Grade 5 - National Mall 2 buses @ \$500 = \$1,000 STEM - 2 trips 10 buses @ \$400 = \$4,000	Field trips support the CCSS in reading, math and science.		9,600

Category/Object	Budget Category	School # Hide for MSDE	School/ District	Calculation	Salary or Rate per hour	Program Benefit	Position FTE/Hours/ Sub Days	Amount
BTE Annual Update 201								
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	3152	Vnn Bokkelen	Hispanic Heritage Day; Parent University/Fall Budget Meeting; Parent University/Spring Budget Meeting; Academic Fair; Holiday Tea/Author's Tea; PARCC for Parents/Science Fair Do's & Don'ts; Family Night Out; STEM Night/Science Fair; Transition to Kindergarten; 2 Community Visits	Hispanic Heritage Day - 50 attendees @\$4 ea = \$200 (Supplies - \$100; Food - \$100) Parent University/Fall Budget Meeting - 125 attendees @\$4 ea = \$500 (Supplies - \$300; Snacks - \$200) Academic Fair - 125 attendees @\$4 ea = \$500 (Supplies - \$300; Snacks - \$200) Holiday Tea/Author's Tea - 125 attendees @\$4 ea = \$500 (Supplies - \$300; Snacks - \$200) PARCC for Parents/Science Fair Do's & Don'ts - 125 attendees @\$4 ea = \$500 (Supplies - \$300; Snacks - \$200) Family Night Out - 75 attendees @\$4 ea = \$300 (Supplies - \$100; Snacks - \$200) STEM Night/Science Fair -175 attendees @\$4 ea = \$700 (\$200 Snacks; \$500 Supplies) Transition to Kindergarten - 50 attendees @\$2 ea = \$100 (\$50 - Snacks; \$50 - Supplies) Parent University/Spring Budget Meeting - 125 attendees @\$4 ea = \$500 (Supplies - \$300; Snacks - \$200) 2 Community Visits - 50 attendees @\$2 ea = \$100 (Supplies - \$100)	Hispanic Heritage Day - Celebrate Hispanic Heritage Day with our multi-cultural families. Parent University - To assist parents in developing their personal and parental strengths, school stakeholders will provide a series of trainings. Fall and Spring Budget Meetings - Review Home School Compact, Parent Plan, and Budget to determine how parents would like to spend PAC Allocations. Academic Fair - Families will participate in interactive and engaging activities centered on math, science, social studies, and reading academic standards. Each student will leave with a new book for their personal home library. Provide ways for parents to use music, art, and P.E. to strengthen reading, writing, and math skills. Holiday Author's Tea - Twice a year, students will showcase their grade level writing. At the beginning of the year, teachers will share data with parents. Parents will be able to assist in monitoring and supporting students' writing by participating in the Author's Tea and gaining an understanding of our Lucy Calkins Writing Program. PARCC for Parents - Parents will have the opportunity to attend two breakout sessions. Topics will include: Maryland's CCR Standards and a presentation offering parenting tips for how to handle challenging behaviors. Science Fair Do's & Don'ts - Provide parents with the knowledge to help their children understand how to create a successful science fair project. STEM Night/Science Fair - Provide parents with		3,900
01 Regular Programs/ 4 Other Charges	Registrations for parents to attend parent involvement conferences	3152	Vnn Bokkelen	Title I Parent Conference - 1 parent @ \$1000 each	Title I Parent Conference, 1 parent @ \$1000 each (\$400 - Airfare; \$150 - Registration; \$100 - Meals (\$50 per day x 2); \$270 - Hotel Accommodations (\$135/per night x 2) = \$1000	Parents will participate in a conference provided by educational leaders at the state and local levels who will share ideas on effective and innovative programs, identify problems and solutions and represent the needs of Title I families.		1,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries		Vnn Bokkelen Total					681,408
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1262	Woodside	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182 STEM Teacher (0.5)	STEM provide opportunities for students to be engaged in hands-on, rigorous and relevant skills that includes all content areas	0.50	27,591
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1262	Woodside	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505 Reading Specialist	1.0 Reading Specialist to provide leadership, expertise and support to empower teachers and leaders.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1262	Woodside	Teacher - Avg for steps 16 to 20 @ Salary	\$80,580 Math Resource Teacher	1.0 Math Resource provide support for SIP Action Steps in math. Provide intervention for identified students. .3 Reading Specialist; Manage Title 1 and plan PAC activities to support SIP; provide leadership, expertise and support to empower teachers and leaders. .1 Reading Specialist; provide leadership, expertise and support to empower teachers and leaders	1.30	104,787
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	1262	Woodside	Teacher Assistant/ Home-School Liaisons @Salary	\$23,256 Teacher Assistant	1.0 TA Support teachers and students in the Implementation of the CCSS in grades 1 and 2	1.00	23,256
212 Fund Charges	Personnel & Temporary Salaries	1262	Woodside	Full Time @ 25 - Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				98,711
209 Student Transportation	Buses for Field Trips	1262	Woodside	K (60 students) Baltimore Zoo 1st Grade (55 students) Baltimore Zoo 2nd Grade (60 students) Maryland Science Center 3rd Grade (65 students) Curio Wooden, So. AA Co. 4th Grade (50 students) St Mary's City 5th Grade (55 students) Maryland Hall, Annapolis	6 field trips @ 300 each=\$1,800	Field Trips support the CCSS in reading, math and science.		1,800
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	1262	Woodside	Office Depot supplies: binders, pencil pouches, highlighters, colored pencils, terner, notebooks	School supplies = \$1,384	Cost helps support our programs to provide material support for our students.		1,384
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	1262	Woodside	Collaborative planning days (2), which includes using F and P data to analyze student growth and needs, long range planning based on the data analysis 40 teachers (all teachers at each grade level 2 times a year) at \$90 a day for sub	20 teachers X twice a year =40 x \$90 a day=\$3,600	Data analysis/long range planning collaborative planning supports our SIP plan reading goals to enhance guided reading and focus on student needs for instructional purposes when confering.	40.00	3,600
212 Fund Charges	Fund Charges - PD	1262	Woodside	Hourly @ .0877				316
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	1262	Woodside	CoActive Training registration (Wash, DC 9/22-9/25/16) for our Principal	registration \$925	Professional Development to Support positive leadership to enhance our school coaching model. Fundamental skills of coaching to improve communication in the profession.		925

Category/Object	Budget Category	School #, Hide for MSDE	School/District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
BTE Annual Update 2018								
01 Regular Programs/ 1 Salaries/Wages	Salaries to support Parent Events	1262	Woodside	Sept 2016 Fall Budget Meeting, October 2016 STEM Night, March 2017 Reading Night, May 2017 Math Night	Sept. 2016 Fall Budget Meeting - 2 teachers, 3 hours ea. @ \$25/hour = \$150 Oct. 2016 - STEM Night - 12 teachers, 3 hours ea. @ \$25/hour = \$900 March 2017 - Reading Night - 12 teachers, 3 hours ea. @ \$25/hour = \$900 May 2017 - Math Night - 12 teachers, 3 hours ea. @ \$25/hour = \$900 = \$2,700	Budget meeting will include two resource teachers to review home school compact, parent plan, and budget to determine how parents would like to spend PAC funds. Teachers will teach parent activities at each event, with a focus on reading and math. Each parent activity is hands on learning and each activity can be repeated at home.		2,700
21 Fixed Charges - PAC	Fixed Charges - PAC	1262	Woodside	Hourly @ .0877		Planetarium STEM NIGHT, the goal of the planetarium is to provide instructional experiences that help students master learning outcomes that are difficult or even impossible to address in a flat world classroom. The planetarium will help to boost performance in problem solving, critical thinking, communication, creativity, and specific scientific vocabulary and knowledge needed of the 21 century.		237
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	1262	Woodside	Planetarium STEM Night, Fall 2016 (date TBD)	Planetarium STEM Night \$800			800
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	1262	Woodside	Reading Night Books for all kids (Book Warehouse), STEM Night Materials for STEM projects (Oriental Trading/Amazon), Math Night Manipulatives (Oriental Trading/Amazon) approx. 100 students	Reading Night books 202 students (1 student at \$5 each \$1010), STEM Night materials for STEM projects 200 students at \$5 each = \$1000, Math Night manipulatives 100 students at \$5 each = \$500.	Reading, Math Night families will participate in interactive and engaging activities centered on math, and reading academic standards. Each student will leave with a new book for their personal library. STEM Night provides parents with strategies and activities to strengthen skills in math, science, engineering and technology.		2,510
			Woodside Total					333,102
16 Inst. Admin & Supv/ 1 Salaries/Wages	Personnel & Temporary Salaries	9425	Systemwide	Other Staff	.75 FTE Sr. Program Manager @ \$89,501; 1.50 Program Managers (\$5,522 + \$0.743) = \$176,305; 2.00 Budget Technicians (\$40,823 + \$48,396) = \$87,225; 50 Administrative Assistant @ \$20,217; 75 Parent Involvement Coordinator @ \$79,028	To ensure compliance and best instructional practices for all Title I schools.	89,501 + 85,522 + 90,763 + 40,823 + 46,396 + 20,217 + 79,028	452,276
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	9425	Systemwide	Instructional Teacher Stipends - Hourly @ \$25.00 per hour	8775 hours total; 135 teachers for 65 hours each @ \$25 per hour (teachers and Lead Teachers)=\$21,937.5 Belle Grove, Eastport, Frostown, Georgetown East, Germantown, Hilltop, Maryland City, Meade Heights, Villa-Park, Park, Tyler Heights, Van Bokkelen, Woodside, Annapolis, Brock Bridge, Brooklyn Park, Fennelale, George Cromwell, Glen Burnie Park, Glendale, Lohman, Marley, North Glen, Point Pleasant, Richard Henry Lee, Rippling Woods, Southgate	To provide instruction for all Extended Learning Programs for Title I students.	8,775.00	219,375
31 Operations/ 1 Salaries/Wages	Personnel & Temporary Salaries	9425	Systemwide	Custodian hourly wages @ \$25 per hour	Custodian Stipends for Saturday School Programs; \$25/hour 10 custodians 64.6 hours totaling 646 hours	To maintain schools and cafeterias outside of the normal school day hours.	25646	16,150
212 Fixed Charges	Personnel & Temporary Salaries	9425	Systemwide	Full Time @ .25 Hourly @ .0877, Medical \$11,350 and \$145 Retirement Admin Fee				196,947
01 Regular Programs/ 2 Contracted Services	Contracted Services	9425	Systemwide	\$1,000	Specialized Services required to support Homeless Students	Reserve funding to support Homeless students in Anne Arundel who are not identified as receiving Title I services. Purchase include items such as fieldtrips, school supplies, uniforms, musical instruments, and transportation.		1,000
208 Student Transportation	Buses for Field Trips	9425	Systemwide	Fifth grade students at 13 Schoolwide schools and 14 Targeted Assistance schools will receive transportation to visit middle schools; 3 buses for each SW and 2 buses for each TA school to total 67 buses at \$200 each=\$13,400 One bus @ \$200 per trip for 4 trips from September through May for after school activities to join another after school program. Students will work together to combine learning experiences from respective schools and develop a culminating activity, \$800 Support Homeless Students: \$4,000	Buses at \$13,400 for transition to middle school, \$1000 for after school field trips and \$4000 for homeless transportation.	Students in the fifth grade will be supported in making a seamless transition to the 6 grade by visiting the incoming school and familiarizing themselves with the school with the support of the current school and counselors from both school.	13,400 + 800 +4000	18,200
16 Inst. Admin & Supv/ 3 Office Supplies	Office Supplies	9425	Systemwide	Binders, paper, markers, pens, folders, thumb drives, toner cartridges, binders, dividers, labels \$3,079, 2 laptop docking stations @ \$280 each, 3 laptops/mouse/docking stations/bags for Senior Program Manager, Budget Technicians and Parent Involvement Coordinator @ \$500 each, One laptop at \$1300 to exclude docking station = \$7115.	Binders, paper, markers, pens, folders, thumb drives, toner cartridges, binders, dividers, labels \$1768, 2 laptop docking stations @ \$280 each, 2 laptops/mouse/docking stations/bags for Senior Program Manager and Budget Technicians @ \$1500 each. One laptop at \$1300 to exclude docking station	Title I office personnel will use these materials to more effectively run the office and support each Title I school. The Senior Pgrm Mgr, Administrative Assistant and Parent Involvement Coordinator are new Title I staff members and need materials to perform effectively.	3079+280+280+ 280+1500+1500+1300	8,219
01 Regular Programs/ 3 Supplies/Materials	Supplies/Materials Software	9425	Systemwide	Supplies to support Extended Learning initiatives such as Dreambox, books for guided reading, and Number World.	Supplemental materials will provide teachers with additional resources to support student achievement for 13 School Wide and 14 Target Assistant schools.	Supplemental materials will provide teachers with additional resources to support student achievement for 27 Title I schools at \$1400 per school SW and \$800 per TA.	18,200 +11,200 + 13,000	42,400
01 Regular Programs/ 4 Other Charges	Other Support	9425	Systemwide	Support of Homeless Students; certifications, etc. \$2,000	Reserve funding to support Homeless students in Anne Arundel who are not identified as receiving Title I services	Students are able to gain opportunities that are available to their peers and would not otherwise be afforded to them.		2,000

