DISCUSSION/ACTION
6.0

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 9, 2012

MEMORANDUM

To: Members of the Board of Education

From: Joshua P. Starr, Superintendent of Schools

Subject: Final Approval of the Comprehensive Master Plan

Under the *Bridge to Excellence in Public Schools Act of 2002* (BTE), enacted by the Maryland General Assembly in 2002, local education agencies in Maryland are required every year to submit a Comprehensive Master Plan (Master Plan) that links school finance to decisions about school improvement. BTE is a standards-based approach to public school financing designed to be consistent with the federal *No Child Left Behind Act of 2001* (NCLB). BTE requires the Maryland State Department of Education (MSDE) to set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for the performance of all students and all racial/ethnic and special services groups. By design, the legislation requires school systems to integrate state, federal, and local funding and initiatives into the Master Plan.

Background

In May 2012, the United States Department of Education approved Maryland's waiver application for flexibility from some of the long-standing requirements of NCLB. The 2012 Master Plan has been adjusted to address the demands of Maryland's new accountability structure. These changes are most evident in Maryland's Accountability Plan in Section B—Standards and Assessments.

Impact of Maryland's Accountability Waiver

Maryland's accountability waiver eliminates the current Adequate Yearly Progress (AYP) formula and removes the requirement to report on existing levels of school performance, such as school improvement, corrective action, and restructuring planning. The waiver also eliminates the automatic sanctions associated with the previous AYP formula, such as school choice, supplemental educational services, and restructuring. In lieu of AYP, a complex formula called a School Progress Index is being developed that will take into account a variety of data points including achievement, growth, gap reduction, and college and career readiness. Annual Measureable Objectives will be calculated for each school and each subgroup in each of the components of the School Progress Index.

Schools no longer will be considered in Improvement, but Title I schools may be identified as Priority Schools (the lowest 5 percent in Achievement statewide) and Focus Schools (the lowest 10 percent of Gap Reduction statewide). Accountability measures, in terms of improvement status, will apply only to Title I schools, although the district will need to provide certain supports to lower-performing non-Title I schools. All schools will continue to be required to have a school improvement plan that will be reviewed by the Office of School Support and Improvement.

Scope of the 2012 Master Plan

In response to feedback from key stakeholders across the state, Dr. Lillian M. Lowery, state superintendent of schools, proposed changes to the 2012 Master Plan Update to reduce the burdensome nature of the planning process. Over the years, the inclusion of additional programs and reports had expanded the scope of the Master Plan and its intended strategic focus. Many of the components formerly included in the Master Plan required by the Code of Maryland Regulations will be monitored through other processes and on an alternate timeline. Additionally, Dr. Lowery requested that the Master Plan timeline be altered to require that both components of the plan, Part I and Part II, be submitted on the same date, October 15, 2012.

Content of Submission

Part I: Section A—Executive Summary and State Success Factors

- Introduction
- Finance

Section B—Standards and Assessments

- Maryland's Accountability Plan
  - Priority, Focus, and Reward Schools
  - Annual Measurable Objectives
  - Science and Social Studies
  - High School Assessments
  - Strands
- Specific Student Groups in Bridge to Excellence
  - Career and Technology Education
  - Early Learning
  - Gifted and Talented Education
  - Special Education
  - Education that is Multicultural

Section C—Race to the Top Scope of Work (MCPS is not required to address this section.)

Section D—Great Teachers and Leaders

- Highly Qualified/Highly Effective Staff
- High Quality Professional Development

- Persistently Dangerous Schools
- Attendance
- Graduation and Dropout Rates

Part II: Attachments

- Attachments 4A–6A: School-Level Budget Summary, Consolidation of *Elementary and Secondary Education Act of 1965* (ESEA) Funds for Local Administration, and Non-Public School Information for ESEA
- Attachment 7: Title I, Part A—Improving Basic Programs
- Attachment 8: Title II, Part A—Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Attachment 10: Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Attachment 12: Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk
- Attachment 13: Fine Arts
- Victims of Violent Criminal Offenses Report
- Achieving Equity in Teacher Distribution
- Transfer of Educational Records for Children in State-Supervised Care
- Review and Updating Student Records Verification Statement

Recommended Resolution

WHEREAS, The Maryland General Assembly enacted Senate Bill 865, *Bridge to Excellence in Public Schools Act of 2002*, on April 4, 2002, and on May 6, 2002, Governor Parris N. Glendening signed the Act into law; and

WHEREAS, The *Bridge to Excellence in Public Schools Act of 2002* requires local school systems to submit annual updates of their five-year Comprehensive Master Plan to the Maryland State Department of Education by October 15 of each year, to include prior-year revenues and expenditures with the annual update; and

WHEREAS, The Montgomery County Public Schools update on the *Bridge to Excellence in Public Schools Act of 2002*—Comprehensive Master Plan fulfills all of the required components, including strategies and supporting documentation; and

WHEREAS, The United States Department of Education granted Maryland a waiver from some of the strictest requirements of the federal *No Child Left Behind Act of 2001*; and

WHEREAS, The 2012 Comprehensive Master Plan has been adjusted to address the expectations of Maryland's new accountability system; now therefore be it

Resolved, That the Board of Education approves Part I and Part II of the Montgomery County Public Schools *Bridge to Excellence in Public Schools Act of 2002*—Comprehensive Master Plan for 2012; and be it further

Resolved, That Montgomery County Public Schools staff submits the Comprehensive Master Plan to the Maryland State Department of Education on or before October 15, 2012, as required by the *Bridge to Excellence in Public Schools Act of 2002*.

Present at the Board table for today's discussion are Mr. Larry A. Bowers, chief operating officer; Dr. Beth Schiavino-Narvaez, deputy superintendent of school support and improvement; Dr. Kimberly A. Statham, deputy superintendent of teaching, learning, and programs; Dr. Susan F. Marks, acting associate superintendent of shared accountability; and Mrs. Carol J. Hurley, acting director, Department of Management, Budget, and Planning.

JPS:LAB:sjl

Attachments (copy available to the public in the Office of the Chief Operating Officer)

Montgomery County Public Schools
Comprehensive Master Plan

October 9, 2012

MONTGOMERY COUNTY PUBLIC SCHOOLS
Comprehensive Master Plan
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MONTGOMERY COUNTY PUBLIC SCHOOLS
Local Planning Team Members

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

Name	Affiliation/Title with Local School System
Larry A. Bowers	Chief Operating Officer
Beth Schiavino-Narvaez	Deputy Superintendent for School Support and Improvement
Kimberly A. Statham	Deputy Superintendent for Teaching, Learning, and Programs
Brian K. Edwards	Chief of Staff, Office of the Superintendent of Schools
Carole C. Goodman	Associate Superintendent, Office of Human Resources and Development
Erick J. Lang	Associate Superintendent, Office of Curriculum and Instructional Programs
Susan F. Marks	Associate Superintendent, Office of Shared Accountability
Chrisandra A. Richardson	Associate Superintendent, Office of Special Education and Student Services
Linda Adams	Supervisor, Pre-K-12 Fine Arts, Dept. of Curriculum and Instruction
Nancy Austin	Management and Budget Specialist, Department of Management, Budget, and Planning
Janine Bacquie	Director, Early Childhood Program and Services
Betsy Brown	Director, Department of Curriculum and Instruction
Juan Cardenas	Assistant to Associate Superintendent, Office of Shared Accountability
Deann M. Collins	Director, Division of Title I Programs
Martin (Marty) Creel	Director, Department of Enriched and Innovative Programs
Marianne Erickson	Senior Reports Specialist, Office of Shared Accountability
Monique T. Felder	Director, Department of Accelerated and Enriched Instruction
Carol Hurley	Director, Department of Management, Budget, and Planning
Virginia Lockhart	Coordinator, Department of Curriculum and Instruction
Gwendolyn J. Mason	Director, Department of Special Education Services
Moriah A. Martin	Assistant to Associate Superintendent, Office of Human Resources and Development
Kia Middleton-Murphy	Acting Assistant to Associate Superintendent, Office of Special Education and Student Services
Nicola (Nicky Diamond) Milwit	Executive Assistant, Chief Operating Office
Jody Silvio	Coordinator, Office of Curriculum and Instructional Programs
Anne R. Taylor	Coordinator, Department of Enriched and innovative Programs
Dana Tofig	Director, Department of Public Information and Web Services
Karalee C. Turner-Little	Executive Director, Office of School Support and Improvement
Ursula A. Hermann	Director, Department of Student Services
Stephanie Williams	Director, Department of Policy, Records, and Reporting
Karen C. Woodson	Director, Division of ESOL/Bilingual Programs
Suzanne M. Woertz	Supervisor, Testing Unit, Office of Shared Accountability

MONTGOMERY COUNTY PUBLIC SCHOOLS

COMPREHENSIVE MASTER PLAN
2012 Annual Update

EXECUTIVE SUMMARY

I.A. Introduction

This update to the Comprehensive Master Plan for Montgomery County Public Schools (MCPS) reflects the ongoing use of key academic and organizational performance data in strategic planning and budgetary decision making. It reflects substantial participation of stakeholders and the targeted deployment of resources to address specific areas of identified concern.

The dedication to continuous improvement by the MCPS staff, students and community was acknowledged in April, 2012, when MCPS along with 10 organizations was recognized by the U.S. Secretary of Commerce as a Malcolm Baldrige National Quality Award recipient. MCPS was a recipient of the 2010 Baldrige Award, which is the nation's highest Presidential award for performance excellence. MCPS continues to welcome many districts and organizations to Montgomery County who are seeking to learn how a large school district has put sound business and operational principles into action.

The district's continued dedication to the Baldrige Criteria helped facilitate Dr. Joshua P. Starr's successful first year as Superintendent of Schools and has prepared the district for even greater success in the future.

Since the initial submission of a Five-Year Comprehensive Master Plan in 2003, MCPS has expanded strategic planning efforts among all offices and schools, based on the organizational improvement principles of the Baldrige Criteria and has taken the use of data to drive improvement to a new level. These efforts have contributed to greater internal and external collaboration among key stakeholders—particularly among employee associations and parent organizations. In turn, the system has gained greater organizational capacity to implement improvements that are transforming the school district and creating an environment where all students can achieve.

The district's emphasis on professional development of teachers and other staff to improve instruction and student achievement has resulted in significant organizational changes and successes. MCPS continues to be a national leader in student performance, with the exceptional recognition of its schools in numerous national measures:

- For the fourth year in a row, MCPS had the highest graduation rate among the nation's 50 largest school districts, according to the annual *Diplomas Count* report published by *Education Week.* MCPS also has the nation's highest graduation rate for African American males among the districts with the largest number of African American male students, according to a Schott Foundation for Public Education report.
- MCPS placed five schools in the top 100 of *the Washington Post's* 2012 High School Challenge rankings. All 25 MCPS high schools appear in the rankings, which represents the top eight percent of the nation's most rigorous high schools. Additionally, nine MCPS high schools were ranked among the nation's 1,000 best by *Newsweek/The Daily Beast* on its list of America's Best High Schools. The MCPS Class of 2011 set a record for Advanced Placement (AP) performance,

with half of its 2011 graduates earning a college-ready score on at least one AP exam—nearly twice the rate of the state of Maryland and triple the rate nationally.

- Seniors from the Class of 2011 earned more than $245 million in college scholarships, including 81 students who were named National Merit Scholarship winners.
- The district's scores on state and national assessments remained very high. On the SAT, the Class of 2012 earned an average score of 1651, a 14 point increase from the Class of 2011. African American and Hispanic students continue to outpace the state and the nation in SAT participation and performance.

The operational effectiveness of MCPS also was recognized this year with the awarding of the 2012 Achievement of Excellence in Procurement Award from the National Procurement Institute. This award recognizes organizations that demonstrate innovation, professionalism, productivity and leadership in procurement.

Overall, MCPS continues to provide students with an excellent education and Montgomery County citizens are getting a strong return on the investment they have made in their public school system.

However, many challenges remain. Disparities in student performance by race/ethnicity, socioeconomic status, language proficiency, and disability have narrowed in many areas, but still exist. This becomes vitally important as the demographics of MCPS' student body continue to grow and change. MCPS' enrollment now hovers around 149,000 students and has grown by almost 12,000 students in five years. MCPS' Hispanic enrollment has grown to represent more than one quarter of our student body, surpassing the enrollment of African American students (21.2 percent). White students now represent about one-third (33.8 percent) of MCPS enrollment and Asian American students about 14 percent.

The percent of students living in poverty has more than doubled over the past 20 years. In 1990, 15.2 percent of MCPS students were eligible to participate in the received Free and Reduced-price Meals (FARMS) program and by 2011, that figure increased to greater than 32 percent. While the FARMS population is still somewhat concentrated in certain clusters, poverty exists across the county.

The number of students for whom English is a second language (ESOL) has increased even more dramatically, with ESOL enrollment more than tripling over the past 20 years. Currently more than 13 percent of our students received ESOL services, with the rate in elementary grades at well over 20 percent.

Montgomery County citizens continue to make a strong investment in public education, but even with a modest increase in the Fiscal Year 2013 operating budget, per-pupil spending is down more than $1,000 per student from FY 2009. As detailed in the strategic plan, *Our Call to Action: Pursuit of Excellence*, the school system is continuing to target improvement and intervention efforts in key areas, including early childhood education, rigorous and accelerated course work, high school literacy, professional development of staff, student support, and formative assessments of student performance. These efforts reflect greater input from the community and ongoing efforts to more closely align operating budget allocations with strategic planning decisions.

While the budget does not allow for any major new initiatives, the district is continuing to strategically make programmatic improvements in its instructional programs at all grade levels. The district is continuing to implement its improved elementary grades curriculum, called Curriculum 2.0, which is designed to provide a strong foundation in the core academic areas of mathematics, reading, and

writing, while putting a renewed focus on other important curricular areas, such as science, social studies, and the arts. Curriculum 2.0 is also designed to develop in students the critical and creative thinking skills that are so important to success in the 21st century. Curriculum 2.0 is fully aligned to the Common Core State Standards in core areas, and has been implemented in all classrooms, kindergarten through third grade. Parents in those grades will receive an improved standards-based report card that provides more information about how students are performing against grade-level expectations.

The district is also the first in Maryland to have schools authorized to provide the International Baccalaureate Career Certificate program. This program, authorized for Rockville and Watkins Mill high schools, combines the rigor and whole student focus of IB, with career-focused classes and experiences. The system will continue to focus its resources on expanding its efforts to improve the student performance at the middle school level and invest in equity training for staff to address historical issues of bias that are obstacles to improved student performance.

MCPS also has entered into an agreement with Montgomery College and the Universities at Shady Grove to develop the Achieving Collegiate Excellence and Success (ACES) program. ACES is designed to improve college enrollment and completion among student groups that are traditionally underrepresented in higher education and first-generation college attendees. The program will provide interventions and supports for students throughout high school and higher education, with a focus on helping students attain their baccalaureate degrees.

This update of the Comprehensive Master Plan continues to demonstrate the vital link between the strategic plan and the operating budget. In addition, specific progress toward meeting federal, state, and local goals are identified, along with details about specific resource allocations for initiatives designed to support continued improvements. Consistent throughout the update is the specificity of any program changes based on the most recent assessments of student performance. This reflects the inherent strength of the strategic planning process in MCPS.

Publicly addressing difficult issues is a key strength of MCPS strategic planning. The system strives for unified and consistent implementation of improvements across the school system. The alignment reflects not only the structural improvements but also the collaboration among key stakeholders. MCPS is one of the few school systems nationally in which the leaders of all employee unions actively participate in the leadership of the school system. Parent organizationshave an exceptionally important role, as well. Along with the employee associations, the Montgomery County Council of PTAs is actively involved in the development of the operating and capital budgets from inception to final passage. Their involvement gives voice to critical stakeholders in one of the most important discussions that takes place in the district.

In order to ensure continuous improvement in MCPS, Dr. Starr has identified three strategic areas that will help the district not only serve its growing student population, but will provide the knowledge and skills they need to be successful in the global economy. The three areas of focus are professional development; timely, comprehensive interventions; and developing a framework for true community engagement and collaboration.

In the coming year, the superintendent and the Board of Education also will be updating the district's strategic plan so that it can continue to be the foundation for continuous improvement in all aspects of MCPS operations and instruction.

In conclusion, the focus of MCPS staff on the needs of all students, efficient operations, and sound business practices have allowed the district to thrive even during times of economic challenges and changes in leadership. We remain committed to the goals of our strategic plan and our mission to provide every student with a world-class education.

I.B Finance

Because of the unfavorable fiscal climate, Montgomery County Public Schools (MCPS) continued to sustain significant reductions in local resources for its FY 2012 operating budget. In FY 2012, the Montgomery County Board of Education (BOE) requested a FY 2012 Operating Budget of $2,205,722,618. This assumed a local contribution of $1,497,190,404, the minimum permitted by Maintenance of Effort (MOE) law. The Montgomery County Council decreased the BOE requested budget by $118,936,005 (5.4 percent) to $2,086,786,613. The appropriated amount included a local contribution of $1,370,101,480, a decrease of $44,983,864 (3.2 percent) below the FY 2011 local contribution. In addition, the approved appropriation included a FY 2011 ending fund balance of $17 million as a result of a hiring freeze and comprehensive expenditure restrictions that were implemented during the 2010-2011 school year. The appropriated total budget of $2,086,786,613 was $17,401,427 less than the FY 2011 budget of $2,104,188,040.

The amount of state aid for FY 2012 increased by $88.7 million over FY 2011 to $559,837,103. A total of $39.8 million of this increase resulted from state aid formulas, including an enrollment increase of 2,262 students. The remaining $48.9 million of the increase resulted from the substitution of state funds for federal grants through the *American Recovery and Reinvestment Act of 2009* (ARRA) and the Education Jobs Fund (EJF) funds.

The FY 2012 budget included an estimated reduction of federal aid of $48.9 million as a result of the termination of ARRA funding, and $17.5 million distributed by the state in EJF funds that replaced mandated state aid for FY 2011. The FY 2012 budget included $4,377,655 EJF and MCPS received an additional $324,014 in EJF funds during the year.

The FY 2012 budget appropriated by the County Council included reductions totaling $118,936,005, including 300.6 positions that had to be made from the BOE requested budget. These reductions included $28 million for salary steps and longevities for employees, $4.8 million in central services reductions, and $19.1 million in school-based programs and school operations support. The overall change in the number of positions from FY 2011 to FY 2012 was of 141 positions since 159.6 positions were added for enrollment growth of 3,400 students and other changes.

In FY 2013, the BOE requested a budget of $2,132,839,512, including a local contribution of $1,392,286,148 – the minimum permitted by MOE state law. The County Council increased the BOE's budget by $27,190,083 to $2,160,029,595. The $27.2 million increase resulted from a shift of a portion of state teacher pension costs from the State to MCPS. As a result, the County Council adopted budgeted included a local contribution of $1,419,513,701. State law now designates that counties must increase their local contribution by the amount of the pension payments through FY 2016.

The FY 2013 budget for state aid increased by of $28,494,883 million over FY 2012 to $588,331,986, resulting from state aid formulas. Federal aid estimates from the Maryland State Department of Education were not available until after the budget was adopted. However, the Master Plan Update for FY 2012 includes program and resource plans for federal programs based on final estimated funding.