Category/Object	Budget Category	School #, Hide for MSDE	School District	Calculation	Salary or Rate per/hr	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
16 Inst. Admin & Supv/ 4 Other Charges	Other Support	9425	Systemwide	27 schools; no less than 30 school visits from Senior Program Manager, 2 Prgm Mgrs, 2 Budget Techns. and PIC totaling 23,409 miles at \$3.575 on average totaling \$13,460	23,409 miles @ .575 on average totaling \$13,460	Title I office will support schools in school specific staff development, aid in compliance and supporting school activities. Schools will also request visits for any other support needed to support Title I students.		13,460
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	9425	Systemwide	\$90 per day; 27 schools; 19 1/2 days	Substitutes: Stipends for teachers during professional development: schools: Ballo Grove, Eastport, Freeborn, Georgetown East, Germantown, Hilltop, Maryland City, Meade Heights, Mills-Park, Park, Tyeon Heights, Van Buren, Woodside, Annapolis, Brock Bridge, Brooklyn Park, Fennell, George Cromwell, Glen Burnie Park, Glenale, Luthan, Marley, North Glen, Point Pleasant, Richard Henry Lee, Ruppel Woods, Southgate	Resource Teachers and SITS will receive professional development facilitated by Title I Program Managers and Math and Reading Coordinators in techniques and strategies to support county initiatives and the Title I plans.		47,385
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	9425	Systemwide	12 Site Directors at \$30 per hour for 2 hours/12 days=\$960; 12 Lead teachers at \$25 per hour for 2 hours/12 days=\$600; 8640-6600	Site Directors will provide training on Extended Learning Programs with the support of the teachers, compiling a list of students and preparing the sites and hiring teachers; it will address system offerings for book studies, formative assessment writing, Guided Reading, and Math initiatives.	Students who do not meet academic success are given additional opportunities for support.	8640-6600	15,240
212 Fixed Charges	Fixed Charges - PD	9425	Systemwide	Hourly @ .0877	paper, folders, binders, index cards, writing utensils, study guides, books for study for 27 schools and Prgm Mgrs for Reading and Math content @ \$20 per book to total; \$7 books at \$20 = \$1,140			5,493
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	9425	Systemwide	\$1,140		Prgm Mgrs will use supplies to host meetings for Math and Reading Title I teachers to keep them apprised of current practices and strategies	27x3-3x20	1,140
16 Inst. Admin & Supv/ 4 Other Charges	Conference(s) for Administrators	9425	Systemwide	\$13,445	Conferences for 1 Sr. Program Managers, 2 Program Mgrs, and 2 Budget Technicians Title I: Registration: \$89 per person; airfare to Long Beach, California: \$310 per person; \$1240 for hotel at \$310 per night for 4 nights; 50 per day for food at \$5 days: \$250; \$100 ground transportation. Total: \$2,689 times 5= \$13,445; February 22-25	Title I Staff in the Central Office will attend conferences to stay apprised of federally approved programs, compliance and updates on ESSA.	589-510-1240+ 250-100=26895	13,445
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	9425	Systemwide	\$7,200.00	2 Resource Teachers from 27 Title I Schools to total \$4,400 at \$25 dollars for Fall and Spring Parent Events; 27 Reading in the Spring and 27 Math in the Fall to total \$5400. AACPS Translators for 2 Spring and 2 Fall events to total for 3 hours each to total 12 hours x 6 translators at \$25 per hour total \$1800	AACPS teachers and AACPS translators will be paid to lead math and Reading sessions and translate at district sponsored events.	5400-1800	7,200
212 Fixed Charges	Fixed Charges - PAC	9425	Systemwide	Hourly @ .0877		These semester-long workshops will assist parents with tips and strategies to help their child develop more efficient study skills and test taking strategies, for achieving academic success. Participants will focus on how to teach their child how to interact with their teachers, read text books, write papers, take and study notes, test taking strategies, and tracking their grades and identify tools and resources needed to help them better understand their child; while supporting their academic success; love for learning; nurturing healthy relationships; a positive self-image, esteem and attitude; the book is a guide in how to handle homework meltdowns, how to prevent homework meltdowns and how to get the most out of parent conferences. Attendees for Fall and Spring District meetings will receive a breakfast and snack		631
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	9425	Systemwide	\$9,000	Partnership with VAEI (Victorious Living for Everyday Life); 2 contracted workshops for Fall and Spring; Parents as 1st Teachers @ \$2900 and To Know Me is to Love Me @ \$3000. 2900-3000=\$5900; Catering for breakfast and snacks for 200 people at \$5.50 for both sessions total \$1,100. The catering for fall and spring events; \$1000 for each event to total \$2000.	Parent books will be introduced before being distributed; the book is a guide in how to handle homework meltdowns, how to prevent homework meltdowns and how to get the most out of parent conferences. Attendees for Fall and Spring District meetings will receive a breakfast and snack	2900-3000+1100-2000	9,000
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	9425	Systemwide	\$6,320	Spring Game/Math 24-8 rooms; 3 game stations per room at \$50.00 per game; 3 x 9 x \$50 = \$1,350. Title I Winter Bookfair (Scholastic) with 100 students and 70 adults where students will receive a \$5 book coupon; 100 x \$5 = \$500; parents will receive a \$5 book coupon; 70 x \$5 = \$350. The catering for district fall parent meeting for 150 parents at \$7 to total \$1050. Students who attend with their parents will receive, Give a Mouse a Cookie or Captain Underpants at \$5 per book to total \$1000. 200 copies of the book The Parent Back Pack at \$10.35 each to distribute at all parent events hosted by the district: \$2,070.	To build home school connection and support parents in gaining strategies to help support reading in the home and school; Fall meeting will be held to introduce parents to Title I and inform them of their rights; Spring Budget meeting will be held to gather information and input from parents regarding what activities they would like to see and what supports they need to help support their students.	1350-500-1500+ 1050-1000-2070	6,320
01 Regular Programs/ 4 Other Charges	Registrations for parents to attend parent involvement conferences	9425	Systemwide	\$4,914	Family Involvement Conference Oct 16-19th 2016, Harrisburg, PA. Six parents will attend, registration \$180 each, meals \$209 each, hotel \$300 each, travel at 222 miles at .575 totaling \$130 each, \$4,914	Parents will attend several sessions to gain knowledge, skill and ideas to better support home-school connections. Parents will also gain ideas of how to utilize school's funds allocated to PAC events. Parents will share these ideas at the District Spring Title I Spring Meeting.	1080 + 1254 + 1800 + 780	4,914
22 Business Support Non Public	Business Support Non Public	9425	Systemwide	Administrative Fee @ 3%				370,653
		9425	Systemwide	Non-Public school participation				101,723
			Systemwide Total					1,553,171
Grand Total								12,827,486

BTE Annual Update 2016

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Mills-Parole Elementary School SW	4222	80.0%	\$ 934,250			\$ 934,250
Tyler Heights Elem School SW	4262	79.7%	871,350			871,350
Eastport Elementary School SW	4142	78.4%	370,000			370,000
Georgetown Elementary School SW	4162	77.1%	549,450	78,298		627,748
Van Bokkelen Elementary School SW	3152	75.5%	673,400			673,400
Belle Grove Elementary School SW	1082	73.0%	349,650	78,298		427,948
Mary Moss @ J Albert SKIPPED	4064	71.4%				-
Park Elementary School SW	1202	70.9%	630,850			630,850
Hilltop Elementary SW	1142	68.2%	767,195			767,195
Germantown Elementary School SW	4182	63.8%	743,270			743,270
Woodside Elementary School SW	1262	61.9%	328,570	156,597		485,167
Maryland City Elementary SW	3132	60.2%	342,925			342,925
Freetown Elementary School SW	1122	59.8%	445,300	78,298		523,598
Ferndale Early Education Center SW	1102	58.5%	126,575			126,575
Annapolis Elementary School TA	4092	56.6%	230,275			230,275
Glen Burnie Elem School TA	3372	56.0%	449,875			449,875
North Glen Elementary School TA	1172	55.2%	228,750			228,750
Brooklyn Park Elementary School TA	1092	54.8%	340,075			340,075
Marley Elementary School TA	1162	52.2%	573,400			573,400
Meade Heights Elementary School TA	3142	52.0%	279,075	78,298		357,373
Rippling Woods Elementary School TA	3392	49.7%	301,500			301,500
Glendale Elementary School TA	1132	49.3%	349,225	78,299		427,524
Southgate Elementary School TA	3382	48.7%	324,900			324,900
Brock Bridge Elementary School TA	3062	47.1%	194,400			194,400
Richard Henry Lee Elem School TA	1242	44.4%	208,800			208,800
George Cromwell Elementary Sch TA	1112	43.8%	126,000			126,000
Point Pleasant Elementary School TA	1212	42.6%	214,200			214,200
Lothian Elementary TA	4202	42.4%	180,000	78,298		258,298
Overlook Elementary School	1192	47.5%				-
High Point Elementary School	2132	46.8%				-
Oakwood Elementary School	1182	45.5%		78,298		78,298
Jessup Elementary School	3112	42.3%				-
Hebron-Harman Elementary School	3102	41.6%				-
Tracey's Elementary School	4252	40.7%				-
Quarterfield Elementary School	1232	38.1%				-
Odenton Elementary School	3172	37.4%				-
Manor View Elementary School	3122	37.2%				-
Pershing Hill Elementary School	3182	37.1%				-
Rolling Knolls Elementary School	4232	36.7%		156,597		156,597
Edgewater Elementary School	4152	36.4%				-
Severn Elementary School	3202	33.3%				-
Solley Elementary School	2212	33.0%				-
Hillsmere Elementary School	4192	32.5%				-

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

Local School System Anne Arundel County Public Schools

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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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Sunset Elementary School	2222	30.7%				-
Seven Oaks Elementary School	3092	29.4%				-
Lake Shore Elementary School	2162	28.7%				-
Ridgeway Elementary School	3192	28.4%				-
Jacobsville Elementary School	2142	25.2%				-
Monarch Academy-Elementary	6232	25.1%				-
Waugh Chapel Elementary School	3222	22.1%				-
Linthicum Elementary School	1152	21.7%				-
Fort Smallwood Elementary School	2112	21.2%		78,298		78,298
Shady Side Elementary School	2202	21.0%				-
Deale Elementary School	4132	20.5%				-
Windsor Farm Elementary School	2372	20.3%				-
Crofton Meadows Elementary School	3362	19.9%				-
Pasadena Elementary School	3182	19.9%				-
West Meade Early Education Center	3232	19.9%				-
South Shore Elementary School	3212	19.7%				-
Belvedere Elementary School	2062	16.7%				-
Nantucket Elementary School	3282	16.7%				-
West Annapolis Elementary School	4272	16.7%				-
Broadneck Elementary School	2322	16.4%				-
Mayo Elementary School	4212	16.1%				-
Millersville Elementary School	3162	15.5%				-
Central Elementary School	4112	15.3%				-
Four Seasons Elementary School	3272	14.4%				-
Bodkin Elementary School	2082	13.6%				-
Cape St. Claire Elementary School	2092	11.8%				-
Jones Elementary School	2152	8.8%				-
Crofton Elementary School	3072	7.8%				-
Davidsonville Elementary School	4122	6.3%				-
Arnold Elementary School	2052	6.2%				-
Severna Park Elementary School	2013	6.0%				-
Benfield Elementary School	2072	4.9%				-
Folger McKinsey Elementary School	2102	4.0%				-
Crofton Woods Elementary School	3082	2.8%				-
Shipley's Choice Elementary School	2432	2.1%				-
Oak Hill Elementary School	2172	0.0%				-
Elementary School Sub Total		35.9%	\$ 11,133,260	\$ 939,579	\$ -	\$ 12,072,839
Marley Middle School	1063	60.4%				
Brooklyn Park Middle School	1023	60.0%				
Meade Middle School	3423	59.6%				
Bates Middle School	4043	58.1%				
Corkran Middle School	1043	57.3%				
Annapolis Middle School	4033	55.5%				

Attachment 4

School Level Budget Summary

Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
Lindale Middle School	1053	49.5%				
MacArthur Middle School	3033	47.3%				
Old Mill Middle North School	3333	46.6%				
George Fox Middle School	2033	40.3%				
Southern Middle School	4053	29.0%				
Old Mill Middle South School	3343	28.6%				
Monarch Academy - Middle School	6233	26.7%				
Chesapeake Bay Middle School	2423	23.8%				
Arundel Middle School	3023	20.9%				
Central Middle School	4283	15.3%				
Crofton Middle School	3263	13.1%				
Magothy River Middle School	2243	12.3%				
Severna Park Middle School	2043	5.7%				
Middle School Sub Total		37.4%	\$0	\$0	\$0	\$0
Glen Burnie High School	1033	52.2%				
Annapolis High School	4013	51.7%				
North County High School	1323	50.3%				
Meade High School	3323	46.7%				
Old Mill High School	3353	39.5%				
Northeast High School	2023	34.3%				
Southern High School	4023	26.6%				
Chesapeake High School	2273	19.9%				
South River High School	4293	12.8%				
Broadneck High School	2363	12.5%				
Severna Park High School	2013	4.3%				
High School Sub Total		31.9%	\$0	\$0	\$0	\$0
Phoenix Academy Elementary	4074	90.0%				
J. Albert Adams Academy	4084	87.5%				
Mary E. Moss Academy	4094	79.2%				
Ruth Parker Eason School	3414	45.1%				
Central Special School	4304	39.7%				
Marley Glen Special School	1274	34.8%				
Monarch Global	6113	33.7%				
Monarch Academy	6233	26.7%				
Chesapeake Science Point PCS	6223	25.9%				
Special School Sub Total		51.4%	\$0	\$0	\$0	\$0
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$11,133,260	\$939,579	\$0	\$12,072,839

Attachment 4

School Level Budget Summary

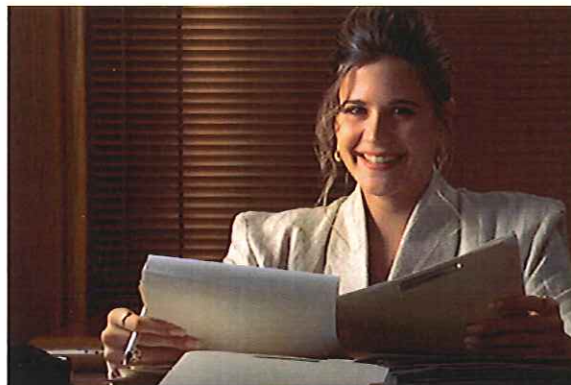
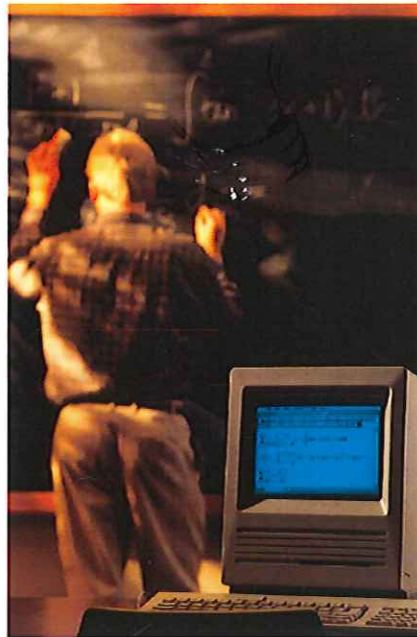
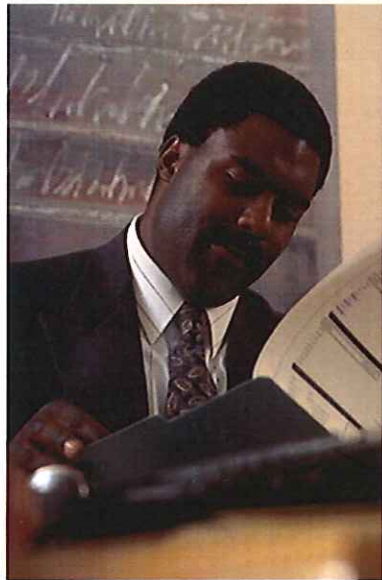
Fiscal Year 2016 - 2017

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	Percentage Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Total ESEA Funding by School
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			1,034,345	56,003	11,678	11,678
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)			558,158	927,189	583,184	583,184
Nonpublic Costs (For Title I, Table 7-10 LINE 7)			101,723	72,154	750	750
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$12,827,486	\$1,994,925	\$595,612	\$12,668,451

2016 Federal and State Grant Application: Title II, Part A



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

ATTACHMENT 8 TITLE II, PART A PREPARING, TRAINING AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS

A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year

Local School System: <u>Anne Arundel County Public Schools</u>	Fiscal Year 2017
Title II-A Coordinator: <u>Andrea Zamora</u>	
Telephone: <u>410-721-8300</u>	E-mail: <u>azamora@aacps.org</u>

comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100 Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

*Note: MSDE will collect data. The local school system does not have to respond.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Anne Arundel County Public Schools

Fiscal Year 2017

- 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.	Program 1.1.1 \$7,000	
	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 2017- January 2018	\$16,000	
	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 2017 -January 2018	1.1.2 \$43,508	
1.1	Program 1.1.3 (Praxis & ParaPro Exams) ACTFL exam fees for teachers primarily at the middle & high school levels, & Praxis & 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 2017-January 2018	Program 1.1.3 \$5,000	

**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 2017

- 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
<p>1.2</p> <p>Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>Program 1.2.1 (CSR)</p> <p>Provide funding for 11 positions for the purpose of Elementary Class Size Reduction. All teachers funded by this source will meet Highly Qualified status.</p> <p>BTE: Goal 3, Objective 3, Strategy 1, pages 17-20 AACPS Strategic Plan – Academic Achievement Timeline: September 2016-August 2017</p>	<p>1.2.1 (CSR)</p> <p>\$939,579</p>	
<p>1.2</p>	<p>Program 1.2.2 (Professional Development Schools-PDS)</p> <p>PDS programs are intended to develop and recruit future teachers, provide professional development for PDS site coordinators, mentors, and interns through the following:</p> <ol style="list-style-type: none"> PDS site coordinators will provide approximately 200 hours of job-embedded professional development for mentor teachers and interns (Note: Stipends are paid for the fall and spring semester for providing job-embedded professional development). Mentor teachers provide job-embedded & structured learning activities for PDS interns and RTC teachers during phase 1 of the internship. <p>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 2017 – December 2017</p>	<p>Program 1.2.2</p> <p>\$59,824</p>	

**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 2017

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: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	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 arts education. Art teachers will share professional learning with colleagues through job-embedded activities such as collaborative learning sessions, and PLCs. BTE: Goal 3, Objective 2, Strategy 2, page 16 AACPS Strategic Plan – Academic Achievement-Fine Arts Timeline: January 2017 – January 2018	2.1.1 (Art) \$6,300	
	Program 2.1.2 (Dance) Dance teachers will attend national, regional, and/or local conferences focused on content knowledge and classroom practices in dance education and will then share professional learning with colleagues through a variety of job-embedded professional development activities. In addition, novice dance teachers during their 1 st three years will engage in professional development focused on dance education, improving technique, and instructional practice. BTE: Goal 3, Objective 1, Strategy 1, page 7 AACPS Strategic Plan – Academic Achievement-Fine Arts Timeline: January 2017 – January 2018	2.1.2 (Dance) \$5,893	
	Program 2.1.3 (Music) Music teachers will attend national, regional, and/or local conferences in order to improve music content knowledge and instructional practice and then share professional learning with colleagues through professional development activities. BTE: Goal 1, Objective 6, Strategy 4, page 160 AACPS Strategic Plan – Academic Achievement-Fine Arts Timeline: January 2017 – January 2018	2.1.3 (Music) \$6,300	
	Program 2.1.4 (Instructional Technology) Professional development for teachers, resource teachers, and school-based eCoaches focused on content 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 focused on integrating technology into instruction as well as effective 21 st Century strategies. b. Provide professional development for teachers through workshops focused on exploring AACPS Technology Connections, technology integration, addressing student learning styles utilizing instructional technology methodologies and strategies to assist in eliminating the achievement gap. PD includes online, face to face, hybrid, and collaborative learning sessions. BTE: Goal 1, Objectives 1& 5, Strategies 1,3,5,7, page 151a AACPS Strategic Plan – Academic Achievement Timeline: January 2017 – January 2018	2.1.4 (Inst. Tech.) \$24,445	

**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
2.1	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 learning sessions, study groups, and coaching. Core content (Math, Science, Reading, Social Studies, English) and World Classical Languages resource teachers, and school-based teacher leaders will attend conferences sponsored by organizations such as ASCD, Learning Forward, IRA, NCTE, NCTM, NCSS, NSTA, focused on topics/content including improving content knowledge, instructional practices/strategies for effective content instruction to improve student academic achievement in core academic classes.</p> <p>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.</p> <p>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 2017 – March 2018</p>	<p>2.1.5 \$219,870</p>	

**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 2017

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
	<p>Program 2.1.6 (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:</p> <ul style="list-style-type: none"> a. One teacher in a PDS school who serves as PDS site coordinator or mentor for student teaching interns as well as 1 PDS school administrator, and the AACPS PDS program manager will attend a national, regional, or local conference 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 PDS sites through collaborative learning sessions, workshops, and study groups. b. Provide professional development for 40 PDS site coordinators, mentor teachers, college representatives, and interns through participation in PDS network learning sessions, workshops, collaborative learning 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 stipends to compensate PDS mentors to provide professional development for interns before or after school hours and for strategic planning at designated sites. d. 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. <p>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 district 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 2017-February 2018</p>	<p>2.1.7 \$32,430</p>	

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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
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that</p> <ul style="list-style-type: none"> • 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)]. 	<p>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 learning sessions and coaching.</p> <p>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.</p> <p>This professional development supports Anne Arundel County Public Schools Strategic Plan.</p> <p>BTE: Goal 1, Objective 1, Strategy 11, page 42 AACPS Strategic Plan – Academic Achievement Timeline: January 2017-March 2018</p>	<p>2.2.1</p> <p>\$36,465</p>	

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HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Anne Arundel County Public Schools

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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
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that</p> <ul style="list-style-type: none"> • 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)]. 	<p>2.2.2 Office of Equity & Accelerated Student Achievement -- Eliminating Achievement Gaps, Addressing the Needs of Students, ETMA</p> <p>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, Growth Mindset, effective classroom management, and forming positive relationships with students to improve student engagement and achievement. Equity Liaisons and administrators at each school will engage in targeted professional learning in order to lead professional learning at their schools.</p> <p>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 2017 – February 2018</p>	<p>2.2.2</p> <p>\$33,284</p>	

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Local School System: Anne Arundel County Public Schools

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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	<p>2.2.3 Advanced Studies and Programs</p> <p>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 learning sessions, study groups, peer observations, and coaching.</p> <p>Attendance of AVID, STEM, AP, IB resource teachers, and school-based teacher leaders at conferences and workshops 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 include teachers of math, science, ELA, and social studies 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.</p> <p>This professional development supports Anne Arundel County Public Schools Strategic Plan.</p> <p>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 2017- February 2018</p>	<p>2.2.3</p> <p>\$18,774</p>	

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Local School System: Anne Arundel County Public Schools

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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	<p>2.2.4 Professional Growth and Development – Building Instructional Leadership for Teacher Leaders and Administrators</p> <p>Professional development will be provided for teacher leaders and administrators focused on improving instructional practice to improve the quality of teaching and advance student academic achievement through job-embedded professional development, collaborative learning sessions, mentoring/coaching, and workshops.</p> <p>Participants will learn to facilitate changes in educator practice in order to improve student learning. Members of leadership teams will learn to identify expected instructional practices, effectively dialogue with teachers, encourage self-reflection, and provide effective feedback through embedded opportunities to practice observation and feedback skills and engage in instructional coaching simulations. Participants will learn effective instructional practices matched to student needs and provide site-based PD, coaching, and support to other teachers.</p> <p>The topics addressed will include:</p> <ul style="list-style-type: none"> • Observing Instruction using Teaching & Learning Observation Framework & Instructional Coaching • Descriptive Feedback & Conferencing • Culturally Relevant Instructional Practices • Teacher Professional Practices and Professional Behaviors from the AACPS TPE & Student Learning Objectives • Assessment Literacy & Analyzing data <p>Upon completion of the targeted professional development for teacher leaders and participants will be able to:</p> <ul style="list-style-type: none"> • Collect and analyze classroom observation data • Identify expected student learning needs and achievement goals in order to identify changes needed in teacher practice • Apply the Teaching and Learning Cycle to pre-and-post classroom observation conversations • Understand the interrelatedness between criteria for success, formative assessment, and descriptive feedback • Coach, support, and collaborate with teachers for increased professional growth and student achievement. <p>BTE: goal 3, Obj. 3, Strategy 1, 18-20 AACPS Strategic Plan – Academic Achievement – Teaching & Learning, Data & Decision Making, Monitoring Student Performance Timeline: August 2017– February 2018</p>	<p>2.2.4</p> <p>\$120,940</p>	

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HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Anne Arundel County Public Schools

Fiscal Year 2017

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
<p>2.3</p> <p>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)].</p>	<p>Program 2.3.1 – Office of School Performance - Leadership Succession</p> <p>Targeted professional development for first and second year principals and assistant principals is provided as part of our leadership succession plan. Experienced administrators in need of improvement are supported as well. Mentoring/coaching provided by retired administrators, annual assistant principals' conference, as well as professional development provided at regular new administrator sessions (not funded as part of Title II) all focus on improving the quality of school administrators. Professional development activities include:</p> <p>a. Provide mentoring/coaching program to support 1st and 2nd -year principals and assistant principals as well as experienced administrators in need of improvement;</p> <p>b. Materials to support the AACPS annual conference for assistant principals and quarterly workshops to increase their understanding and skills of instructional leadership and building professional learning communities.</p> <p>c. Attendance for novice assistant principals and principals at local academies or conferences such as the Maryland Instructional Leadership Institute, MAESP, MASSP, or MASCD focused on administrators learning to become instructional leaders and to acquire skills and knowledge regarding current research, and 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.</p> <p>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.</p> <p>e. 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 is provided during monthly principal leadership sessions. Current administrators will engage in professional learning through conference and workshop attendance and work collaboratively to develop and deliver professional learning opportunities to their colleagues. Professional development activities include traditional workshops, on-line/distance opportunities, collaborative sessions, study groups.</p> <p>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 2017 – February 2018</p>	<p>2.3.1</p> <p>\$64,091</p>	

**ATTACHMENT 8 TITLE II, PART A
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Local School System: Anne Arundel County Public Schools

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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
<p>3.1</p> <p>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)].</p>	<p>Program 3.1.1 (New Teacher Support)</p> <p>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, are provided with 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), experienced expert teachers, and the manager for New Teacher Support.</p> <p>Professional learning activities include:</p> <ul style="list-style-type: none"> • 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. <p>Activities are evaluated through session evaluations, focus groups, classroom visits, and Annual Right Start Program Review with manager of New Teacher Support.</p> <p>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 2017 – March 2018</p>	<p>3.1.1</p> <p>\$199,580</p>	

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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
3.2 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. <ul style="list-style-type: none"> ▪ 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 2017 – April 2018	3.3.1 \$21,765	
	TOTAL ALLOWABLE ACTIVITIES—PUBLIC	\$1,866,768	
TOTAL ALLOWABLE ACTIVITIES—NONPUBLIC			\$71,152
AACPS INDIRECT FEE		\$55,831	
TOTAL TITLE II-A FUNDING AMOUNTS		\$1,988,031	

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	Annapolis Area Christian School <ul style="list-style-type: none"> Coursework using ASCD's PD Online 6-week courses and workshops to support the understanding and application of national standards to core content with a focus on Math, Science, English, and Social Studies. 	\$10,190.00
2.2	<ul style="list-style-type: none"> Coursework using ASCD's PD Online 6-week courses and attend a TESOL conference to support acquisition of skills and strategies to support specifically ELL students. 	
2.2	<ul style="list-style-type: none"> Coursework at AP Summer Institute at Goucher College to develop new skills and strategies for working with students to enrich and extend their learning. 	
2.1	<ul style="list-style-type: none"> Content specific workshops hosted by NCTM, NSTA, NCTE, and NCSS to develop new skills and strategies for working with students to enrich and extend their learning. 	
2.2	Archbishop Spalding High School <ul style="list-style-type: none"> Attend IB conference and AP Summer Institute to develop new skills and strategies for working with students to enrich and extend their learning. 	\$14,532.00
2.2	<ul style="list-style-type: none"> Attend the LDA conference to develop new skills and strategies for working with learning differences, specifically LD students. 	
2.1/3.2	<ul style="list-style-type: none"> Attend the ISTE to expand their knowledge and skills in integrating technology into instruction. 	
2.1	<ul style="list-style-type: none"> NSTA conference to expand teacher knowledge on Next Generation Science Standards. 	
2.2/3.2	Monsignor Slade Catholic School <ul style="list-style-type: none"> Attend ISTE, NSTA, and EdTech Teacher conferences to develop new skills for differentiating instruction using technology in core subject areas. 	\$7,106.00
2.2	<ul style="list-style-type: none"> Provide professional development through a book study to support acquisition of skills and strategies to support students with learning differences (Classroom Management for Students with Emotional and Behavioral Disorders) 	
2.2	School of the Incarnation <ul style="list-style-type: none"> Provide consultant-led workshops for differentiation of instruction and build content knowledge in all subject areas. 	\$8,968.00
2.1	<ul style="list-style-type: none"> Workshops and courses to expand teacher knowledge and skills in core subject areas. 	
3.2	<ul style="list-style-type: none"> Attend iCore, SDE, or Bureau of Education technology conferences to incorporate technology into the classroom. 	
3.2	<ul style="list-style-type: none"> Provide a consultant/speaker for a workshop to incorporate technology into the classroom. 	
2.1	St. Jane Francis <ul style="list-style-type: none"> Provide consultant-led workshops on best practices in science to increase student engagement and observe teachers and provide feedback during implementation. 	\$1,708.00
3.2	<ul style="list-style-type: none"> Provide consultant-led workshops on technology integration in science classrooms in order to promote higher order thinking skills and observe teachers and provide feedback during implementation. 	
2.2/3.2	St. John the Evangelist School <ul style="list-style-type: none"> Provide consultant-led workshops for differentiation of instruction and integration of technology. 	\$4,674.00
3.2	<ul style="list-style-type: none"> Attend a summer iCore workshop and conference to improve teacher knowledge and best practices for integrating technology into instruction. 	

Summary – Nonpublic School Activities and Costs		
2.2/3.2	St. Martin's in-the Field Episcopal School <ul style="list-style-type: none"> Attend the NAIS conference to improve the integration of technology, develop additional classroom management strategies, and increase content knowledge in all subject areas. 	\$1,127.00
2.2 2.1 2.2 2.1	St. Mary's Elementary School <ul style="list-style-type: none"> Attend SoMirac conference to learn new skills and strategies for reading with a focus on using data to plan and differentiate instruction. Attend Daily 5 and Café conference to develop an increased understanding of reading and mathematics curriculum, as well as utilizing formative assessments in both subject areas. Provide consultant-led workshops and book studies to develop strategies to support differentiation, decoding skills, and using data analysis to drive instruction in reading. Provide consultant-led workshops and book studies to expand teacher knowledge and skills in number sense, problem solving, and mathematical procedures. 	\$9,633.00
2.2 2.2/3.2	St. Mary's High School <ul style="list-style-type: none"> Attend AP Institute and workshops to develop and improve new skills for working with students to enrich and extend their learning. Attend ISTE conference and workshops to increase pedagogical knowledge and integration of technology in the classroom. 	\$5,896.00
2.1	St. Paul's Lutheran School <ul style="list-style-type: none"> Workshops and courses to support understanding and application of national standards to core content (Math, Language Arts, Science, and Social Studies). 	\$3,368.00
2.1/2.2 2.1/3.2 2.1	Saint Philip Neri School <ul style="list-style-type: none"> Provide professional development by way of membership in professional organizations and workshops such as ASCD, SoMirac, and National Council of Teachers of English to build teachers' knowledge and application of instructional strategies in math computation and reading comprehension. Attend SoMirac, ISTE, Math conferences to improve teacher content knowledge in core subject areas and integration of technology. Provide consultant-led workshops to increase instructional strategies and knowledge to support math computation and reading instruction. 	\$3,950.00
TOTAL Non-Public Allocation		\$71,152.00

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HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Anne Arundel County Public Schools	Fiscal Year 2016
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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 16 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 2.1.6 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 15-16 school year were offered the professional development and support services from a mentor teacher. For the past 14 years, the Right Start New Teacher Support Program reports above a 90 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.
- 369 classroom teachers AACPS are currently National Board Certified although 596 have achieved NBC since 2002. 65 NBCTs are, Principals, Assistant Principals, Coordinators, Teacher Specialists at Central Office, and a Deputy Superintendent. Currently 6.8% of teachers in AACPS are Nationally Board Certified. 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 continues 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.