The FY 2013 Operating Budget includes $14.6 million to provide education services to an estimated 2,309 additional students. The budget includes $1.8 million necessary to open one additional elementary school and the costs related to the addition of 144,000 square feet of space added for school renovations and modernizations. For the first time since FY 2010, funds were budgeted and approved ($25.3 million) to provide salary steps and longevity payments to employees. Also, $37.7 million, including $27.2 million for the shift of pension costs from the state to the MCPS budget, was budgeted for benefits for current employees. A total of $3 million was budgeted for inflation for textbooks, materials of instruction, media materials, and maintenance and building services supplies, a 1 percent rate change for nonpublic schools that serve special education students, additional costs for bus fuel and supplies, and other items. To fund these required amounts and stay within the MOE budget limit, the Board of Education had to reduce its budget by $9.2 million - $6.4 million in central services resources and $2.8 million in school-based resources and school support operations.

Despite severe fiscal challenges, the Board of Education has maintained the focus of the school system on the priorities and initiatives included in the master plan. The details of the budgets for FY 2012 and FY 2013 are provided on Charts 1.1A and 1.1B.

Analyzing Questions - Prior Year Variance Table

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

   The FY 2012 total revenue figure provided in the FY 2011 Master Plan was based on the FY 2012 Operating Budget amount of $2,030,252,871. This did not include carry-forward and encumbrance amounts from prior years. To capture a true picture of how actual revenue compared to budgeted, this reconciliation is necessary. As shown on the Prior Year (PY) Variance table, MCPS ended the year with $12.2 million less in revenue than anticipate. However, MCPS experienced a $40.8 million expenditure surplus as described below. Overall, these factors did not have an impact on MCPS's progress toward achieving Master Plan goals during FY 2012.

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

The FY 2012 budget submitted last year did not include carry-forward and encumbrances from prior years. Including this amount of $21,650,996, the revised original FY 2012 budget is $2,051,903,867 – the same as the revenue figure. Actual FY 2012 expenditures are $2,011,107,570.48. Compared to the original budget there is an expenditure surplus of $40,796,297. Including both revenue and expenditures, MCPS ended the year with a net surplus of $28,610,683.80.

The expenditure surplus is a result of the fact that MCPS experienced significantly more retirements at the end of FY 2011 than expected and this resulted is salary savings in FY 2012. In addition, MCPS hired new teachers at a lower annual salary than what was budgeted. There were no changes between the original FY 2012 budget and the FY 2012 actual budget that had any impact on program goals. For some grant programs, actual figures may be lower than budgeted expenditures because some funding will be spent in FY 2013, before September 30, 2012. Also, in some cases there are actual amounts for federal, state, and local grants with no budget. This is due to the fact that MCPS budgets a lump-sum appropriation of $9.4 million, called the Provision for Future Supported Projects (PFSP). When MCPS receives grants that are not budgeted, it transfers appropriation from PFSP to establish the grant program. There is no overall change to the budget. On the PY Variance Chart the PFSP funds show in Other Resources/Transfers on the revenue chart in the original budget column. In the expenditure section, the budget for PFSP is included in the unrestricted Mandatory Cost of Doing Business in the original budget column.

In summary, the actual FY 2012 budget for expenditures was $28,610,683.80 less than budgeted. This surplus resulted primarily from salary savings and it had no impact on the progress toward achieving the Master Plan goals.

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

   Montgomery County Public Schools did not receive ARRA State Fiscal Stabilization Fund funds for FY 2012. The amount received in FY 2011 was used to defray utilities costs, allowing MCPS to use local funds to maintain 494 teacher positions. The amount shown in the FY 2012 actual column of $1.9 million was carry-forward from FY 2011.

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

   MCPS did not use SFSF funds for construction projects.

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

   MCPS received $31,261,214 in SFSF funds in FY 2011. These funds were used to cover the cost of utilities. This allowed local funding to be used to maintain 494 teacher positions that otherwise may have had to be reduced.

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

   As part of its strategic plan, *Our Call to Action: Pursuit of Excellence 2011-2016*, MCPS continues to work to remove barriers that impede access to participation in district programs and activities. The district has concentrated on barriers that may limit participation for students by race and ethnicity and students who primarily speak a language other than English.

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

   In FY 2011, MCPS received $53.9 million in ARRA funds. The district prepared multiyear plans and projections that made the Board of Education and the community aware of the potential problems caused by the funding cliff. MCPS used as much of the ARRA funding as possible for one-time activities that did not carry any future funding requirements, such as professional development, technology, and program and curriculum development. While ARRA funding for Title I and IDEA was reduced in FY 2012, other funding sources, including substantial increases in state aid and federal Education Jobs Funds aid mitigated reductions in programs and activities related to ARRA goals. MCPS has maintained and strengthened fundamental reform efforts despite the funding cliff.

Pg. 13

Maryland's New Accountability Plan

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

Reward*, Focus*, and Priority** Schools

*designations relate to Title I schools only
**designation relates to Title I or Title I eligible

Maryland school systems consist of the following:

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

Reward Schools:

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

High Progress Reward Schools are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less

gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I schools. A list of reward schools can be found in Table 2 of Maryland's ESEA Flexibility Request Application (pgs 129-132) at http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525

1. Describe the LEA's strategies to recognize Reward schools (if applicable).

   Montgomery County Public Schools (MCPS) has no reward schools.

Focus Schools:

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

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

In MCPS, two Title I focus schools have been identified – Kemp Mill and Brookhaven elementary schools. The Department of Title I Programs (DTP) and the Office of School Support Improvement (OSSI) will collaborate with these schools to develop professional development activities that are designed to address the specific needs within the school. DTP will also provide technical assistance as schools explore research-based strategies to identify appropriate interventions focused on underperforming subgroups and engage parents in improving student achievement (Attachment 7).

An Enhanced School Improvement Team (ESIT) may be used to address performance concerns of the district's focus schools. School administrators, leadership team members, and staff from the OSSI and other central office staff members, including staff from the DTP are included on the team. The goals of an ESIT are to strengthen the local school's ability to examine and analyze data, develop a comprehensive school improvement plan and action plans, and use the

information to make instructional changes to meet individual student needs and close gaps between subgroups.

Priority Schools:

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

The Maryland State Department of Education expects that school districts with Priority Schools will use a certain portion of their Title I funding from the federal government to implement their choice of turnaround models or turnaround plans for intervention. Maryland has identified 21 Priority Schools. Sixteen of the Priority Schools are currently being served with funds from Title I, Section 1003(g). The additional five schools will be served using Title I, Part A funds reserved by the district. All Priority Schools are eligible to receive between $50,000 and $2 million per year for the next three years to help execute their turnaround models or interventions. Since these Priority Schools will take additional measures of attention and support, it is expected that these schools will implement multifaceted plans for school reform including recruiting staff, enriching instructional programs, professional development, and developing a system of accountability that will help turnaround models and intervention measures. All Priority Schools will be monitored by the LEA and MSDE.

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

MCPS has no priority schools.

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Maryland School Assessment (MSA)

Reading

Based on the examination of AYP Reading proficiency data for elementary schools (Table 2.1) and middle schools (Table 2.2):

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

   At the elementary school level, the reading proficiency rate (proficient and advanced) in 2012 remained stable at 91.7% for all students, with 44 percent of students scoring in the advanced range in reading. White and Asian American students scored 97.2 percent and 96.3 percent, respectively, while Black/African American students scored at 84.7 percent and Hispanic students at 86.6 percent.

   With 75.2 percent proficient, a 0.5 percentage point gain was seen for students receiving special education services and a 0.8 percentage point gain for LEP students (80.0 percent). The performance of students receiving services through Free and Reduced-Price Meals System (FARMS) declined by 0.1 percentage point, at 83.5 percent proficiency.

   At the middle school level, the reading proficiency rate (proficient and advanced) for all students was 88.9 percent, a 0. 9 percentage point decline from 2011 with 55.8 percent of students scoring in the advanced range. Proficiency rates for White and Asian students were 96.4 percent and 95.2 percent, respectively. Black/African American students were proficient at a 81.3 percent rate and the proficiency rate for Hispanic/Latino students 80.3.

   Students receiving special education services scored at a proficiency rate of 66.5 percent, a decline of 2.8 percentage points from 2011. The reading proficiency rate for students receiving FARMS services was 77.0, a 1.5 percentage point decrease from the previous year. Proficiency rates for LEP students was 55.4, a 1.1 percentage point decline from 2011.

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

   At both the elementary and secondary levels, efforts will be expanded to ensure access to curriculum for students with disabilities and with limited English proficiency and to align curriculum with the Common Core State Standards. Scaffolding instruction through a coordinated, consistent curriculum that meets the needs of all students and engages them in the learning process is critical. Ensuring good first teaching prior to interventions contributes to student success.

During 2012–2013, full implementation of web-based Curriculum 2.0, aligned with the CCSS in reading, mathematics, and writing, occurred in Kindergarten, Grade 1, Grade 2, and Grade 3. Implementation in Grades 4 and 5 is planned for subsequent years. Curriculum 2.0 continues to emphasize daily small group reading instruction in all elementary grades. Increasing the amount of reading to build stamina, implementing effective vocabulary instruction, promoting comprehension through application of strategies, and reading complex text will be emphasized. The elementary curriculum allows opportunities for students to develop reading skills within the content areas, and to read widely across content areas. A focus on thinking and academic success skills promotes reading performance. All elementary schools have a school-based reading specialist.

Seventy elementary schools are implementing a new program, *Leveled Literacy Intervention*, for small groups of identified LEP students and those those students identified with disabilities in Grades 1–3. Implementation will be expanded to include 24 schools that will receive the kindergarten level. A focus on improved reading performance in the early grades supports student success in Grades 3–8.

Resources have been identified to supplement the Grade 6 Reading course and reading interventions in Grades 7 and 8. Guidelines for matching high-interest expository materials to students' reading levels have been provided to schools with the greatest needs. A highly engaging computer-based reading program, *Read About*, has been recommended as an instructional supplement to support small group instruction. Online professional development resources to promote effective reading instruction in middle school were rolled out during 2011–2012, and middle school reading specialists (or designated representative) received training on matching materials to student needs and effective reading instruction for challenged readers.