In February, 2016 certified letters were sent to all non-public schools obtained from the list of nonpublic schools as indicated by MSDE on the downloadable from

http://www.marylandpublicschools.org/nonpublic/nsab_directory/anne_arundel.htm.

(A copy of the letter is included in the attachments for Section D.)

Of the schools that were contacted, representatives from 15 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 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/mailling 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;

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 according to 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. 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.)

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 which is then reviewed by the Title II-A coordinator or designee who consults 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.

The non-public allotments are based on a per pupil allocation. The participating non-public school enrollments are added to the public school enrollment. The Title IIA allocation less the CSR allocation is the amount eligible for allocation for professional development. The amount eligible for professional development is then distributed based on student enrollment.

FY17 Estimated Allocation	1,998,031.00
Less Non Public not subject to Indirect fee	(71,152.00)
Subject to Indirect Fee	1,916,879.00
Less 3% Indirect Fee	1,861,048.00
Indirect Fee	55,831.00
Less Class Size Reduction Allocation	939,579.00
Amount Professional Development Available (Public & Nonpublic)	992,621.00
Indirect Fee	55,831.00

Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Annapolis Area Christian	859	11.86281446	10,190.00
Archbishop Spalding	1,225	11.86281446	14,532.00
Monsignor Slade Catholic	599	11.86281446	7,106.00
School of the Incarnation	756	11.86281446	8,968.00
St. Jane Frances	144	11.86281446	1,708.00
St. John the Evangelist	394	11.86281446	4,674.00
St. Martins in the Field Episcopal School	95	11.86281446	1,127.00
St. Mary's Elementary	812	11.86281446	9,633.00
St. Mary's High School	497	11.86281446	5,896.00
St. Paul's Lutheran	284	11.86281446	3,368.00
St. Philip Neri School	333	11.86281446	3,950.00
	5,998		71,152.00
Total Non Public Enrollment Participating	5,998		-
Total AACPS Public Participating Enrollment	77,677	11.86281446	921,469
Total	83,675		992,621

E. BUDGET INFORMATION AND NARRATIVE

**Title II, Part A - Budget FY 2017
Preparing, Training and Recruiting High-Quality Teachers and Principals**

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
1.1.1	201 23 / 4 Other	(1.1.1a) Recruitment specialist travel and minority recruitment fair registration fees for HR hiring specialists to recruit diverse candidates	travel for 4 HR specialists x \$1750	7,000.00	
1.1.1	201 23 / 4 Other	(1.1.1b) Hotel, travel, meal expenses for 20 out of state candidates & 40 out of district candidates	hotel for 4 nights x 20 candidates (@ \$100 per night) = \$8,000; travel @ \$250x 20 = \$5,000; bus 3 days @ \$1,000 per day = \$3,000	16,000.00	
1.1.1 Total					23,000.00
1.1.2	203 09 / 1 Salaries	(1.1.2) Relocation stipends for out of state HQ teachers	20 HQ new hires x \$2000	40,000.00	
1.1.2	212 / 4 Fixed Charges	(1.1.2) Fixed Charges	8.77% of stipends	3,508.00	
1.1.2 Total					43,508.00
1.1.3	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)= \$3,875	5,000.00	
1.1.3 Total					5,000.00
1.2.1	203 01 / 1 Salaries	(1.2.1) CSR Salaries	11 positions x \$59,809	657,899.00	
1.2.1	212 / 4 Fixed Charges	(1.2.1) CSR employee benefits	fixed x 0.25, medical x \$10,500, retirement admin fee \$155 for 11 positions	281,680.00	
1.2.1 Total					939,579.00
1.2.2 a	203 09 / 1 Salaries	(1.2.2a) Stipends for PDS coordinators	40 site coordinators x \$500 per semester (fall and spring)	40,000.00	

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
1.2.2b	203 09 / 1 Salaries	(1.2.2b) Stipends for PDS & RTC mentor teachers	150 mentor teachers@\$100 per intern placement	15,000.00	
1.2.2a &b	212 / 4 Fixed Charges	(1.2.2a&b) Fixed charges for substitute days and stipends	8.77% of stipends \$55,000	4,824.00	
1.2.2 Total					59,824.00
2.1.1	205 09 / 4 Other	(2.1.1) National, regional and/or local conference attendance for Art teachers	registration & travel for 3 teachers x \$2100	6,300.00	
2.1.1 Total					6,300.00
2.1.2	205 09 / 4 Other	(2.1.2) National, regional, and/or local conference attendance for Dance teachers	registration & travel for 2 teachers x \$2000	4,000.00	
2.1.2	203 09 / 1 Salaries	(2.1.2) stipends for novice dance teachers to participate in PD	6 dance teachers x 8 hours x \$25 per hour	1,200.00	
2.1.2	203 09 / 1 Salaries	(2.1.2) substitute days for novice dance teachers to participate in PD	6 sub days x \$90 per day	540.00	
2.1.2	212 / 4 Fixed Charges	(2.1.2) Fixed charges for substitute days and stipends	8.77% of stipends & subs	153.00	
2.1.2 Total					5,893.00
2.1.3	205 09 / 4 Other	(2.1.3) National, regional and/or local conference attendance for music teachers	3 teachers x \$2100	6,300.00	
2.1.3 Total					6,300.00
2.1.4	202 16 / 4 Other	(2.1.4) national, regional, local conference attendance for 1 mid-level Instructional tech program manager	membership fee, registration & travel expenses for 1 instructional technology program manager to attend a local and/or national @ \$2,000	2,000.00	
2.1.4	203 09 / 1 Salaries	(2.1.4) Substitutes for 45 teachers to attend workshops & conferences	45 teachers @ \$90 per day	4,050.00	
2.1.4	203 09 / 1 Salaries	(2.1.4) Stipends for afterschool workshop instructors and participants	\$25 per hour x 75 teachers	1,875.00	

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
2.1.4	212 / 4 Fixed Charges	(2.1.4) Fixed Charges for stipends and substitutes	8.77% of stipends and substitutes	520.00	
2.1.4	205 09 / 4 Other	(2.1.4) national, regional, local conference attendance for teachers, resource teachers	registration & travel expenses for 5 teacher specialists & 1 technology specialist @ \$2,000 each; local conference registration and membership for 40 teachers @ \$100 ea	16,000.00	
2.1.4 Total					24,445.00
2.1.5	203 09 / 1 Salaries	(2.1.5) substitutes to provide release time for teachers to attend workshops & collaborative learning sessions	376 substitutes x 3.5 days x \$90/day	118,440.00	
2.1.5	203 09 / 1 Salaries	(2.1.5) stipends for teachers to attend workshops and collaborative learning sessions	460 teachers x \$25/hr. x 5 hours	57,500.00	
2.1.5	212 / 4 Fixed Charges	(2.1.5) Fixed charges for stipends and substitutes	8.77 % of stipends and substitutes	15,430.00	
2.1.5	204 09 / 3 Supplies	(2.1.5) PD materials for teachers	PD materials for 60 teachers x \$75 each	4,500.00	
2.1.5	205 09 / 4 Other	(2.1.5) Conference and workshop registration fees for teachers	12 teachers x \$2000	24,000.00	
2.1.5 Total					219,870.00
2.1.6	202 15 / 4 Other	(2.1.6) Regional or Local Conferences for principals of Professional Development Schools	conf expenses for 1 administrator @ \$2000	2,000.00	
2.1.6	202 16 / 4 Other	(2.1.6) Regional or Local Conferences for PDS Manager	conf expenses for 1 PDS Program manager @ \$1,999	1,999.00	
2.1.6	205 09 / 4 Other	(2.1.6) Regional or Local Conferences - registration & expenses for PDS site coordinators and mentors (teachers)	registration & expenses for 1 PDS site coordinators and mentors (teachers) @ \$2000	2,000.00	

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
2.1.6	203 09 / 1 Salaries	(2.1.6) Stipends to pay teachers to attend PD & collaborative sessions w/interns and strategic planning	180 PDS coordinators & mentor teachers x 4 hours @ \$25/hr.	18,000.00	
2.1.6	203 09 / 1 Salaries	(2.1.6) Substitutes to provide release time for mentor teachers and site coordinators to collaborate with interns	70 substitutes @ \$90/day	6,300.00	
2.1.6	212 / 4 Fixed Charges	(2.1.6) Fixed charges	8.77% of stipends and subs	2,131.00	
2.1.6 Total					32,430.00
2.2.1	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 39 teachers @\$935 each	36,465.00	
2.2.1 Total					34,465.00
2.2.2	203 09 / 1 Salaries	(2.2.2) substitutes to provide release time for teachers to professional development and collaborative learning sessions	\$90 per sub day x 2 days x 120 teachers	21,600.00	
2.2.2	203 09 / 1 Salaries	(2.2.2) stipends to pay teachers to attend professional development or engage in collaborative learning sessions.	120 teachers x 3 hours x \$25 per hour	9,000.00	
2.2.2	212 / 4 Fixed Charges	(2.2.2) Fixed charges	8.77% of substitutes and stipends	2,684.00	
2.2.2 Total					33,284.00
2.2.3	203 09 / 1 Salaries	(2.2.3) stipends for teachers to attend professional development and collaborative learning sessions	\$25/hr. x 4 hrs. x 50 teachers	5,000.00	
2.2.3	212 / 4 Fixed Charges	(2.2.3) Fixed charges	8.77% of stipends	439.00	
2.2.3	202 15 / 4 Other	(2.2.3) Conference and workshop registration fees for school administrators	2 administrators x \$2005	4,010.00	
2.2.3	205 09 / 4 Other	(2.2.3) Conference and workshop registration fees for teachers	5 teachers x \$1865	9,325.00	
2.2.3 Total					18,774.00

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
2.2.4	204 09 / 3 Supplies	(2.2.4) PD materials	PD Materials for teacher leaders - 104 x \$67	6,968.00	
2.2.4	205 09 / 2 Contract	(2.2.4) consultant to provide 16 days of professional development for teacher leaders	\$3,375/day x 13 days	43,875.00	
2.2.4	203 09 / 1 Salaries	(2.2.4) substitutes for release time for teacher leaders to participate in professional development and/or collaborative learning sessions	\$90 per sub day x 105 teachers x 3 days	28,350.00	
2.2.4	203 09 / 1 Salaries	(2.2.4) Stipends to pay teachers to attend PD & collaborative sessions	105 teachers x 4 hours x 25	10,500.00	
2.2.4	212 / 4 Fixed Charges	(2.2.4) fixed charges	8.77% of substitutes & stipends	3,407.00	
2.2.4	205 09 / 4 Other	(2.2.4) attendance at national or local conference for teachers	\$2000 x 4	8,000.00	
2.2.4	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 \$2000 conference fees	4,000.00	
2.2.4	202 15 / 2 Contract	(2.2.4) consultant to provide 4 days of professional development for school administrators	4 consultant days x \$3375	13,500.00	
2.2.4	202 15 / 3 Supplies	(2.2.4) PD materials for school administrators	PD Materials for administrators - 36 x \$65	2,340.00	
2.2.4 Total					120,940.00
2.3.1a	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	
2.3.1a	212 / 4 Fixed Charges	(2.3.1a) Fixed charges	8.77% of stipends	3,552.00	
2.3.1b	202 15 / 3 Supplies	(2.3.1b) PD materials for Assistant Principals	PD materials @ \$29 x 165 participants	4,785.00	

Activity	Category/Program/ Object	Line Item	Calculation	Amount	Activity Subtotals
2.3.1c	202 15 / 4 Other	(2.3.1c) registration & related expenses for novice assistant principals and principals to local conferences and workshops	registration \$130 x 26	3,380.00	
2.3.1d	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 30 teachers @\$90 per day x 2 days	5,400.00	
2.3.1d	212 / 4 Fixed Charges	(2.3.1d) Fixed Charges	8.77% of substitutes	474.00	
2.3.1e	202 15 / 4 Other	(2.3.1d) workshop, conference, and institute registration fees for school based administrators	3 x \$2,000	6,000.00	
2.3.1 Total					64,091.00
3.1.1	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	
3.1.1	203 09 / 1 Salaries	(3.1.1) stipends for PD session facilitators for after school and Saturdays	48 facilitators @\$27/hr. x 30 hrs.	38,880.00	
3.1.1	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	
3.1.1	212 / 4 Fixed Charges	(3.1.1)Fixed Charges	8.77% of stipends and subs	14,197.00	
3.1.1	205 09 / 4 Other	(3.1.1) membership subscription in Learning Forward for Right Start Advisors	47 x \$99	4,653.00	
3.1.1	204 09 / 3 Supplies	(3.1.1)PD materials	materials @ \$50/teacher x 177	8,850.00	
3.1.1	202 16 / 4 Other	(3.1.1) workshop, conference fees for new teacher support program manager	\$2000 x 1	2,000.00	
3.1.1	205 09 / 4 Other	(3.1.1) workshop, conference fees for new teacher support teacher specialist and mentor teachers	\$2000 x 4	8,000.00	
3.1.1 Total					199,580.00

Activity	Category/Program/Object	Line Item	Calculation	Amount	Activity Subtotals
3.3.1	203 09 / 1 Salaries	(3.3.1) Stipend for support providers to provide Entry review and feedback.	69 candidates x \$37.50/entry x 4 entries	10,350.00	
3.3.1	203 09 / 1 Salaries	(3.3.1) Substitutes to provide release time for NBC candidates to complete portfolios.	69 substitutes x \$90/day	6,210.00	
3.3.1	212 / 4 Fixed Charges	Fixed Charges	8.77% of stipends and subs	1,452.00	
3.3.1	205 09 / 4 Other	(3.3.1) NBPTS conference (or similar) conference fees for NBCT support teachers.	registration and travel, 3 teachers x \$1,251	3,753.00	
3.3.1 Total					21,765.00
	204-203 07 / Non Public	Total Non-public allocation	Transfers	71,152.00	71,152.00
	201 22 / 8 Transfers	AACPS Indirect Fee	3% of subtotal less equipment	55,831.00	55,831.00
			Sub-total Non-CSR Activities	921,469.00	
			Sub-total CSR	939,579.00	
			Grand Total Title II-A Program	1,988,031.00	1,988,031.00

Category/ Program/Object	Amount
201 23 / 4 Other	23,000.00
201 22 / 8 Transfers	55,831.00
202 15 / 1 Salaries	40,500.00
202 15 / 2 Contracts	13,500.00
202 15 / 3 Supplies	7,125.00
202 15 / 4 Other	15,390.00
202 16 / 4 Other	9,999.00
203 01 / 1 Salaries	657,899.00
203 09 / 1 Salaries	561,195.00
204 09 / 3 Supplies	20,318.00
204-203 07 / Non Public	71,152.00
205 09 / 2 Contracted	43,875.00
205 09 / 4 Other	128,796.00
212 / 4 Fixed Charges	339,451.00
Grand Total	1,988,031.00

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

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

RECIPIENT ASSURANCES

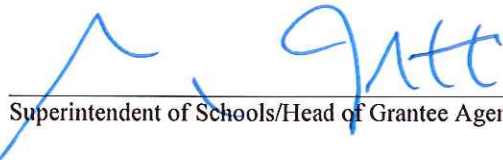
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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 conform to 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 12/4/2015 16:01:40 Notice of Grant Award 4

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

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/21/16
GRANT NAME	Improving Teacher Quality, Title IIA	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2016	6/30/2018	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						55,831.00	55,831.00
Prog. 23 Centralized Support				23,000.00			23,000.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	40,500.00	13,500.00	7,125.00	15,390.00			76,515.00
Prog. 16 Inst. Admin. & Supv.				9,999.00			9,999.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	657,899.00						657,899.00
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						71,152.00	71,152.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	561,195.00	43,875.00	20,318.00	128,796.00			754,184.00
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				339,451.00			339,451.00
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	1,259,594.00	57,375.00	27,443.00	516,636.00	0.00	126,983.00	1,988,031.00

Finance Official Approval	Marlene Durholz	<i>M. Durholz</i>	10/21/16	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head	George Arlotto, Ed.D	<i>G. Arlotto</i>	10-25-16	410-222-5304
Approval	Name	Signature	Date	Telephone #
MSDE Grant Manager				
Approval	Name	Signature	Date	Telephone #



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

2644 Riva Road, Annapolis, MD 21401 | 410-222-5000 · 301-970-8644 (WASH) · 410-222-5500 (TDD) | www.aacps.org

February 4, 2016

«Name»

«Mail_Street»

«Mail_City», «Mail_State» «Mail_Zip»

Dear: «ADMINISTRATIVE_HEAD»

Please join us on Friday, February 26, 2016 from 1:00 – 2:30 p.m. at Carver Staff Development Center, 2671 Carver Road, Gambrills, MD 21054 for an informational meeting to discuss your nonpublic school's eligibility for potential state & federal **FUNDING** authorized by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB). The funding could possibly provide professional development training for teachers, administrators, & guidance teachers, as well as support for students.

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 have the opportunity to participate 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.

On February 26, we will share information about the following ESEA programs 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. Interest schools will be invited to a follow-up consultation meeting on March 16, 2016 to discuss the consultation process for the 2016-2017 school year (this meeting will take place at Carver Staff Development Center).

We look forward to meeting with you at our information meeting on February 26, 2016, from 1:00 – 2:30 p.m. at Carver Staff Development Center (*address above*). Your attendance at the meeting is necessary in order to indicate your interest in participating in competitive and non-competitive ESEA programs.

ELEVATING ALL STUDENTS... ELIMINATING ALL GAPS

It is vital that you or your designee attend this meeting if you are interested in receiving funding for which you are eligible.

Please RSVP so that we may make the appropriate meeting arrangements. Attached is the reply form listing all three grants; please return the completed form to the contact listed at the bottom of the form. 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,



Carol Ann McCurdy, Director
Partnerships, Development & Marketing

CAM/lrf

Bridge to Excellence
Nonpublic Schools Information Meeting

RSVP Form
February 26, 2016
(1:00 – 2:30 p.m.)

Name of School _____

Name of Person Attending _____

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 2016-2017 school year.

____ **No**, I am NOT interested in my school's participation in Title I programs for the 2016-2017 school year.

Title II

____ **Yes**, I am interested in my school's participation in Title II programs for the 2016-2017 school year.

____ **No**, I am NOT interested in my school's participation in Title II programs for the 2016-2017 school year.

Title III

____ **Yes**, I am interested in my school's participation in Title III programs for the 2016-2017 school year.

____ **No**, I am NOT interested in my school's participation in Title III programs for the 2016-2017 school year.

☐ **Our private school is electing NOT to participate and is not pursuing federal grant opportunities with Anne Arundel County Public Schools.**

Principal's Signature:	Date:
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Please return this form by February 23, 2016 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 NO CHILD LEFT BEHIND ACT OF 2001
BENEFITS TO PRIVATE SCHOOL STUDENTS AND TEACHERS

U.S. DEPARTMENT OF EDUCATION
OFFICE OF NON-PUBLIC EDUCATION

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 qualified¹. *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:

February 26, 2016 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 February 26, 2016 meeting, the district and school have engaged in consultation about the following federally funded programs & topics for the 2016-2017 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					
<i>Complete the following chart below showing private school participation by checking (✓) either Yes or No for Title</i>					
Title I		Title II-A		Title III-A	
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<input type="checkbox"/> 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 2016-2017 school year

Please complete all that apply, check (√) grades and enter enrollment figures below (use data as of October 31, 2015)

Number of Administrators: _____

Number of Teachers: _____

Number of Instructional Assistants: _____

Number of English Language Learners: _____

Elementary School

() K-6 _____

() K-8 _____

() 7-8 _____

Middle School

() 6-8 _____

() 6-7 _____

() 8-9 _____

High School

() 9-12 _____

() 10-12 _____

Please initial: _____

TITLE IIA, FY 17
Anne Arundel County Public Schools
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 expenditures for materials or contracted services are to be used by administrators, teachers and/or paraprofessionals, not students.

Draft of this form must be sent to Liz Thompson at eathompson@aacps.org by April 11, 2016.

Final approved form must be signed and returned by May 4, 2016 to:

Leathia Fletcher
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401.

School Name	
School Official/Primary Contact <i>(Name and Title)</i>	
Telephone Number	
Email Address	
Estimated Grant Amount	
Additional/secondary Contact <i>(Name and Title)</i>	
Telephone Number	

BUDGET *(based upon the attached plan)*

Programs, Activities, Services from planning form	Notes, Comments	Budget Category(s)	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 <i>(School Name)</i>	
---	--

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(s), 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)

**FY 2016 Bridge to Excellence Master Plan
Non-public Schools' Participation in Title Programs**

**Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401**

CONTACTS

<i>Bridge to Excellence</i>	Sheila Hill	410.222.5336 skhill@aacps.org
<i>Title I</i>	Sheri Burton	410-222-5444 slburton@aacps.org
	Katie Davis	410-222-5632 kmdavis@aacps.org
<i>Title IIA</i>	Andrea Zamora	410-721-8301 azamora@aacps.org
	Liz Thompson	410-721-8301 eathompson@aacps.org
<i>Title III</i>	Kelly S. Reider	410-222-5416 kreider@aacps.org
	Monica Conway	410.266.2542 myconway@aacps.org
<i>Property Control</i>	James O. Williams	410-923-5031 jowilliams@aacps.org
<i>Non-public school contact and grants</i>	Leathia Fletcher	410-222-5370 lfletcher@aacps.org
<i>Budget</i>	Marlene Durholz	410-222-5204 mdurholz@aacps.org
	Christina Gilman	410-222-5233 cgilman@aacps.org

Anne Arundel County Public Schools – Bridge to Excellence Master Plan

Non-Public Schools – Participation in Title Programs

Consultation Meeting

March 18, 2016

2:00 – 3:00 p.m.

Carver Staff Development Center

Time	Agenda Item	Presenter
2:00	Welcome/Overview	Sheila Hill
2:05	Title I	Sherri Burton
2:15	Title II-A	Andrea Zamora
2:25	Title III	Kelly Reider
2:35	Questions & Answers	

Notes:

No Child Left Behind (NCLB) provide benefits to private school students, teachers, and other education personnel including those in religiously affiliated schools.



Dates to Remember - Mark you Calendar

Key:

Meeting Dates

Deadline Dates

Date	Event Location	Meeting Topic	Notes
February 26, 2016 (1:00 - 2:30 p.m.)	Carver Staff Development 2671 Carver Road Gambrills, MD 21054	Informational Meeting	Preliminary Consultation & Information Meeting (1:00 - 2:30 p.m.)
March 18, 2016 (1:00 - 2:00 p.m.)	Carver Staff Development 2671 Carver Road Gambrills, MD 21054	Consultation/Planning Support meeting	Bring: Completed - ◆ Competitive Grant form (<i>if applicable</i>), and ◆ Title IIA Consultation Form (<i>if applicable</i>)
April 30, 2016	Title IIA (FY17)	Draft plans are due to Liz Thompson	◆ Submit via email eathompson@aacps.org ◆ Feedback/consultation will be provided via email or phone
May 16, 2016	Final Title IIA FY17 plans	FINAL plans are due to Leathia Fletcher	Submit final plans via U.S. mail (<i>original signatures are needed</i>). Mail to: Anne Arundel County Public Schools (AACPS) 2644 Riva Road, Annapolis, MD 21401 Attn: Leathia Fletcher
November 1, 2016	FY16 Expenditures	Last Day to submit expenditures for FY16	Last day to submit MOI (Materials of Instruction)/Supplies order
November 30, 2016	FY16 Expenditures	Last Day to submit expenditures for FY16	Last day to submit Conference/Registration expenses
December 31, 2016	FY16 Expenditures	Last Day to submit expenditures for FY16	Last day to submit Stipend requests that occurred before 12/31/16.

Dates are subject to change. Revisions will be posted as more information becomes available.

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 9.32% (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)

Nonpublic Information Meeting
February 26, 2016

Name	Contact	Signature	Notes/Comments
Aleph-Bet Jewish Day School	Sarah White	<i>Sarah White</i>	info@alephbet.org
Annapolis Area Christian School	Ruth Hartcorn	<i>Ruth Hartcorn</i>	rhartcorn@anacsnline.org
Archbishop Spalding High School	Amy Cannon	<i>Amy Cannon</i>	cannona@archbishopspalding.org
Arnold Christian Academy	Kelly Hurd <i>Principal</i>	<i>Kelly Hurd</i>	VIRGINIA JONES
Elvaton Cristian Academy	Dallas Bungarner		
First Evangelical Lutheran Pre-Kindergarten	Elizabeth Meyer	<i>Elizabeth Meyer</i>	Hmeyer 54@aol.com
Monsignor Slade Catholic School	Lisa Slaton <i>Asst princ.</i>	<i>Lisa Slaton</i>	l.slaton@msladeschool.com
New Life Academy	Miya Willis	<i>Miya Willis</i>	nleducate@gmail.com
School of the Incarnation	Lisa Shipley Lora Lewis	<i>Lisa Shipley</i>	lshipley@schooloftheincarnation.org
St. John The Evangelist School	Dianne Kestler	<i>Dianne Kestler</i>	dkester@stjohnsgo.org
St. Margaret's Day School	Danielle Walter-Davis	<i>Danielle Walter-Davis</i>	danielle.walter.davis@gmail.com
St. Martin's-in-the-Field Episcopal School	Mr. Jamey Hein		
St. Martin's Lutheran Church School	James Moorhead		
St. Mary's High School	Mindi Imes		
St. Paul's Lutheran School	Julie Bourgeois	<i>Julie Bourgeois</i>	ebster@stpaulsgo.org
St. Philip Neri School	Joan Leslie Brooks	<i>Joan Leslie Brooks</i>	Jbrooks@stphilip-neri.org

First Look


Tara Burchick

tara.burchick@comcast.net

Virginia (Arnold) Jones @arnoldchristianacademy.org

St. Margaret's Day Tricia Hallberg McVeigh, Principal
tricia@st-margarets.org

Nonpublic Information Meeting
February 26, 2016

New Life Academy	Alexandria Lopez		tot.alex@gmail.com

Friday March 18, 2016
1:00-2:00 pm

Title II-A Consultation/Planning Support meeting

Location: Carver

Employee ID	Name	Signature	Notes Comments
Aleph-Bet Jewish Day School			
Annapolis Christian School			
Archbishop Spalding High School			
Elvaton Christian Academy			
First Evangelical Lutheran Pre-K			
Monsignor Slade Catholic School	Lisa Slaton	<i>Lisa Slaton</i>	
New Life Academy			
School of the Incarnation	Lora Lewis	<i>Lora Lewis</i>	

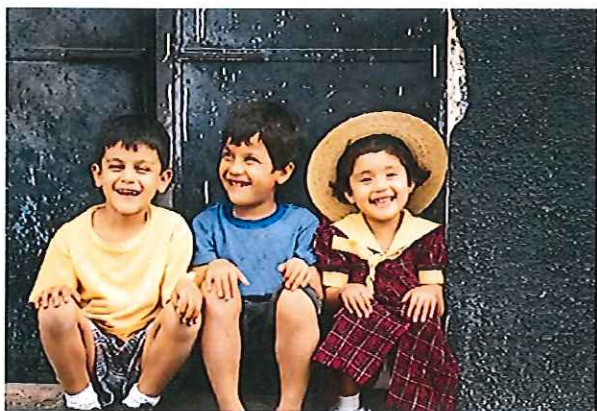
Friday March 18, 2016
1:00-2:00 pm

Title II-A Consultation/Planning Support meeting

Location: Carver

Employee ID	Name	Signature	Notes Comments
St. John the Evangelist			
St. Margaret's Day School			
St. Martin's -in-the-Field Episcopal School			
St. Martin's Lutheran Church School			
St. Mary's High School			
St. Paul's Lutheran School			
St. Philip Neri School			

FEDERAL GRANT APPLICATION



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

FEDERAL GRANT APPLICATION

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: __Anne Arundel County__ Fiscal Year 2017

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **must** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].

Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2016 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 instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	<p>1.2.1 a) Update instructional materials to supplement new project based learning curriculum for at least two elementary and two secondary instructional units.</p> <p>Description Provide supplemental instructional materials and field trips beyond the LEA purchased textbooks including non-fiction leveled readers, craft/project construction materials, printer ink and paper for publishing, Lego kits, etc.</p> <p>b) Feb 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>MOI: 40 elementary kits x \$150 = \$6,000 MOI: 30 secondary kits x \$150 = \$4,500 MOI: newcomer curriculum consumables, supplemental texts, science equipment = \$10,000</p> <p>Transportation = \$10,000 Field trips to support the project based learning curriculum, visits to career experts, supplementing the curriculum with real world connections and application-to occur during the school day and after school</p>	

<p>1.3 Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)(B)].</p>	<p>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. All summer programs in AACPS are grant funded. No transportation is provided for other summer programs. b) July 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p> <p>1.3.2 a) Provide supplemental staffing to Title I summer programs for English learners Description Provide supplemental Bilingual Facilitator staffing for Title I summer programs. Staffing will focus on beginner level students' oral language development, concepts of print, early reading strategies, and empowering parents as the first teachers. b) July 2017 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>Stipends for 2 program directors @ \$30/hr. for 6 hrs./day for 22 days = \$7,920 Fixed charges = \$695</p> <p>Stipends for 6 teachers @ \$25/hr. for 6 hrs./day for 22 days = \$19,800 Fixed Charges = \$1,736 Transportation: \$2,500 Provide transportation for summer academies. MOI: \$2,500 School supplies</p> <p>Stipends: 2 bilingual facilitators x @ \$25/hr. for 6 hrs./day for 22 days = \$6,600 fixed charges = \$579</p>	
<p>1.4 Improving the English language proficiency and academic achievement of ELs [section 3115(d)(5)].</p>	<p>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 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p> <p>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 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 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>Stipends for 20 teachers @ \$25/hr. for 60 hrs. = \$30,000 Fixed Charges = \$2,631</p> <p>MOI = \$5,000 Teaching supplies, student school supplies, lending library books, project materials</p> <p>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</p> <p>Stipends for 8 teachers @ \$25/hr. for 10 hrs. = \$2,000 Fixed Charges = \$175</p> <p>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</p>	

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Anne Arundel County Fiscal Year 2017

A. REQUIRED ACTIVITIES [SEC. 3115(c)] continued

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2016 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 ELs [section 3115(c)(2)(A)].			
2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].	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. b) Feb 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Stipends for 1000 participants @ \$25/hr. for a 3 hour session = \$75,000 Fixed Charges = \$6,577 Substitutes = 400 days x \$90/day = \$36,000 Fixed Charges = \$3,157 Stipend = \$4,500 supplemental support to schools on high demand	

		<p>days such as the opening of schools, conferences, etc.) 30 interpreters x 6 hours/day x \$25/hr. Fixed charges = \$395</p> <p>MOI = \$10,000 book study books (Enrique's Journey, Distance Between Us, Critical Vocabulary of the Common Core, Becoming Dr. Q, Spare Parts, etc.)</p> <p>Stipend 10 new teachers x \$25/hr. x 9 sessions x 2 hours = \$4,500 Fixed charges = \$395 MOI = \$3,000 WIDA Standards books, laminating and poster supplies</p> <p>Stipends for 30 participants x 2 sessions x 2 hrs. x \$25/hr. = \$3,000 Fixed charges = \$263 MOI = \$150 Paper, folders, etc.</p> <p>Prof. Dev. = \$2,880 Registration for 4 Unit V bilingual facilitators, interpreter for the Community Interpreter Class @ \$720 per person</p> <p>Stipend for bilingual facilitators to attend professional development sessions 17 bilingual facilitators x 2 sessions x 2 hrs. x</p>	
	<p>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 2017 - Sept 2018 c) Goal 1, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>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 2017 - Sept 2018 c) Goal 1, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>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</p>		

	<p>(instructional staff), including Community Interpreter and Cultural Competence. Bilingual facilitators also engage in professional learning with school staff and ESOL staff.</p> <p>b) Feb 2017 - Sept 2018</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>\$25/hr. = \$1,700</p> <p>Fixed charges = \$149</p>	
<p>2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p>	<p>2.3.1</p> <p>a) Provide support for 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.</p> <p>Description</p> <p>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.</p> <p>b) Feb 2017 - Sept 2018</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>Registration, travel and/or lodging for 8 Unit I teachers at the WIDA Conference and/or other training @ \$1,750 per request = \$14,000</p> <p>Registration, travel and/or lodging for 6 Unit V specialists (2 ISSO registrar, ISSO Parent Outreach, and/or two bilingual facilitators, interpreters (noninstructional support) @ \$800 per request = \$4,800</p> <p>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</p> <p>Registration, travel and/or lodging for 6 Unit II curriculum coordinators and/or school principals @ \$2,000 per request = \$12,000</p>	

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Anne Arundel County **Fiscal Year** 2017

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

3. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].

Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Non-public Costs
3.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	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 parents of English learners to participate in Title III funded extra-curricular activities and events. b) Feb 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Stipends for 10 interpreters x 5 sessions x 2 hrs x \$25/hr = \$2,500 Fixed Charges = \$219	

	<p>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.</p> <p>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 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>3.2.3 a) Provide school based parent education and community outreach to families of English learners.</p> <p>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 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>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.</p> <p>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 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>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.</p> <p>Description Provide supplemental parent education programs for immigrant families. b) Feb 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>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</p>	<p>Stipends for 5 translators @ \$25/hr. for 10 hours = \$1,250 Fixed Charges = \$110</p> <p>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</p> <p>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</p> <p>Salary = \$51,091 1.00 FTE Fixed Charges = \$12,773 Medical = 9,600</p> <p>Stipends = \$4,800 12 educators @ \$25/hr. for 8 - 2 hour sessions =</p>	
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	<p>transportation) for international parent involvement.</p> <p>Description</p> <p>Provide system wide instructional and cultural activities for families of English learners to include, but not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> International Parent & Community Leadership Academy (IPCLA) <input type="checkbox"/> International Parent Advisory Board <input type="checkbox"/> International Family Orientations <input type="checkbox"/> Hispanic Women's Day <input type="checkbox"/> African & Chinese Outreach Events <input type="checkbox"/> Family Involvement Conference <p>b) Feb 2017 - Sept 2018</p> <p>c) Goal 1, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>Fixed Charges = \$421</p> <p>MOI = \$3,000</p> <p>Snacks for parent nights, reference books, materials for trainer preparation</p> <p>Transportation = \$3,200</p> <p>Taxi to the Family Involvement Conference (transportation is not provided for non-ESOL families)</p> <p>Contracted Services = \$500</p> <p>guest speakers</p>	
	<p>3.2.7</p> <p>a) Provide an International Student Services Newcomer Social Worker dedicated to newcomer secondary students.</p> <p>Description</p> <p>Provide social work support to secondary English learners and their families including referral to social services, educational services, acculturation, stress management, and mental health services, etc.</p> <p>b) Feb 2017 - Sept 2018</p> <p>c) Goal 1, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>Salary = \$61,324</p> <p>1.00 FTE</p> <p>Fixed Charges = \$15,331</p> <p>Medical = 9,600</p>	

4. Improving the instruction of ELs, which may include ELs with disability, and offering programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(3)(7)(8)]			
4.1 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	<p>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.</p> <p><u>Description</u> These supplemental technologies may include laptops, interactive reading technologies, 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. b) Feb 2017 - Sept 2018 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p>	<p>Materials/ Sensitive Items: = \$40,597</p> <p>May include laptops, interactive white boards, document cameras, LCD projectors, iPads, software licenses, suppleme ntal textbooks, etc.</p>	<p>Materials, supplemental texts, online subscriptions to support non- public students after on-going consultation with schools: = \$750</p>
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 the resources described in subparagraphs 4.2 and 4.3 into curricula and programs [section 3115(d)(7)(C)].			
4.5 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, Every Student			

<i>Succeeds Act.</i> (Specify and describe below.) [section 3115(d)(9)]:			
5.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	2%	\$11,678	
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$595,612	

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____ **Fiscal Year 2017**

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

D. IMMIGRANT ACTIVITIES [SEC. 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)].

Immigrant Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Non-public Costs
1.1 Providing for family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Recruitment of, and support for, personnel, including teachers and paraprofessionals 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, developing and acquiring curricular materials, educational software, and technologies to be used in the program carried out with awarded 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 in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs [section 3115(e)(1)(E)].			
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 US, 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 and families of immigrant children and youth by offering			

comprehensive community services [section 3115(e)(1)(G)].			
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E. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].			
TOTAL TITLE III-A (IMMIGRANT FUNDING) AMOUNT			

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 13 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services. **At this time, no private schools have requested support from Title III for eligible students but consultations are on-going for changing student populations.**
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; **Private schools are invited to a meeting annually to discuss their access to the various grant funds through AACPS. At this meeting and after, private schools contact the ELA/ISS Office to express interest.**
 - b) The basis for determining the needs of private school children and teachers; **Private School self reporting**
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and **Private school support is handled on a case by case basis. Schools may request curriculum, sample textbooks, access to professional development, and English language screening services. In the past year, AACPS has not had any private schools request support beyond their initial request for information.**
 - 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.)
3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2015 – 2016 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN FEDERAL GRANT APPLICATION: TITLE III, PART A.**

G. BUDGET INFORMATION AND NARRATIVE

1. **COMPLETE** a detailed BUDGET on the MSDE Title III-A proposed budget form **(C-1-25)**. The proposed budget must reflect how the funds will be spent and organized according to the budget objectives, and correlated to the activities and

costs detailed in Federal Grant Application: Title III, Part A. MSDE budget forms are available through the local finance officer or at the MSDE *Bridge to Excellence Master Plan* Web Site at:

WWW.MARYLANDPUBLICSCHOOLS.ORG.

2. **Provide a detailed budget narrative** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

H. ATTACHMENTS 4-A & B, 5-A & B, and 6-A

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

ASSURANCE PAGE

- I. **Attach** the signed required assurance page with the final submission.

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 conform to 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 12/4/2015 16:01:40 Notice of Grant Award 4

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

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	09/26/16
GRANT NAME	Title III, Part A (ELLA)	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2016	9/30/2017	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						11,678.00	11,678.00
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.	289,981.00	500.00	103,747.00	24,180.00			418,388.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						750.00	750.00
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.	63,824.00						63,824.00
208 Student Health Services							0.00
209 Student Transportation		20,500.00					20,500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				68,472.00			68,472.00
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	353,785.00	21,000.00	103,747.00	104,652.00	0.00	12,428.00	595,612.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Durholz</u>	<u>M. Durholz</u>	<u>9/27/16</u>	<u>410-222-5204</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arbuthnot</u>	<u>[Signature]</u>	<u>9/29/16</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

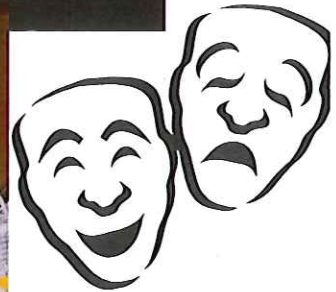
Title III, Part A - Budget FY 2017
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
204/02	(3) supplies	1.2.1	Supplies/Materials	Elementary kits - 40 x \$150	\$6,000
204/02	(3) supplies	1.2.1	Supplies/Materials	30 Secondary Kits x \$150	\$4,500
204/02	(3) supplies	1.2.1	Supplies/Materials	Newcomer curriculum consumables, supplemental texts & science equipment	\$10,000
209/02	(2) contracted	1.2.1	Transportation	Field trips	\$10,000
		1.2.1 Total			\$30,500
203/02	(1) salaries	1.3.1	Stipends (2 Program Directors)	2 @ \$30/hr for 6 hr/day for 22 days	\$7,920
203/02	(1) salaries	1.3.1	Stipends (6 teachers)	6 @ \$25/hr for 6hr/day for 22 days	\$19,800
209/02	(2) contracted	1.3.1	Transportation	6 middle & high school sites	\$2,500
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	\$2,431
		1.3.1 Total			\$35,151
203/02	(1) salaries	1.3.2	Stipends (2 bilingual facilitators)	2 bilingual facil x 6 hrs x 22 days x \$25/hr	\$6,600
212	(4) other	1.3.2	Fixed charges	8.77% of total stipend amount	\$579
		1.3.2 Total			\$7,179
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	Field trips and Saturday school	\$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 library 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	400 days x \$90/day	\$36,000
204/02	(3) supplies	2.2.1	Supplies/Materials	Book studies & conference materials	\$10,000
212	(4) other	2.2.1	Fixed charges	8.77% of total stipend amount	\$10,129
		2.2.1 Total			\$135,629
203/02	(1) salaries	2.2.2	Stipends (15 participants)	10 x \$25/hr. x 9 - 2 hour sessions	\$4,500
204/02	(3) supplies	2.2.2	Supplies/Materials	WIDA Books	\$3,000
212	(4) other	2.2.2	Fixed charges	8.77% of total stipend amount	\$395
		2.2.2 Total			\$7,895
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 Unit 1 teachers to attend conferences	8 x \$1,750 per person	\$14,000
205/02	(4) other	2.3.1	Registration for 6 (Unit V) to attend conferences	6 x \$800	\$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 & bilingual facilitators at MELLFIN	20 x \$50 per person	\$1,000
202/16	(16) other	2.3.1	Registration, travel and lodging for 6 mid- level Administrator	6 x \$2,000	\$12,000
		2.3.1 Total			\$33,300
207	(1) salaries	3.2.1	Stipends for Interpreters	10 Interpreters x \$25/hr. x 5 x 2 hour sessions	\$2,500
212	(4) other	3.2.1	Fixed charges	8.77% of total stipend amount	\$219
		3.2.1 Total			\$2,719
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

Title III, Part A - Budget FY 2017
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
		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 @ \$51,091	\$51,091
212	(4) other	3.2.5	Fixed Charges	25% of total salary	\$12,773
212	(4) other	3.2.5	Medical		\$9,600
		3.2.5 Total			\$73,464
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 (1.0 FTE ISSO Social Worker)	1 FTE @ \$61,324	\$61,324
212	(4) other	3.2.7	Fixed Charges	25% of total salary	\$15,331
212	(4) other	3.2.7	Medical		\$9,600
		3.2.7 Total			\$86,255
204/02	(3) supplies	4.2.1	Emerging Technologies	materials	\$40,597
		4.2.1 Total			\$40,597
207	(8) Transfers		Non-public school student support		\$750
201/22	(8) Transfers	Business Support	AACPS Indirect Fee - Title IIIA	2% of Subtotal less equipment	\$11,678
		Business Support Total			\$11,678
		Grand Total			\$595,612

Attachment 13



Fine Arts

**Bridge to Excellence – Programs in Fine Arts
Dance – August 2016**

1. Describe the progress that was made in 2015-2016 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 (DanceDanceDance), and grade 8 (So You Think You Can Dance) is aligned with the ELOs – Dance, the STATE CURRICULUM – Dance, and the National Dance Standards. High school dance curriculum (Dance I-IV, Dance for Athletes I-IV, and Dance Company I-IV) is also aligned with national and state standards. Alignment with new Core Arts Standards is completed for both high school and middle school dance curricula.

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 creating line dances. 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. A teacher attended a modern/contemporary conference in January and another teacher attended a jazz conference in March. 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 four new dance teachers was provided in August.

Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable instructional climate.

Four dance studios were installed: one in middle schools and three high school studios were worn out and replaced. Repairs and enhancements were done to two studios. Both middle school and high school dance teachers were provided with resources for safe dance practice,

tap dance, contemporary dance and body image. 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 ten 2016 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 11 dance assemblies to eleven elementary schools. The programs were linked to studies at the schools and included An American Journey through Dance, Alice in Wonderland, Pirates of the Chesapeake. Funds were 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, 2016. 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. Sixteen schools were able to participate supported by 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 4 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, "Alice in Wonderland" language arts classes were given basic characters and wrote a story about Alice and her adventures. A BTM master teacher conducted a 10-day residency and choreographed the story for a group of dancers. The visual arts classes made costumes and sets for their story. On performance day, the dancers experienced stage rehearsal with BTM and performed with BTM dancers in the evening. The performance was open to the public. There was no cost

to the school for this project. BTM dancers mentored the elementary dancers. Local funds provided this opportunity for students.