The district will expand its efforts to emphasize literacy instruction in content areas. Resource sets of texts at varied reading levels were identified and purchased for use in science classes in four middle schools. Implementation guidelines will be provided for the science teachers to support the effective use of these materials. A district emphasis on implementing the Common Core State Standards for Literacy in History/Social Studies, Science, and technical subjects, Grades 6–12, will support improved reading achievement for middle school students.

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Maryland School Assessment (MSA)

Mathematics

3. **Based on available trend data, describe the challenges in mathematics. In your response, identify challenges in terms of subgroup(s).**

Elementary mathematics performance at the proficient and advanced levels increased by 1.0 percentage point to 89.7% for all students. White and Asian students reached proficiency rates of 96.7 percent and 96.8 percent, respectively. Although increasing by 1. 7 percentage points from 2011, the percent proficient for Black or African American students was 80.2 percent. Hispanic/Latino students were proficient or advanced at a rate of 82.9 percent, an increase of 1.2 percentage points from 2011.

The proficiency rate for elementary students receiving FARMS services was 79.4 percent, an increase of 1.5 percentage points from 2011. LEP students were proficient or advanced at a rate of 76.2 percent, an increase of 1.8 percentage points from the previous year The most significant challenge was noted for special education students, with performance at 65.5 percent proficient, a 0.1 percentage point increase from 2011.

At the middle school level, student performance at the proficient and advanced levels increased by 1.5 percentage points for all students to 81.2%. The percent proficient or advanced for White and Asian students was 93.0 and 94.6, respectively. Although increasing by 2.5 percentage points, the percent proficient or advanced for Black/African American students was 67.1. Hispanic/Latino students showed an increase of 1.4 percentage points; however, the percent proficient or advanced was 67.7.

Student receiving FARMS services were proficient or advanced at a rate of 62.6 percent, a 2.0 increase from 2011. Students receiving special education services were proficient of advanced at a rate of 52.3 percent, an increase of 1.2 percentage points. The proficiency rate for LEP students was 50.3, a 2.6 percentage point gain from 2011.

The following challenges continue to be evident:

- Developing and retaining highly qualified teachers of mathematics at all grade levels.
- Developing and retaining special educators who can work effectively in self-contained and inclusion mathematics classrooms.
- Developing a systemwide culture of high expectations for all students that recognizes and overcomes individual and institutional beliefs, attitudes, and assumptions that are barriers to student achievement.
- Improving the MSA/HSA passing rate of students with disabilities at the elementary, middle, and high school levels to meet the pass rate of their non-disabled peers.
- Providing schools the guidance and support needed to implement a continuum of special education services to meet the unique needs of students with disabilities.

- Promoting various coteaching models, planning for accessibility, incorporating assistive technology, and differentiating formative assessments.

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

The district has numerous initiatives and programs in place to address the challenges that we face. Specific adjustments are described below:

- **Targeted and Strategic School Support**—Central office special education and mathematics supervisors, instructional specialists, and Itinerant resource teachers support school teams in the improvement of instructional delivery models to address the diverse needs of students through school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities. Integrated in this support are principles of Universal Design for Learning (UDL)
- **Math Content Coaches (MCC)**—To increase the content knowledge and instructional strategies of teachers of mathematics, MCCs have been placed in many Title I schools and additional high needs elementary schools. The professional development provided for these support staff members has been expanded to allow every elementary school to identify a math representative to attend select MCC training sessions and collaborate with the school's staff development teacher to provide job-embedded training and support to staff members on mathematics instruction.
- **Development and Implementation of Standards-based Curriculum and Assessments**—Mathematics curriculum, instruction, assessment, and professional development resources are being aligned with the Common Core State Standards and will be implemented during the 2012–2013 school year in Grades K–3, with plans to roll up the elementary and secondary grades in subsequent years. In all grades, mathematical practices continue to be emphasized in communication, support, and training resources and initiatives.
- **Curriculum Training and Development**—To support development, implementation, and continuous improvement of teaching and learning, professional development will be provided to staff members in a variety of formats and venues, including face-to-face or webinar sessions and on-demand video resources provided in a web-based environment.
- **Extended Time**—The initiative providing extended-day and extended-year programs for Title I schools and for all middle schools has been aligned with the Common Core State Standards. Staff members continue to be supported in identifying students to participate, communicating the importance of the program to the community, and implementing the program.
- **Ensure Access to the General Education Curriculum for Students with Disabilities and with Limited English Proficiency**—MCPS will continue efforts to provide

effective instruction in mathematics, aligning with the Common Core State Standards and mathematical practices, and utilizing Universal Design for Learning (UDL).

- **Interventions**—MCPS will continue to review and identify effective intervention strategies, materials, and programs to ensure mathematics proficiency of all students by beginning with good first teaching and matching intervention practices to student needs.
- **Resource Allocations**—Online curriculum, instruction, assessment, and professional development resources will be supported, as well as interventions, job-embedded professional development, training on the coteaching model, and data analysis/instructional planning support.
- **Staffing**—The critical shortage of highly qualified mathematics teachers in general and special education will be addressed through expanded recruitment, induction, and mentoring.

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Maryland School Assessment (MSA)

Maryland School Assessment Science

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

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

The percent of elementary students scoring proficient or advanced in science was 73.0 percent for all students, a 0.7 percentage point increase from 2011. The proficiency levels for White and Asian students were 90.1 percent and 86.1 percent, respectively. Black/African American students scored at a proficiency rate of 53.9 percent with a 0.6 percentage point increase from last year. Hispanic/Latino students scored the same proficiency rate as last year, or 55.3 percent.

At the elementary level, the greatest challenges were observed for LEP students (29.1 percent scoring proficient or advanced), student with disabilities (42.5 percent proficient or advanced), and students receiving FARMS services (49.1 percent proficient or advanced).

In 2012, 78.0 percent of all middle school students were proficient or advanced in science, an increase of 2.3 percentage points over 2011. The proficiency rates for White and Asian students were 93.2 and 90.3 percent, respectively. Black/African American students were proficient at a rate of 61.8 percent, an increase of 0.8 percentage point over 2011. The Hispanic/Latino proficiency rate was 61.0 percent, an increase of 3.6 percentage points.

At the middle school level, the greatest challenges were noted for LEP students (34.1 percent scoring proficient or advanced), special education students (46.1 percent scoring proficient or advanced), and FARMS students (54.3 percent scoring proficient or advanced).

Disaggregated data show a significant gap between the performance of White and Asian students compared to that of other subgroups. Examination of instructional practices at the district and school levels continues and professional development during the 2012–2013 school year will continue to address instructional strategies to support closing this gap. Instructional practices, scheduling, and instructional resources will be focus topics.

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

MCPS will continue its efforts in formative assessment development, data monitoring, and allocation of resources to support English language learners, students with disabilities, and

other students who require support in reading to access the science curriculum. Specific adjustments are described below:

- During July 2012, middle school science resource teachers (department chairs) were provided professional development opportunities that focused on instructional strategies to meet the needs of diverse learners, probe student thinking, and use formative assessment to monitor, provide feedback, and adjust instruction. Resource teachers received training plans and materials to provide professional development to their school teams. Follow-up professional development is scheduled for November 2012 and February 2013.
- In August, content specialists on the science, engineering, and technology team attended a World-Class Instructional Design and Assessment (WIDA) professional development opportunity to gain further information related to standards for English language learners. The team will focus on how the WIDA standards can be incorporated into curriculum materials.
- In August 2012, November 2012, and February 2013, middle school science teachers will receive professional development to support implementation of middle school science courses. The training focuses on best practices with an emphasis on differentiation and culturally responsive instruction.
- Throughout the 2012–2013 school year, each central office content specialist will continue to provide ongoing support to middle schools by meeting with teams to analyze data, discuss instructional strategies to meet the needs of all students, support the planning of instruction, and provide ongoing professional development related to curriculum, instruction, and assessment.
- Central office content specialists will support schools as they implement Curriculum 2.0 in Grades K–3 as well as support the development of the Grades 4–5 curriculum for implementation in upcoming years. Curriculum 2.0 saves teachers planning time and ensures that science, social studies, fine arts, health, and information literacy are taught along with reading/language arts and math. Thinking and academic success skills are interwoven into the elementary curriculum and help to develop the academic habits of mind that promote collaboration, communication, innovation, and persistence, along with higher-order thinking.
- The Science, Technology, and Engineering Leadership Program will continue to develop online professional development modules with a focus on student proficiency and instruction to lead to higher-level proficiencies in specific content areas. This work is aligned to the recently released science framework and is based on research published by the National Research Council. This is a three-year project that began in 2010–2011.