Strategy 6: *Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.*

On-going communication with assistant superintendents, directors and principals continues. Middle school principals have become more familiar with dance flooring and its care, the State Curriculum – Dance, how to observe dance classes, and concert procedures. The *Principal, Guidance Counselor and Business Manager Guide to Dance* is on 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 investment in floors, barres, mirrors, Smartboards and sound equipment. Additional progress was made in 2015-2016. Progress will continue as funds are available. Local funding provided four studios in 2015-2016.

Strategy 5:

The guest choreographer project began five 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. This year all of the grant funds (\$6,344) were used to provide resource materials for middle and high school dance teachers.

- 3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.**

Strategies 1:

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, literacy driven instruction, project learning, collaboration, 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 and helping with installation of new studios. The real challenge is the auditoriums. Seating, lighting and sound are systematically being replaced and updated. Local funds have begun to tackle this challenge, but it is slow, and the lack of stage lighting is critical for dance concerts. The new lighting is not adequate for dance concerts. Maintenance of lighting and auditorium security continues to be challenging.

Strategy 5:

Funding for all desired projects with our partners continues to be a challenge, although having a dance budget and generosity from various offices 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 2016-2017 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 2016-2017 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 Specialist (new position), Coordinator, and Directors are open, and issues facing dance will be discussed to find positive solutions.

Strategy 2:

Our goal is to continue to revisit dance curriculum at all levels to make sure any changes and improvements are aligned with the ELOs, State Curriculum – Dance, and National Core Arts Dance Standards. Our curriculum matches well with the new Core Arts Standards, and an official match is completed. Increased use of technology is occurring, for example, Office 365/One Note, ticketing for events, and on-line registrations for Summer Dance Intensive.

Strategy 3:

The Dance Specialist 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. Dance teachers will attend the new MDEA conference in October. The Dance Specialist and three teachers will attend the NDEO conferences in October and use the information to plan staff development in June. Teachers attending other events will share what they learned at the August in-service. Four new dance teachers were hired for 2016-2017. They will be in-serviced in detail at New Teacher Orientation in August. New teachers will also have four sessions of professional development in September created especially to meet their needs.

The Dance Specialist 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 2017. Teachers indicated that additional policies for dance are needed now that the program has grown. A new emergency

policy was put into place for dance. 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. On new studio is planned for installation. Continued local funds are critical to this aspect of our program.

The Dance Specialist will continue to educate the Business Managers in the middle and high schools who are responsible for facilities about the care of dance facilities.

Based on the needs lists submitted by teachers, sound systems, iPods, books, costume storage and SmartBoards will be purchased for middle and high school studios as funds permit.

Progress will be continue in repairing/replacing and up-dating auditorium lighting and sound.

Grant funds (\$6,334.00) will be used to provide teacher resources.

Strategy 5:

The guest choreography project will continue in 2016-2017 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 2016-2017 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 2017.

Strategy 6:

The August in-service will be used to share information from the NDEO Conference and MDEA Conference. Ongoing communication with principals about needs for middles and high school dance will occur. The AACPS dance website will continue to provide dance information to parents and other visitors. June 2017 professional development will occur.

BRIDGE TO EXCELLENCE – PROGRAMS IN FINE ARTS

MUSIC – SEPTEMBER 2016

#1: Describe the progress that was made in 2015-2016 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

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.

The music office worked collaboratively with building level music teachers and administrators to shape and modify teaching schedules to reduce out-of-field instruction by music teachers. Collaborations included changes in pairing of schools to maximize student learning and teacher productivity, increase in the FTE Allocation for elementary instrumental music, and numerous conversations with administrators to educate and inform them of the needs of music teachers with regards to scheduling. Groundwork for improvements to the technology mechanism used to assign elementary cultural arts teachers has been set. The Curriculum and Instruction Office has indicated its intent to coordinate future in-services for school based stakeholders (administrators, counselors, and schedulers) to improve scheduling issues.

Strategy 2: Updating curriculum will be a focus as the new Core Arts Standards are reviewed and direction is given by MSDE

The Music Office aggressively embraced the need to align its curriculum with the Core Arts Standards. The Elementary School General Music Grade 2 Curriculum received a comprehensive re-write, as did MS Music Goes Global (Grades 6, 7, & 8), HS Music Technology, and AP Music Theory, each incorporating the Core Arts Standards as guiding standards for instruction. Additionally, the Music Office initiated a cross county curriculum cohort that included one teacher each from Calvert, Charles, and Howard Counties. The culminating product was then subsequently shared with each county to serve as curriculum resource to be used by each participating system.

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.

All of the aforementioned mechanisms were utilized to monitor student learning in music. With the move towards the Core Arts Standards, emphasis shifted towards informing and educating teachers on their implementation. Ken Skrzysz, MSDE Fine Arts Coordinator, presented a session at the November Elementary Teachers Professional Learning Day. DC/LT meetings and new teacher training all supported the efforts to provide teachers as much up to date information regarding the transition to the New Core Arts Standards, and the subsequent adoption of the Maryland Core Arts Standards.

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).

A digital keyboard lab was purchased for Arundel High School.

Strategy 5: Grant funds will be utilized to attend conferences sponsored by local arts organizations.

Teachers were encouraged to attend local sessions presented by the Maryland Music Educators Association. An amendment to the grant provided for the opportunity to dedicate Fine Arts Grant resources to send members of the Music Office to the National Association for Music Education (NAfME) conference in Dallas, TX.

Strategy 6: An August professional development day will be utilized to provide training for planning instruction based on the ELO's, curriculum, assessment, and SLO's. Communication via email and face-to-face will continue with teachers and administrators to share information regarding new programs, courses, and initiatives.

During the aforementioned sessions, the Music Office worked collaboratively to develop and refine its vision. The effort took place with an effort to maximize teacher buy-in and ownership in the culminating statement: Cultivating Lifelong Learners, Creators, and Consumers of Music. Professional development supporting curriculum, assessment, SLO,

and instruction was delivered at Northeast High School in August, was coordinated and organized by the Music Office Teacher Specialist and Resource Teacher, and was received well by the music teachers in attendance.

#2: Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

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.

Establishing regular and open communication with identified stakeholders was a stated priority of the music office. Inclusion of teachers and administrators in conversations that targeted challenges and potential solutions proved to be effective in working through many of the challenges that were encountered. Efforts to have the music office included on the committee to re-imagine the middle school environment proved fruitful, with the music coordinator being assigned a seat in the group.

Strategy 2: Updating curriculum will be a focus as the new Core Arts Standards are reviewed and direction is given by MSDE.

Local monies were used to form curriculum and assessment teams that re-wrote curriculum. Considerable time was dedicated by music office staff to provide direction and edits to curriculum and assessments.

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.

Local monies were utilized to support regular programming as it pertained to DC/LT meetings and the delivery of Professional Development in August & November. Additional and considerable support was directed by the staff of the Music office to ensure that current and up-to-date understanding of current educational trends, adoption of the new state standards, and support for teachers was coordinated.

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).

The Arundel High School Keyboard lab used grant funds in the total of \$4,159.51.

Strategy 5: *Grant funds will be utilized to attend conferences sponsored by local arts organizations.*

Local monies were utilized to cover substitute coverage for attendance at the MMEA Spring Conference in Baltimore. Due to a beginning of the year staffing change in the Music Office, an amendment was requested and granted to extend the end of the current year through December 31, 2016. As a result, the balance of the funds on this year's grant to be used to send teachers from the music office to attend the November NAFME Conference in Dallas, TX.

Strategy 6: *An August professional development day will be utilized to provide training for planning instruction based on the ELO's, curriculum, assessment, and SLO's. Communication via email and face-to-face will continue with teachers and administrators to share information regarding new programs, courses, and initiatives.*

Time and local money were expended to support training and implementation of the initiatives laid out here. The music office continued to prioritize fostering collaborative relationships with stakeholders as a means to ensure the continued and future development of music office instructional and programmatic initiatives.

#3: Describe which goals, objectives, and strategies included in the BTE Master Plan Annual Update were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Strategy 1: *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.*

While progress was made in the dialogue on this subject, scheduling at the middle school level remains a significant challenge for music educators to deliver quality and meaningful instruction. Additionally, the staffing formulas used to allocate FTE assignments for elementary instrumental music need to be revisited to distribute teaching resource more effectively

Strategy 2: *Updating curriculum will be a focus as the new Core Arts Standards are reviewed and direction is given by MSDE*

Delays in adoption of the new Core Arts Standards and the subsequent changes in COMAR have led to some levels of reduced understanding as to which standards are being utilized.

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.*

The greatest obstacle in regards to this effort pertains to time. Available time to provide necessary and desired supports for all levels of educators is inadequate. While teachers are encouraged to engage in system and state professional development opportunities, available funding has limited the number of teachers who can participate in these 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.*

The addition of a keyboard lab at Arundel was a positive move in the direction of providing all schools with digital music labs, however significant additional resources will be needed to install and subsequently maintain digital music labs in our schools.

Strategy 5: *Grant funds will be utilized to attend conferences sponsored by local arts organizations.*

Available funding limits the number of teacher who can participate in these opportunities.

Strategy 6: *An August professional development day will be utilized to provide training for planning instruction based on the ELO's, curriculum, assessment, and SLO's. Communication via email and face-to-face will continue with teachers and administrators to share information regarding new programs, courses, and initiatives.*

The music office continues to work to identify the most effective means to improve the quality and timeliness of communication among its stakeholders.

#4: Describe the goals, objectives, and strategies that will be implemented during 2016-2017 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

Strategy 1: Participate in and contribute to the discussions pertaining to the current AACPS efforts to comprehensively re-evaluate the middle school experience.

Adjustment - Seek to be included in the Middle School Workgroup and participate in regular meetings regarding scheduling.

Strategy 2: Increase attendance at professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music.

Adjustment - Shift the financial focus of the Fine Arts Grant for music to support staff development efforts.

Related Resources – Fine Arts Grant Funding to support the attendance at related conferences and training.

Strategy 3: Explore and expand upon innovative and creative curriculum development efforts that promote student connections to music while maximizing available resources.

Adjustment – Refine the expectations and defined responsibilities of partner counties as it pertains to cross county curriculum writing activities.

Strategy 4: Provide focused instructional and programmatic support to schools located in the Glen Burnie feeder system.

Adjustment – Dedicate specific and targeted support to facilitate increased student engagement with music at the schools in the Glen Burnie Feeder, with specific focus on Corkran and Marley Middle Schools.

Resources – Music Office Staff time, MOI, and Sensitive Items (local monies) will be designated.

Strategy 5: *Review current course offerings, available resources, and conduct needs assessments to support the system's stated goal of developing a world class music program.*

Adjustment – Continue and expand upon conversations with teachers and students as to the effectiveness of current music offerings in our schools.

**Bridge to Excellence – Programs in Fine Arts
Theatre – 2016**

- 1. Describe the progress that was made in 2015-2016 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan Annual Update.**

Strategy 1: Provide training for school-based administrators and guidance counselors who observe instruction based on the ELOs for the Fine Arts.

Communication about the secondary theatre courses is on-going throughout the school year with the administrators who oversee theatre instruction.

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 and students participated in a full-day conference/festival that included collaborative workshop opportunities in which our professional community partners provided instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre. (\$500)

In addition, staff from a professional theatre company facilitated a 4-day workshop for students and teachers at 5 of our high schools. This Arts Integration and Training offered our teachers the opportunity to implement Common Core Standards alongside theater education. Teachers and students were engaged in activities that promoted the refinement of narrative analytical skills, understanding of characters, plots, and settings, improved creativity, self-confidence, social skills, fine and gross motor coordination,. Through these workshops, participants had the opportunity to work alongside professional actors in a classroom environment to learn about devised theater, stage combat/ movement, improvisation, musical theatre, stage movement and voice, and technical crew responsibilities. (\$2500.)

Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable instructional climate.

The effort continues to provide each high school with an auditorium equipped to meet MSDE facility standards. In 2016, we were able to provide new equipment for several schools, which included: microphones (hanging and body-pack), cables, high quality speakers, transmitters, receivers, mic condensers, a two-way radio pack, an LED followspot, and theatre makeup. (\$3343.)

The Office of High School English 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 sixth year in 2016-17. Students from the PVA programs participate in the theatre workshops.

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 integrate the Arts and provide opportunities for all students.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Strategies 1 and 6:

On-going communication between the Coordinator of High School English and/or the English Specialist and the district theatre teachers remains focused on identifying strengths, opportunities, and challenges facing the Theatre Arts Program.

Strategy 3:

Grant funding provided opportunities for master teachers, professionals, and adjudicators to provide instruction and coaching to teachers. AACPS is currently in its 44th 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 used to refine the focus for the next festival.

Strategy 4:

There remains a continuing need to upgrade and improve facilities to provide a learning environment comparable to industry-standard. Grant funds and contributions from school funds pay for the lighting, technical and sound equipment. Each year, facility and equipment needs are submitted by schools, ranked, and systematically addressed as funding allows. The monies have been allocated to lighting and sound equipment, set design materials, and theatre supplies.

Strategy 5:

The majority of the 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 of our theatre teachers lack academic or experiential background knowledge 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. In an effort to maintain these partnerships, AACPS hosted its 44th Annual Theatre Festival showcasing various performances and techniques.

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.

- 3. Describe which goals, objectives, and strategies included in the BTE Master Plan Annual Update [that] 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 everyone's schedules makes it very difficult to plan meetings with these groups. The High School English Specialists have responsibilities related to the entire high school English core curriculum, publications and electives, which includes theatre yet testing demands require that the majority of their time be spent on curriculum, instruction, and assessments for the core courses. Furthermore, collaboration with the Performing and Visual Arts magnet high school program, which enters its fifth year in 2016-17, only increases the demands on the specialists. A High School English Resource Teacher was hired in the summer of 2015 and she has become the liaison between MSDE and the AACPS High School English Office as well as between the theatre teachers and the AACPS English Office. The resource teachers assists in the 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:

Historically, Theatre Arts teachers have been reluctant to leave their classrooms and rehearsal schedules for additional professional development. Therefore, the job-embedded professional development at the school site and the focused day of workshops has been a successful approach. Additional funds for contracting with professionals for school-based programs would allow us to dive deeper into the curriculum and expand these opportunities to reach a greater number of students and teachers.

Strategy 4:

Remodeling facilities on more than a piecemeal basis requires substantial funding. In addition, some of our theatre teachers lack technology experience and training which has additional financial implications. Further, equipment is in constant use by students; and since many groups such as extracurricular clubs, churches, and community organizations use school facilities, equipment is at high risk for breakage and theft. Schools need to 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.

4. Describe the goals, objectives, and strategies that will be implemented during 2016-2017 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.

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 still needs to be revised to integrate the College and Career Readiness Standards where applicable. We will continue to collaborate with the Office of Advanced Studies to revise and refine curricula for the Performing and Visual Arts Magnet High School in its fourth year of implementation.

Strategy 3:

The grant-funded consultants will continue to provide job-embedded coaching, modeling, and mentoring to raise teachers' levels of knowledge and skills ensuring that the ELOs are supported and classroom instruction is appropriate and effective.

Strategy 4:

An annual review of facilities and equipment needs establishes purchasing priorities. If the funding remains, the Coordinator of High School English, in collaboration with the High School English Resource Teacher, will continue to support modifications to theatre spaces and purchasing of upgraded equipment, as well as materials of instruction. Therefore, grant funds are critical to the continuation of our theatre program.