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Social Studies

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

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
To ensure instruction in high school social studies prepares students for college and career.	To revise Grade 9 U.S. History curriculum by: • Developing a progression of historical thinking, reading, and writing skills aligned with the Common Core Literacy Standards for History/Social Studies and backmapped from Advanced Placement U.S. History skills • Developing enduring understandings, essential questions, and unit outlines • Developing unit assessments to assess content and historical thinking, reading and writing skills.	Fall: • Post skills progression and first semester unit outlines for teacher review and feedback. Spring: • Post second semester unit outlines for teacher review and feedback. • Revise semester one materials as needed. Spring–Summer: • Post End of Unit assessments for teacher review and feedback . Summer: • Revise semester one materials as needed.	• Skills progression charts and unit outlines • Online discussion boards for feedback • Review of materials by social studies resource teachers • Focus group feedback on materials

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
To ensure instruction of Personal Financial Literacy in middle and high school	• To revise teacher created financial literacy lessons for Grades 7 and 10 • To develop additional resources and lessons as needed for • Grades 7 and 10 • To provide professional development for teaching financial literacy lessons	Fall: • Complete Grades 7 and 10 lessons. Winter-Spring: • Grades 7 and 10 Professional Development	• Grade 7 lessons and resources posted in online Instruction Center • Grade 10 lessons and resources posted in online Instruction Center • Teacher attendance and evaluation of professional development opportunities offered
To support instruction of Environmental Literacy in key social studies courses	• To continue support for the Standards for Environmental Literacy in the current MCPS curriculum	Fall or Spring: • Government students complete Environmental Literacy projects. Ongoing: • Students engage in lessons that support key social studies and Environmental Literacy standards, specifically in Modern World History and Grade 7 World Studies.	• Curriculum documents provide suggested lessons and resources for meeting Environmental Literacy standards.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
To ensure the academic proficiency of elementary students in the core academic area of social studies	• To align Grades 4 and 5 social studies to state standards • To integrate MCPS Thinking and Academic Success skills into Grades 4 and 5 lessons • To integrate Grades 4 and 5 social studies and other content areas • To deliver clear expectations regarding social studies expectations for instruction in Grades 4 and 5.	Fall-Spring: • Develop integrated lessons and resources for Grades 4 and 5 social studies. Spring: • Messages conveyed to principals and teachers concerning new Grades 4 and 5 Curriculum 2.0	Finished products will include: • Model integrated days (3 per week) • Grades 4 and 5 social studies lessons and resources available in online Instruction Center (minimum 3 per week)

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Maryland School Assessment (MSA)

High School Assessment English (Using 2011 performance data as requested by MSDE)

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

   Trend data show a moderate overall gain in proficiency from 85.7% to 86.8% (1.6%), with significant gains for special education students from 49.9% to 58.1% (8.2%), FARMs students from 70.9% to 73.9% (3.0%), and more modest gains in other subgroups. However, disparities in performance remain between White (95.3%) and Asian (91.6%) students and students from other subgroups: Hispanic (78.6%); Black or African American (76.5%); Special Education (58.1%); LEP (43.8%); and FARMS (73.9%).

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

   Technology tools and training to ensure that students in danger of not passing the HSA are identified accurately and in a timely manner.

   - **Data Warehouse HSA Reports**—These data reports are sent to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming.
   - **Achievement Series**—This scoring and data reporting tool contains student performance data on English exams, English formative assessments, and HSA practice tests. Student data can be disaggregated and analyzed to determine specific areas of need and to make instructional decisions, including matching appropriate interventions to address student needs.
   - **READ 180 Scholastic Reading Inventory (SRI)**—This report indicates student growth in reading and also provides information that can be used to determine if other interventions are needed.

   Interventions for students who are at risk of not passing the HSA.

   - **HSA Prep Workshop**—Offered at all high schools, this course is designed to help prepare students to retake the HSA. The course includes materials to help students develop effective study skills and habits in reading, note-taking, and analyzing documents. The course also provides practice in taking the HSA.
   - **HSA Prep Online**—This is a collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations to help students understand the reasoning behind each question and each correct and incorrect answer.

- **READ 180**—This commercially developed reading intervention program is available in all but two high schools and helps students develop their literacy skills.
- ***Bridge Plan for Academic Validation***—MSDE implemented this pathway to graduation for students who have not passed one or more HSA after two attempts. The Bridge Plan for Academic Validation provides eligible students with projects to complete that assess proficiency in each assessed area. Under the guidance of MSDE and MCPS, schools implemented a variety of interventions designed to guide students through completion of Bridge Plan projects.
- **MCPS Use of Research-Based Reading Interventions for Special Education Students**—The Department of Special Education Services in collaboration with the Office of Curriculum and Instructional Programs has identified a variety of research-based reading interventions to improve reading decoding and comprehension. Those interventions are:
    - Lexia
    - Read Naturally
    - Reading Assistant

Curriculum—In 2012–2013, MCPS will complete the process of aligning high school English courses in Grades 9, 10, 11, and 12 with the Common Core State Standards (CCSS). Curriculum, instruction, assessment, and professional development resources for courses at these grade levels will also be available to MCPS teachers and administrators in an interactive web-based platform. The resources will be fully adaptable using the principles of Universal Design for Learning (UDL). Using the CCSS documents and the interactive curriculum resources will allow teachers to develop instruction at a higher level of challenge with appropriate differentiation to better prepare all students for success on the English 10 HSA and on other high-stakes assessments.

Strategic, Targeted School Support—A full process and set of supporting materials will be introduced in the district to guide the work of school and central staff as they collect and analyze student performance data, observe instruction, review programs, conduct root cause analyses, develop and implement school improvement plans, monitor progress, and evaluate results. Targeted support will be provided to schools and sub-groups with the greatest needs.

Curriculum Training and Development—To support development, implementation, and continuous improvement of teaching and learning, professional development will be provided to staff members in a variety of formats and venues, including face-to-face trainings, webinar sessions, on-demand video resources provided in a web-based environment, and online courses.

Access to Curriculum for Students with Disabilities and with Limited English Proficiency—Efforts will continue to provide effective instruction in English, with

emphasis on aligning with the Common Core State Standards and emphasizing mathematical practices.

Based on the examination of 2011 High School Assessment (HSA) results for English (Tables 3.1 and 3.2):

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

   The greatest challenge on the English HSA continues to be the performance of LEP and special education students, with only 46.2% of LEP students and 69.7% of special education students having passed by Grade 12. While gains for Hispanic (82.0%), Black or African American (80.7%), and FARMS (77.8%) students are seen by Grade 12, students in these subgroups continue to perform at lower rates than their White (96.5%) and Asian (92.7%) counterparts.

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

   Responses are the same as those articulated for **English** challenges earlier in this document.

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Maryland School Assessment (MSA)

High School Assessment Algebra/Data Analysis (Using 2011 performance data as requested by MSDE)

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

   While 88.9% of all students scored proficient on the Algebra HSA, challenges are evident for students receiving special services. Student receiving FARMS services were proficient at a rate of 77.8%, a 2.7 percentage point gain over 2010. LEP students were proficient at a rate of 65.5%, a gain of 5.4 percentage points from 2010. With gains of 6.7 percentage points, the greatest challenge was seen for students with disabilities, who were proficient at a rate of 58.0%. Achievement gaps persist between Black or African American (76.7%) and Latino/Hispanic students (83.5%) and their White (96.1%) and Asian (96.1%) peers. Trend data is not available for racial/ethnic groups due to changes in race codes for 2011.

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

   MCPS will continue to provide technology tools and training to more accurately identify students in danger of not passing and provide varied and tailored interventions to meet the needs of all students. Specific adjustments are described below:

   - **Placement**—A data-based placement tool for school staff was developed to ensure appropriate placement and define levels of support. The tool will be monitored as its validity is assessed based on student performance during the 2012–2013 school year.
   - **Interventions**—Listed below are interventions in place to support students required to pass this high school assessment in order to graduate:
     - **Cotaught Classes**—By general and special education teachers with common planning time are offered as often as possible.
     - **HSA Prep Workshop**—Offered at all high schools; this course is designed to help students better understand algebraic concepts and prepare to retake the HSA. The course includes materials to help students develop effective study skills and habits in reading, note taking, and analyzing documents. The course also provides practice in taking the HSA.
     - **HSA Prep Online**—A web-based collection of released MSDE and commercially developed HSA items that students can work through at their own pace to prepare for the HSA. The items include annotated explanations for correct and incorrect answers to help students understand the reasoning behind each question.

- **HSA Public Release Assessments**—From MSDE, available to teachers through Achievement Series, which allows teachers to quickly and easily score the items and receive student data immediately.
- **After-school Interventions**—Include the use of George B. Thomas Learning Academy; *Understanding Math* resource; and *Finish Line* resource.
- **High School Plus**—An extended-day program at most local high schools in which students can retake a course, participate in classes for credit-recovery, or take a class that will allow them to work on a Bridge Plan project.
- **Math Interventions**—*Understanding Math,* a secondary intervention, is available in 20 middle schools. *Above and Beyond with Digi Blocks* is available for schools with Learning for Independence (LFI) programs.
- **Targeted and Strategic School Support**—Central office special education and mathematics supervisors, instructional specialists, and Itinerant resource teachers support school teams in the improvement of instructional delivery models to address the diverse needs of students through school-based leadership team meetings, school improvement team meetings, and by developing and facilitating focused professional development activities for staff members who support students with disabilities. Integrated in this support are principles of Universal Design for Learning (UDL).
- **Incorporation of the Standards for Mathematical Practice**—Summer workshops on the incorporation of the Standards for Mathematical Practice that will create active learning environments for all students were completed with mathematics department chairpersons, and will be continued throughout the school year. The summer workshop also included lesson planning for accessibility using the UDL. In addition, we provided an all-day summer workshop for mathematics instructional leadership in every secondary school (one administrator, the department chairpersons for mathematics, special education, and English for Speakers of Other Languages, and the staff development teacher) around effective mathematics instruction and the Common Core. Professional development sessions will be provided for administrators and teachers throughout the district during the school year as well.
- **Online Professional Development Support**—Online resources, developed internally and externally, will be offered to teachers and administrators to incorporate effective practices in the classroom.

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

1. Identify any additional challenges that are evident.

In 2011, 30.7% (277) of Grade 12 special education students had either taken and not passed, or not taken the Algebra HSA. For LEP students, 31.3% (66) had taken and not passed, and 1 LEP student had not taken the Algebra HSA.

During the same year, 31.7% of Grade 11 special education students (221) had taken and not passed, and 6 special education students had not taken the Algebra HSS). and 36.3% of LEP Grade 11 students (105) had either taken and not passed, or not taken the Algebra HSA. These data reveal that these students need more time for concept development and academic language.

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

We will continue to provide schools with data analysis tools and training to more accurately identify students in danger of not passing and utilize interventions to support students who are struggling to complete this requirement.

The following interventions will be continued to support students required to pass the Algebra/Data Analysis HSA in order to graduate:

- **Double Period Algebra**—Examine instructional and pedagogical techniques to effectively use additional time offered in double period Algebra 1.
- **ESOL Support**—Classes that are supported by ESOL teachers.

The following data analysis tools are in place to support the timely and accurate identification of students at risk of not passing the Algebra/Data Analysis HSA:

- **Provide technology tools and training** to more accurately identify students in danger of not passing.
- **Previous Performance**—Some students are identified for support as they enter the Algebra 1 course based on performance on prior coursework and MSA data. Others are identified during the first semester as a result of performance in the course.
- ***myMCPS* HSA Reports**—These data reports are available to district offices and all high schools each month. Student performance and attendance data can be filtered to identify students who are underperforming or who are in danger of underperforming. Continuing to offer these data reports will assist schools in the monitoring of program implementation and offer them the ability to adjust their programs accordingly.

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Maryland School Assessment (HSA)

Biology

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

Approximately 7.6 percent of all Grade 11 students either had not taken or passed the Biology High School Assessment (HSA). These students required preparation to meet this HSA graduation requirement in Grade 12, or met the requirement using one of the Maryland State Department of Education approved options. Approximately 45.7 percent of students in the Limited English Proficiency subgroup had not yet taken or passed the Biology HSA by the end of their junior year. Other groups with over 20 percent or nearly 20 percent of students who had not yet taken or passed the Biology HSA by Grade 11 were Special Education students (30 percent), and students receiving services through the Free and Reduced-priced Meals System (19.1 percent).

With 91.9 percent of 2011 graduates meeting the HSA graduation requirement, virtually all of the students who had not taken and passed the Biology HSA by the end of their junior year, met the requirement through one of the available options during their senior year. MCPS is committed to reduce the number of students in identified subgroups that need to complete Bridge projects to achieve the HSA requirement.

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

MCPS will continue its efforts in formative assessment development, data monitoring, and allocation of resources to support English language learners and students who require reading support. Specific adjustments are described below:

- During July 2012, high school science resource teachers (department chairs) were provided professional development opportunities that focused on instructional strategies to meet the needs of diverse learners, probe student thinking, and use formative assessment to monitor, provide feedback, and adjust instruction. Resource teachers received training plans and materials to provide professional development for their school teams. Follow-up professional development is scheduled for November 2012 and February 2013.
- Throughout the 2012–2013 school year, each central office content specialist will continue to provide ongoing support to high schools by meeting with teams to analyze data, discuss instructional strategies, support the planning of instruction, and provide ongoing professional development related to curriculum, instruction, and assessment.

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Maryland's New Accountability Plan

Strands

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

1. How will the system organize internally to support schools in Strands 1-5? (e.g. What is the system's plan to review quality School Improvement Plans? What is the system's plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?). Descriptions of these strands can be found on pages 94 to 101 in Maryland's ESEA Flexibility Request: http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525

Since MSDE has not yet identified schools in Strands 1–5, the district has not finalized the plan to address schools in the five strands. However, MCPS will continue to use the successful structures and processes that have contributed to continuing success for schools previously identified as in need of improvement.

All MCPS schools are required to engage in the Baldrige-guided School Improvement Planning process (BGSIP), an ongoing, in-depth analysis of student performance data and the strategic use of interventions based on data, as a key factor to ensure all students meet state standards. MCPS provides formative course-embedded assessments, as well as summative assessments, to monitor student progress and develop prediction models that are used to match the instructional needs of students. MCPS has a robust data management system that provides assessment data to teachers, principals, and central office staff to guide and monitor instruction.

Support to Schools Based on Identified Strands

The Office of School Support and Improvement (OSSI) works in collaboration with other offices to ensure that schools receive the training, technical support, and human and material resources necessary to improve student performance and meet their AMO and school improvement goals. Technical assistance and direct school supports are provided to schools identified as in need of improvement through a tiered approach.

Schools in **Strand 5**, or the lowest level of improvement, will be expected to complete the BGSIP which is reviewed and monitored by their community superintendent and director of school support and improvement. Schools in **Strand 4**, also will complete the BGSIP and the community superintendent and director of school support and improvement will provide more frequent and intensive support and monitoring for these schools.

An Enhanced School Improvement Team (ESIT) will address performance concerns of schools identified in **Strand 3.** School administrators, leadership team members, and staff from OSSI and other central office staff members are included on the team. The goals of an ESIT are to strengthen the local school's ability to examine and analyze data, develop a comprehensive school improvement plan and action plans, and use the information to make instructional changes to meet individual student needs.

An Achievement Steering Committee (ASC) is a collaborative effort between OSSI, various MCPS offices, and schools identified with higher levels of improvement needs—**Strand 2**. Through monthly meetings, school and central office staff members will use structured processes to identify the focus, deliverables, and action plans that include a timeline and monitoring schedule to achieve the established outcomes that address performance concerns on the Maryland School Assessment (MSA) and High School Assessment (HSA). ASCs provide the forum for a structured monthly review of the school improvement action plans and provide focused support in the following five key areas:

1. Identifying root causes
2. Identifying possible solutions
3. Implementing solutions
4. Monitoring and evaluating implemented solutions
5. Revising actions to improve student achievement using the results of Step 4

The ASC focuses on the following processes:

1. Establishing the purpose of an ASC and sustaining a positive climate through collaborative efforts
2. Creating a professional learning community of stakeholders committed to continuous school improvement for all students
3. Establishing high expectations for all stakeholders, focusing on data-driven decision making
4. Engaging school-based and central office staff members and parents in the ASC membership
5. Planning ASC meetings that address the BGSIP goals/objectives, action plans, and processes
6. Implementing the BGSIP with frequent monitoring and holding stakeholders accountable for results

Community superintendents work directly with school administrators to identify school-based staff members to participate on the ASC, and it is recommended that parents are included as participants on ASCs, as well. Employee organizations, including the Montgomery County Education Association, Montgomery County Association of Administrators and Principals, andthe Service Employees International Union Local 500, also may be represented as ASC members.

While ESITs and ASCs are identified as critical strategies that contribute to school improvement, additional supports aligned to the needs of the schools are provided. These include programs, differentiated staffing, instructional interventions, and professional development. The chart below summarizes examples of supports that are aligned with school needs.

Programs/Resources	**Staffing**	**Instructional Interventions**	**Professional Development**
School Improvement Planning Baldrige-guided School Improvement Planning **Programs** Middle School Reform (MSR) program Middle School Magnet Consortium program Math Forum Understanding Math Middle Years International Baccalaureate program Extended Learning Opportunities—summer and extended day George B. Thomas Learning Academy **Differentiated Assistance** Achievement Steering Committee Central administrators and specialists (including school improvement specialist, middle school specialists, staff development specialists, curriculum or program specialists, special education specialists, ESOL specialists, accelerated and enriched instructional specialists) Targeted instructional program reviews, observations, and follow up **Professional Development** Middle School Reform Professional Learning Communities Institute	**Differentiated Staffing** Math Content Coach, Literacy Specialist Hours Based Special Education Staffing Staff Development Teacher, Academic intervention Magnet program coordinator	**Reading** Read Assist, Read 180, Corrective Reading, Wilson Reading Program, Reading Assistant, Leveled Literacy Program, Reading Advantage **Mathematics** Navigator, FASST Math **Customized Skills Program** Skills Tutor, Study Island, Soliloquy	Job embedded and on-going training aligned with identified needs and in alignment with central professional development initiatives

School Leadership Team Institute **Specialized Courses and Embedded Assessments** Rigorous courses aligned with the needs of the adolescent learner Content area formative assessments embedded in the curriculum Standardized summative assessments - MAP-R - MSA/HSA - Read 180 **Data Monitoring** myMCPS Strategic Monitoring Tools Prediction Models **Instructional Technology** Promethean boards and related instructional technology **Parent Outreach** Family and Community Partnerships—parent community coordinators Parent Academy Study Circles			

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Career and Technology Education

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

Instructions:

Please respond to these questions/prompts:

1. **Describe the school system's progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.**

Efforts are continuing in MCPS to increase academic rigor of the CTE Programs of Study (POS). The strategic plans for the 2012-2013 school year will continue to focus on consistent and effective implementation, and include activities that support the expansion of CTE POS.

POS provide inquiry-based instruction. Students learn academic content and apply their knowledge and skills to career-related experiences. The POS are monitored and updated to improve transitions to postsecondary education and careers. Opportunities for students to earn industry certifications or qualify for advanced placement in postsecondary institutions are a major focus of instruction. MCPS staff members work collaboratively with business, community, and higher education representatives to support program implementation and refinement.

Community outreach, which includes district and school-wide promotional events and a variety of recruitment activities, is a part of the overall CTE POS expansion efforts. Increasing awareness of CTE POS offered at all comprehensive high schools and Thomas Edison High School of Technology (TEHST), while sharing the associated benefits for students, is a primary strategy of MCPS to increase the number of students who graduate college and career ready.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study, including students who are members of special populations?

MCPS staff is dedicated to CTE program development that meets the needs of every child, as well as the promotion of and open access to all CTE programs of study. MCPS staff and multiple stakeholders developed, implemented, and are monitoring the following two primary strategies:

- **Basing POS development on national models that are aligned with college and workplace readiness requirements.** In MCPS instruction focuses on preparing all students—from middle to high school to college/university and including students with

special needs—for college and career. Course materials are aligned with national standards and apply best practices of national models.

- **Communicating to parents, students, and staff how POS benefit students.** MCPS developed a webpage devoted primarily to CTE programs of study. Parent Academy sessions were designed and delivered as a new outreach model to make contact with students and parents of underrepresented groups. Student ambassadors, translated materials, and interpreters at Parent Academy sessions and various stakeholder meetings throughout the district are components of the outreach effort.