Strategy 5:

AACPS will continue its partnerships with professional theater organizations and university theatre companies and individuals, replacing and adding partners as needs develop and staff members change.

Bridge to Excellence – Programs in Fine Arts Visual Arts – September 2016

- 1. Describe the progress that was made in 2015 -2016 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 and by email to discuss with Administrators ongoing implementation of recent courses such as Elementary Second Grade, and Advanced Placement Art History and Studio I: 3D Art for High School students. The Coordinator continues to suggest student course sequence schedules and discuss successes and challenges of the magnet course overlays for Middle and High School STEM, IB Digital Palette, IB Digital Palette Advanced and PVA. One credit of visual arts courses is required by those programs.

Strategy 2: Align curriculum and assessments with Essential Learner Outcomes for the Fine Arts and the Voluntary State Curriculum.

Curriculum for all grade levels is aligned with the MSDE ELOs – Visual Arts, the MSDE State Curriculum- Visual Arts and the National Visual Arts Standards. Elementary Grade 2, Advanced Placement Art History and Studio I: 3D Art were rewritten and reformatted to an e-curriculum template during the spring and summer of 2016 to align with the new AACPS Curriculum.

Strategy 3: Provide Staff Development that supports the ELOS in essential Fine Arts Courses.

The Visual Arts Office coordinated and facilitated staff development opportunities for Visual Arts Teachers – the Arts and Common Core professional development for all Visual Arts Teachers, Visual Arts Department Chair and Lead Teacher meetings, and the November Elementary art in-service, which provided updates to staff on art education information, support for Common Core standards, hands-on studio, lesson design, information on student and teacher exhibit opportunities, museum workshops and field trip offerings, best practices and updates on art materials.

Especially important is the New Teacher Orientation sessions that give our new teachers the right start to launch their art education careers. AACPS also supports the annual AP summit in February, which brings High School Teachers, Instructors, and AP Consultants

in the Studio Arts and Art History together. The summit provides 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, "The Challenge of Change: A Continuous Cycle that Requires Both VISION and ACTION", offered by the Visual Arts Office, was introduced to engage teachers in collaboration, communication and connections. Teachers are encouraged to attend professional development and conferences offered by the MAEA. Seventeen (17) AACPS teachers attended sessions at the 2015 MAEA annual conference, and registration was supported by the Visual Arts Office. Five (5) Visual Arts teachers, as well as the Coordinator of Visual Arts, attended and/or presented at the NAEA Convention in Chicago, Illinois in March 2016. 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 Visual Arts Teachers to share innovative and creative ideas from the convention.

Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable environment.

The Visual Arts Office was included in meetings regarding planning with Administrators and Architects on renovation and new construction of Visual Arts facilities in schools. The Visual Arts Office also advised regarding equipment and art materials, and provided input into the architectural plans for the renovations/reconstruction of three Elementary Schools and one High School. Input from the Visual Arts Office was provided in an effort to have studio classrooms designed and equipped to meet MSDE standards. Recently updated lists of recommended equipment and materials are available for all three levels of schools.

The Visual Arts Office supports needs in existing schools when equipment is deemed not repairable and/or unsafe.

Strategy 5: Establish and develop mutually supportive connections with regional and educational organizations and institutions which will assist students in meeting and exceeding the Maryland ELOs.

The Visual Arts Office continues to maintain partnerships with many organizations and community venues to provide competitions, events, and exhibits to highlight the artistic achievements of students at all levels and from all areas of the county. They include: Walters Art Museum, Banneker Douglass Museum, MSDE Storefront Gallery, Maryland State Treasury Building, Maryland Art Education Association, Mid-Atlantic Plein Air Painters Association, Maryland Hall for the Creative Arts, Anne Arundel Community College, Chesapeake Arts Center, Women's Clubs of Anne Arundel County, and Westfield Annapolis.

AACPS partners with Maryland Hall for the Creative Arts and Chesapeake Arts Center, who offer Visual Arts classes for students with opportunities to apply for scholarships.

Strategy 6: *Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.*

The Visual Arts Office supports Arts Integration at the Bates and Brooklyn Park Middle Schools, and six AACPS Elementary Schools. Eighty-five Teachers attended the 21st Century Arts Integration Institute sponsored by Young Audiences of Maryland and AACPS. Administrators, Visual Arts educators, and interested parents are invited to attend and visit these programs in action.

- 2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.**

Strategy 1:

There is a continued commitment to inform Administrators and Guidance Counselors regarding school programs as well as those that provide enrichment opportunities to raise student artistic achievements. Principals inform and support Teachers, ensuring that students are provided with the guidance and encouragement to submit applications to attend the Visual Arts Gifted and Talented Enrichment Program. The Program is held 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, (\$525.00).

Strategy 2:

Continued support is needed for updated courses. High School Teachers met to discuss and network in order to implement AP Art History and Studio 1: 3D Art. One Teacher also contributed to the Quarterly Assessment writing for Studio 1: 3D Art. The Grant provided funds to support substitutes for Teachers to attend these professional learning sessions, (\$1,200.00).

Strategy 3:

Visual Arts staff development is guided by Teacher evaluations from previous in-services and supports new initiatives as per the school system. Exemplary Teacher, Artist, and Consultant-led sessions highlight curriculum assessment, critical thinking strategies, and opportunities for quality, hands-on experiences with art materials and lessons. The Visual Arts Office supported the registration fees and partial lodging for five Teachers presenting at the NAEA Convention 2016, (\$2,882.16). The Grant also supported the registration and travel costs for the Coordinator of Visual Arts to attend the NAEA Conference, (\$1,518.57).

A theme-based professional development, "The Challenge of Change: A Continuous Cycle that Requires Both VISION and ACTION", offered by the Visual Arts Office, was introduced to engage Teachers in collaboration. The Grant supported the workshop for presenters, (\$650.00). The Visual Arts Offered Second Grade Elementary Professional

Learning. The Grant supported a Presenter, (\$125.00) and materials delivered by the Glendale Elementary Teacher, (\$100.00).

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. The AACPS system funds the repairs to older kilns and venting systems. Maintenance of aging paper cutters is supported by the Grant, (\$1,325.97).

Strategy 5:

Continued connections with our many partners are a vital part of our support to varied programs. Involvement in aligning sequencing, and aligning curriculum and skills development has been ongoing with Anne Arundel Community College. The Visual Arts Office also coordinates the Post Baccalaureate Art Integration Certificate Program cohort through Towson University. AACPS has graduated three cohorts. A fourth cohort class is currently completing year two. A fifth cohort will be offered starting in the Fall of 2017.

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 2016, staffing in Visual Arts classes suffered some losses at the High School and Middle School levels.

The Visual Arts Office is still concerned regarding the large class sizes at the High School and Middle School levels, sometimes 34-36 students, as some Secondary staffing was decreased.

Strategy 2:

Curriculum is a work in progress. The Visual Arts Office continues to review and re-edit curriculum documents as needed. The Visual Arts Office continues monitoring new courses and programs for effectiveness in raising student artistic achievements.

The Visual Arts Office continues to work to meet the following challenge of providing immediate access to curriculum and state standards materials for teachers to have in many forms. Increases in costs of materials and aging technical equipment continues to challenge the Visual Arts Office to find funding to provide needed items for implementation of curriculum and updated media. Funding is provided for the purchase of visual journals as motivation for each Visual Arts Teacher to continue documenting 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 are limited and difficult to schedule, as they are scheduled by the AACPS professional development calendar.

Strategy 4:

The Visual Arts Office continues to work to meet the challenge of updating technology and keeping up with increasing enrollment in High School Photography/Digital Imaging courses, which brings about equipment and facility issues. Increases in costs of materials and technical equipment and the need to continually update, continues to challenge the Visual Arts Office in finding funding to provide needed items for implementation of curriculum. AACPS has been very supportive by providing support for Creative Cloud for all secondary schools.

The Visual Arts Office will continue to organize Consultants, Artist-in-Residences, school visitations and staff development opportunities to provide information and awareness of the Arts Integration program in AACPS. AACPS has recognized the need for Teacher support in order to implement AI, in 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 the programs they provide, such as artists-in-residence and other enrichment programs. Scheduling events, assemblies and guest artists in the school day is also 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 low. Limited or no funding to pay Teacher stipends is problematic.

- 4. Describe the goals, objectives, and strategies that will be implemented during the 2016-2017 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 in the "Visual Arts 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. Evites and AXIS are the form of invitation used by the Visual Arts Office. Continued direct communication between schools and the Visual Arts Office via email and telephone is encouraged by the Visual Arts Office.

Strategy 2:

The Visual Arts Office will continue to update curriculum to address the need of assessments and portfolio development as a measure of growth and support of Common Core standards, as implementation of Student Learning Objectives needed for student growth evaluation moves forward. As National Standards are published, we are awaiting 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 in the school system schedule.

The Coordinator of Visual Arts will continue to visit schools as often as possible and provide support with/through the Visual Arts Teacher Specialist visits to each new Teacher and other Teachers as requested by the Principal. The Visual Arts Office will set a goal that by January 2017, 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 Visual Arts 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 2016. Goals continue to be set for more student attendance and colleges to be represented at the event.

An extensive exhibit schedule of over 18 student art exhibits and competitions is again planned for the 2016-17 year, and community partners will be contributing greatly by providing venues as well as help with reception supplies.

Strategy 6:

Continued communication via email and face-to-face meetings with Teachers and Administrators will be used to share information regarding new programs, courses and initiatives. The Visual Arts Office will continue to maintain and improve the Visual Arts website and Visual Arts and Arts Integration Blackboard sites.

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 conform to 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.

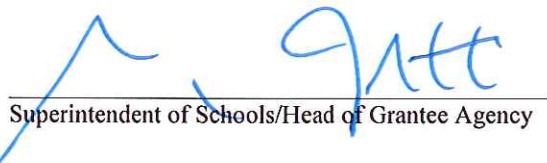
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

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 12/4/2015 16:01:40 Notice of Grant Award 4

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

**Budget FY 2017
Fine Arts Program**

Category/ Program	Line Item	Calculation	Amount
Salaries & Wages			
Goal 1, Objective 6, Strategy 3			
203-205/01	Stipends, Art Teacher Training, Strategy #3	41 teachers @ \$25 each for 2 hours = \$2,050	2,050
203-205/01	Music substitutes for conferences	8 subs@ \$90 per day = \$720	720
Total Salaries & Wages			2,770
Goal 1, Objective 6, Strategy 1 and 4			
Contracted Services			
203-205/01	Consultant, Art, Strategy #3	1 consultant @ \$500	500
Goal 1, Objective 6, Strategy 3			
203-205/01	Consultant, Theatre, Strategy #3	Teaching artists from Compass Rose for 5 high schools, 5 @ \$500 = \$2500; Shakespeare Company consultant for Theatre Festival @ \$500	3,000
203-205/01	Consultant, Music		
Total Contracted Services			3,500
Supplies & Materials			
203-205/01	Supplies, Dance, Strategy #4	Resource materials for K-12 63 @ \$25 = \$1,575; EL 37 @ \$50 = \$1,850.00; MS/HS 40 @ \$30 = \$1,200; MS/HS 1 @ \$186; HS Adapt Dance Resource 102 @ \$15 = \$1,530 EL/MS	6,341
Goal 1, Objective 6, Strategy 4			
203-205/01	Supplies, Theatre, Strategy #4	Supplies for 12 high schools (lighting and sound as requested by schools); items such as handheld/hanging micx @ \$75 each; follow spots @ \$126 each; can spot @ \$120; transmitter/receiver @ \$139; gel set @ \$24 each	3,361
Goal 1, Objective 6, Strategy 4			
203-205/01	Supplies, Music, Strategy #4		
Goal 1, Objective 6, Strategy 2			
203-205/01	Supplies, Art, Strategy #4	Professional Development Supplies such as paper cutters @ \$442 each; PD books @ 10.76each; canvas panels @ 24.95 each	2,101
Goal 1, Objective 6, Strategy 4			
Total Supplies & Materials			11,803
Other Charges			
203-205/01	Conference Fees, Dance		
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Music, Strategy #6	Mid-West (Chicago) conference - air, registration, hotel \$1,560; NAfME conference - air, registration, hotel \$2,255; misc conferences 12 @ \$145 = \$1,746	5,561
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Art, Strategy #6	NAEA conference - air, hotel, registration \$1500	1,500
Goal 1, Objective 6, Strategy 3			
			7,061
212	Fixed Charges	8.77% of stipends/subs	243
Goal 1, Objective 6, Strategy 1-5			
Subtotal:			25,377
201/22		Subtotal, less equipment	
AACPS Indirect fee 2%			508
Total Fine Arts Program			25,885

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

ORIGINAL GRANT BUDGET	\$25,885.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #	17078201	RECIPIENT GRANT #			
REVENUE SOURCE	State	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2016	9/30/2017	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						508.00	508.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	2,770.00	3,500.00	11,803.00				18,073.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				7,061.00			7,061.00
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				243.00			243.00
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	2,770.00	3,500.00	11,803.00	7,304.00	0.00	508.00	25,885.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Darholz</u>	<u>M. Darholz</u>	<u>9/29/16</u>	<u>410-222-5204</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arndt</u>	<u>[Signature]</u>	<u>9-29-16</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2016-17

Local School System (LSS): Anne Arundel County Public Schools

LSS Point of Contact: James Doyle Batten Supervisor, Office of School Security

Telephone: 410-222-5083 Email: jdbatten@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	1			
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				
Use of a handgun in the commission or attempted commission of a felony or other crime of violence				
Assault in the first degree				
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				

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2016 MASTER PLAN UPDATE

Local School System: AA Anne Arundel County
Point of Contact: Debbie Wooleyhand
Address: 2644 Riva Road
Annapolis, MD 21144
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.

 11.16.16
Signature - Local Superintendent of Schools/Chief Executive Officer Date

Please complete certification statement and submit as part of your 2016 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
2016**

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

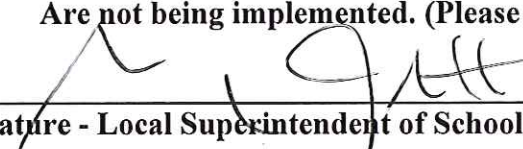
Email: lmartin@aacps.org, gcicero@aacps.org, jtickle@aacps.org

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.)**


Signature - Local Superintendent of Schools/Chief Executive Officer

8.29.16
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 2016

In an effort to ensure accurate maintenance of student records in Anne Arundel County Public Schools, the following plan has been implemented:

- Regular training for high school registrars regarding all aspects of student records.
- Training in April and May for all records secretaries to discuss electronic and “hard” records’ accuracy and appropriate transitions of records to the next level.
- Orientation and procedures training for new records staff in partnership between the Office of School Counseling (OSC) and the Office of Student Data (OSD)
- Records support for school-based staff working with electronic and “hard” records provided by phone/email and onsite at school request by OSC and OSD
- School Law and the Secretary Intranet site regularly updated and maintained with weekly announcements on pertinent student records issues. All secretarial staff working with student records have access to this tool, as do all school counselors, principals, and first and second year assistant principals.