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

Based on enrollment data for FY 12, there were 22,060 students enrolled in at least 1 CTE course; 2,374 students indicated their intent to complete, and 684 students completed a CTE POS. The following strategies are in place to increase the number of program completers:

- Developing pathways that will facilitate transitions between secondary and postsecondary education (2+2+2)
- Expanding marketing and outreach efforts in schools and districtwide to students and their parents to increase their knowledge about the benefits of completing a program
- Incorporating technology in instruction to increase student engagement and to prepare them for certification examinations

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

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

- Nontraditional Participation (6S1)
- Nontraditional Completion (6S2)

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

Districtwide, the percentage of underrepresented students enrolled in nontraditional CTE programs of study (POS) was 37.17%. The percentage of underrepresented students completing nontraditional CTE POS was 36.73%. The percentage of males enrolled in nontraditional CTE POS (41.93%) exceeded that of females (31.97%). The percentage of males that completed nontraditional CTE POS (55.05%) exceeded that of females (16.76%)

Some factors that may have contributed to the performance on the Nontraditional Participation (6S1) and Nontraditional Completion (6S2) core indicators, as well as the gaps in performance between the gender categories include the following:

- Enrollment in CTE programs may have been affected by a change in the courses that provide technology education credit. Many students appear to have opted to enroll in a technology education course rather than pursuing a CTE POS to meet a graduation requirement.
- Marketing and outreach about POS components such as certifications, articulated college credit, internships, and scholarships may not have reached all students and parents.
- Professional development for school-based staff members needs a stronger focus on strategies for recruitment and retention of underrepresented student groups. Intensification of these efforts should help MCPS address this area.
- Collaboration with advisory board members needs to focus on identifying mentors from industry and education, and increased internship opportunities for underrepresented CTE students.

c.) For FY 2012, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

Strategies for increasing the number of underrepresented students enrolled in and completing nontraditional CTE POS are evident in the following sections of the MCPS FY 2013 Local Plan for Program Improvement:

- Certificate of Participation, subsection 1, Special Population Representatives—Development, Implementation, and Evaluation
- Vision, Mission, and Accountability Statements, subsection 3, Accountability
- Local Perspective, subsections 1B, 1C
- Program Data Analysis, subsections 3A, 3B
- Strategy Worksheets—
    - Arts, Media, and Communication Cluster—A1
    - Business Management and Finance Cluster—A3
    - Construction and Development Cluster—A4, A4
    - Education, Training, and Child Studies Cluster—A4
    - Environmental, Agricultural, and Natural Resources Cluster—A3
    - Health and Biosciences—A10
    - Human and Consumer Services, Hospitality and Tourism Cluster—A5
    - Information Technology Cluster—A5
    - Manufacturing, Engineering, and Technology Cluster—A4, A6
    - Support Services to Special Populations—B4
    - Transportation Technologies Cluster—A4

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

The Maryland State Department of Education staff members will provide Montgomery County Public Schools (MCPS) staff members with the FY 2012 Local Perkins Accountability Report (LPAR) that will include data on these two Core Indicators. Based on the FY 2012 LPAR data, strategies will be revised, as needed, and included in the FY 2014 Perkins Local Plan for Improvement.

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

N/A

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Addressing Specific Student Groups
Early Learning

Based on the examination of 2011–2012 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

1. **Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Maryland Model for School Readiness (MMSR) data for the 2011-2012 school year indicate that 81 percent of MCPS kindergarten students entered school fully ready, an increase of 7 percentage points from the previous school year (Table 8.1). The data also indicate that 20 percent of kindergarten students require targeted support to work at the kindergarten level (Table 8.1). MCPS established a system to ensure that all students' needs are addressed. At both the prekindergarten and kindergarten levels, MCPS utilizes the MCPS Assessment Program (MCPS AP), a local assessment, to benchmark and monitor student progress in literacy and mathematics. The MCPS AP Prekindergarten Reading and Mathematics is administered three times annually. In addition, student progress is documented on the Early Childhood Observation Record. Data collected through this assessment is used to plan instruction to support prekindergarten students' school readiness. The kindergarten reading assessment includes a progress monitoring component that allows teachers to assess student performance between assessment windows to inform instructional decisions. The MCPS AP Mathematics Kindergarten Performance Assessments are administered at the completion of each mathematics unit. Data gathered through these assessments are used to develop and implement an instructional program that includes both whole-group and small-group literacy and mathematics instruction to meet the specific needs of students who enter kindergarten either not ready or approaching readiness, as well as for all other kindergarten students. MCPS is implementing the Elementary Integrated Curriculum that is aligned with the National Common Core State Standards. Schools may choose to refer a child to the school's Collaborative Action Process if the teacher feels that the child's readiness profile may be impacted by a suspected disability and/or poor progress.

Furthermore, school-based technical and instructional support is provided to teachers of prekindergarten, Head Start, and kindergarten by reading specialists, math content coaches, ESOL teachers, special education teachers, staff development teachers, and early childhood instructional specialists. These additional school system supports assist teachers in meeting the needs of those identified as not fully ready for kindergarten.

2. **Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten "ready to learn"?**

MCPS continues to provide a 10-month prekindergarten/half-day Head Start, high-quality educational program for 2801 children highly impacted by poverty, and limited English proficiency. This locally- and federally-funded program, designed to target assistance for those children who traditionally may not have access to prekindergarten learning opportunities, reflects a diverse student population and includes family support services to engage parents to support their children's learning and development.

MCPS serves as the delegate agency for the Montgomery County Community Action Agency's Head Start program. In FY 2008, full-day Head Start programs were implemented in 13 classes at 10 Title I schools. Data collected on students in the initial year of the full-day Head Start program indicated that providing students with a full-day program that increases the time, intensity, and frequency of educational services, resulted in significant increases in participating students' school readiness profiles. In FY 2010, MCPS added an additional eight full-day Head Start programs so that all Head Start programs in Title I schools were full-day programs, increasing the number of children who had access to a high-quality, full-day educational experience prior to the start of kindergarten. A total of 420 students were served in these full-day Head Start classes in FY 2011. In FY 2012, 340 students were served in full-day Head Start classes. In FY 2013, 360 students are being served in full-day Head Start classes.

To further support school readiness, MCPS offers prekindergarten collaboration classes that include opportunities for prekindergarten general education and special education students to attend class together. These classes enable special education students to interact with typically developing peers in the instructional setting.

Literacy and mathematics activity nights for families of prekindergarten and Head Start students are scheduled throughout the school year. At these events, parents learn ways they can support and foster their children's skills in these domains. Parents also receive materials for home use with their children. Both domains, Language and Literacy and Mathematical Thinking, continue to show increases over the past five years. Language and Literacy increased from 49 percent fully ready in 2005 to 72 percent fully ready in 2011, and mathematics increased from 59 percent fully ready in 2005 to 76 percent fully ready in 2011 (Table 8.2).

Kindergarten readiness workshops are offered several times during the school year to provide parents of incoming children with information on kindergarten expectations and to offer parents ideas to use at home with their children to support readiness.

Existing and expanding community partnerships continue to increase the provision of comprehensive early childhood services to highly impacted families with children from birth

through age three at the Gaithersburg and Silver Spring Judy Centers. Targeted services also include weekly play and learn literacy-based and parent-child activity sessions. Both centers provide developmental screening clinics for infants and toddlers, as well as literacy learning parties for parents and child care providers. Judy Center educators also help families with 4-year-old children access full-year prekindergarten and/or MSDE accredited child care programs. Training also is provided for parents and child care providers in all MMSR domains. Training will continue to help ensure that providers are implementing a program that is aligned with MSDE *Quality Early Learning Standards* and will support children's development in all domains. Readiness data from the Judy Centers shows that these interventions are having a positive impact on the MMSR scores of Judy Center participants.

MCPS continues to collaborate with other county agencies, both public and private, to strengthen programs and resources to support young children's development in all domains. The Montgomery County Early Care and Education Congress Steering Committee was convened to support issues related to early childhood education services for children, birth through age five, and build on the work of the county's existing *Early Childhood Initiative, developed in the year 2000.* Represented in this group are MCPS, Department of Health and Human Services, Montgomery County Public Libraries, Family Services Agency, Montgomery College, and the Montgomery County Mental Health Association. This group was responsible for initiating the annual Montgomery County Early Care and Education Congress, a collaborative event that engages a wider group of county early childhood stakeholders on issues related to school readiness and the alignment of early care and education programs across the county. The most recent event was held on May 23, 2012, with a focus on language and literacy development for second language learners.

Providing more children with access to high-quality child care programs that are aligned with the MMSR domains should have a positive impact on the overall readiness profiles of incoming MCPS kindergarten students. MCPS collaboration with community child care providers will continue to ensure that highly impacted children attending child care programs have access to a high-quality curriculum that is aligned with the State Curriculum. Selected child care providers are guided by MCPS staff through the MSDE accreditation/revalidation process. To further align the efforts of MCPS and community child care providers, MCPS meets annually with providers to share information about the kindergarten program.

MCPS Early Learning documents for parents, such as *Getting Ready for Kindergarten*, *Parent Tips*, and the *Kindergarten Parent Handbook* are translated in multiple languages (Vietnamese, Amharic, Spanish, French, Korean, and Chinese) and disseminated throughout the school year. These languages include to ensure that all parents have access to vital information to support their children's learning and preparation for kindergarten.

Based on the examination of the 2011–2012 Public Prekindergarten Enrollment Data (Table 8.3)

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

Table 8.3 indicates that there were 2678 students enrolled in prekindergarten programs as of September 30, 2011. Class enrollment data centrally maintained and monitored on a weekly basis by the MCPS Division of Early Childhood Programs and Services indicates there were 2678 students enrolled as of September 30, 2011. Of these students, 2,338 were enrolled in half-day prekindergarten/Head Start programs, and 340 children were enrolled in full-day Head Start programs.

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

MCPS implements a comprehensive prekindergarten and Head Start recruitment and registration plan to ensure educational services are provided to all eligible children. All applications for the MCPS prekindergarten/Head Start programs are processed centrally. The centralized enrollment procedure ensures that applications are processed accurately. The extensive outreach and recruitment activities ensure that all potentially income-eligible families are aware of the Prekindergarten programs, including Head Start, and the registration procedures.

Registration opportunities are advertised on radio and television, and included in community outreach efforts with social service agencies, community forums, organizations, and ethnic communities. Key recruitment strategies include mailings, registration information to all families with young children who receive Maryland Children's Health Insurance Program (MCHIP) and child care subsidies, as well as all families with young children residing in public or subsidized housing. In addition, registration information is distributed to all elementary schools in the county. Partner agencies within the community also receive registration information, including food banks, clothing centers, churches, and pediatricians' offices. The documents are translated into six languages for ease of understanding for families.

MCPS also schedules prekindergarten/Head Start registrations during evenings and on Saturdays to accommodate the schedules of working parents. Registration sessions are held at off-site locations in the community to provide easier access for parents. The programs accept applications throughout the year and enroll students on an ongoing basis. There is no waiting list for 4-year-old students.

3. **Describe any policies the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children.**

Montgomery County Public Schools has worked with the three Early Head Start programs in the county. As part of the LEA, MCPS has extensive working relationships with the local early intervention programs. The Infants and Toddlers program is a collaborative effort between the school system and the local Department of Health and Human Services as well as early childhood special education services for children 3-5 years old. In a number of schools, a collaboration model is in place where children in preschool special education and prekindergarten interact and are taught together.

In addition, the Division of Early Childhood Programs and Services works with the child care community in the county. There is one community-based Head Start site, housed at a child care center at Montgomery College, Rockville. The MCPS Prekindergarten Head Start Unit supervisor serves on the Child Care Commission. Selected child care programs have participated in joint training with MCPS Head Start Institute teaching teams. Both the Gaithersburg and Silver Spring Judy Center Unit programs assist affiliated community child care preschool programs with attaining MSDE Early Childhood Accreditation.

The division director serves as co-chairperson on the Montgomery County Council Universal Preschool Implementation Workgroup and as a technical assistance partner to the MSDE grant funded Preschool for All sites: Centro Nia and Peppertree Children's Center, which are both serving income eligible four year old students.

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Gifted and Talented Programs

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

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

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

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

Goal 1. Student Identification Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*13A.04.07 §.02 (A*)].
Goal 2. Programs and Services Each local school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential *[13A.04.07 §.03 (A)*]l.
Goal 3. Professional Development Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

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

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

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
Student Identification Reference COMAR 13A.04.07 §.02, A-F.	**Kindergarten-Grade 1** Through the implementation of Curriculum 2.0, which has a Primary Talent Development component, MCPS begins identifying students who can work at levels requiring enrichment and/or advancement as early as kindergarten. **Grades 2-8** Beginning in Grade 2, all students are screened for formal identification using multiple data points that assess cognitive and academic strengths. The process includes opportunities to reassess students and to assess new students in grades 3-5. This process allows the system to— • recognize those students whose performance, motivation, or potential ability indicate the need for accelerated and enriched instruction; and • match student strengths with instruction and programs that will support and extend these strengths. This screening process is conducted by local elementary schools with training, support and review from central office services staff members.	All Grade 2 students: Spring Selected students in Grades 3, 4 and 5: Spring	Methods for measuring progress includes: collecting data by student subgroup on the multiple points of data (i.e., cognitive assessments, teacher reported instructional levels in reading and math, parent survey, staff advocacy, and teacher survey) used in the screening and identification processes. Gifted and talented identification decisions (i.e., yes, no, or rescreen) are also reviewed via each student subgroup.	All Grade 2 students: Met Selected students in Grades 3, 4 and 5: Met

	Grades 9-12 MCPS utilizes a process to identify high school students through reviewing course enrollment data and assessments. Students receiving advanced level, AP, or IB coursework are identified.	All students in Grades 9-12	Progress is measured by collecting and reviewing student data by subgroups. This data includes participation and performance in advanced level courses, and assessments.	
Programs and Services Reference COMAR 13A.04.07 §.03, A-C.	MCPS offers a continuum of programs and services including accelerated and enriched instruction at every school, center and magnet program. MCPS provides different services beyond those normally provided by the regular school program in order to develop gifted and talented students' potential. Students who show potential but are not identified as "gifted and talented" may also receive accelerated and enriched instruction. Programs and services provided include: a) William and Mary Reading/Language Arts Program; b) Junior Great Books Shared Inquiry lessons; c) Gifted and Talented (GT)/learning disabled (LD) programs; d) the Program of Assessment, Diagnosis, and Instruction (PADI), a primary talent development program designed to nurture potential/unidentified talents in students whose strengths may be masked by socioeconomic, cultural, or linguistic differences; e) Center Program for the Highly Gifted (Grades 4–5); and, f) magnet and International Baccalaureate (IB) programs. Additionally, students may earn high school credit for advanced level mathematics,	Elementary School level: Spring and Fall Middle School level: Fall and Winter High School: Fall and Winter	Methods for measuring progress at the elementary level includes the number of students in all subgroups identified as above-level in reading and identified to be instructed using advanced level texts. Methods for measuring progress also includes the number of students in all subgroups identified for full implementation William and Mary and Junior Great Books; the number of students by subgroup receiving enrichment in mathematics; and, the number of students by subgroup invited to the Center Program for the Highly Gifted. Methods for measuring progress at the middle school level include student course enrollment data by subgroup identified for placement in advanced courses in mathematics, English, science, and world studies.	Met

	English, and science courses while in middle school and students may enroll in high school level foreign language courses, also considered advanced level courses. Enrichment programs such as Destination Imagination, which promotes thinking and problem solving skills; the Young Scholars Program, a program that uses advanced level topics in mathematics and science to nurture and develop critical, creative thinking, logical reasoning and problem solving skills of students in Grades 3, 4 and 5; and, the GT/LD WINGS Mentor Program, which supports GT/LD students at risk of failure by providing one-to-one support.		Methods for measuring progress at the high school level includes reviews of student profile data by subgroup for placement and performance in Honors, AP, IB, and college-level courses.	
Professional Development Reference COMAR 13A.04.07 §.04, A-B.	MCPS provides professional development to teachers, administrators, and other personnel assigned to work with students identified as gifted and talented or who have the ability, potential, or motivation to work at advanced levels in all schools. Professional development training is provided on GT screening and identification procedures, strategies for rigorous instruction, and using data to insure provision of advanced level services. Systemwide and school based professional development in rigorous course preparation for the William and Mary Reading/Language Arts program, Junior Great Books (Grades K–8), Jacob's Ladder, supporting GT/LD students as well as the following continuing education courses are available: a) RD40: Strategies for	Ongoing/ Year Round	Measures for measuring progress include the following: • Student achievement data • Attendance and enrollment data • Number of professional development trainings offered • Participants evaluation of professional development experiences • Program visits and reviews	Met

	Advanced Level Reading Language Arts Instruction; b) AEI 101: Differentiating Instruction to Meet the Instructional Needs of All Students; and, c) SA 92: Smart Kids with Learning Difficulties. Additionally, MCPS developed a partnership with Towson University to offer a Master's concentration in Gifted and Talented instruction. There are specific professional development trainings provided for secondary teachers in magnet programs on meeting the needs of the highly-able with a focus on enrichment and extensions. There is a focus on training instructional leaders and teachers on educational engagement as a vehicle for meeting the needs of the highly able. This training is provided in a variety of venues from principal leadership meetings to direct school support. MCPS offers professional development trainings through a variety of venues including face-to-face trainings and webinars throughout the school year and during the summer.			

2011–2012 Gifted and Talented Enrollment

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

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

Number of Students Identified as Gifted and Talented by NCLB Group 2011–2012

	K	1	2*	3	4	5	6	7	8	9	10	11	12
All Students	NA	NA		4665	4639	4514	4486	4112	4088	5134	4676	4744	4900
Hispanic/Latino of any race				663	693	651	687	609	584	889	701	557	670
American Indian or Alaskan Native				6	5	4	7	4	5	6	5	7	4
Asian				982	1038	953	919	812	786	1052	1078	1036	1060
Black or African American				544	545	558	559	506	507	749	485	509	558
Native Hawaiian or other Pacific Islander				0	4	2	1	1	0	1	1	4	6
White				2152	2070	2074	2042	1952	1981	2199	2185	2373	2423
Two or more races				318	284	272	271	228	225	238	221	258	179
Special Education				122	134	142	134	134	141	163	79	83	106
Limited English Proficient (LEP)				278	145	101	41	14	2	89	86	5	21
Free/Reduced Meals FARMS				817	837	743	791	684	648	993	646	517	578

*These data have not been formally released. Report is expected within the month of October 2012.

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Special Education

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

Therefore, each school system's annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Annual Measurable Objective targets at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

AS YOU COMPLETE THE 2012 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES <u>WITHIN</u> YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS <u>NOT</u> TO BE COMPLETED AS A STAND-ALONE SECTION.

Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

Access to the General Education Curriculum

Percentage of students in the general education environment —To ensure that students with disabilities have access to the general education curriculum, the MCPS strategic plan, *"Our Call to Action: Pursuit of Excellence,"* established the goal of increasing the percentage of students in the general education environment, in compliance with state and federal mandates. Since 2005, MCPS consistently exceeded the state target for the percentage of students with disabilities receiving instruction in the general education environment. According to the October 28, 2011, MSDE Census Data Report, 68.57 percent of MCPS students with disabilities, ages 6 to 21 years old, are served in the general education environment more than 80 percent of the school day. This exceeds the state target of 62.11 percent by 6.46 percent.

Collocation of prekindergarten students with disabilities with Head Start or General Education preschool —Classes for prekindergarten students with disabilities are collocated in schools with Head Start or general education prekindergarten classes to ensure access to the general education prekindergarten curriculum and inclusive opportunities. Participation in the least restrictive environment has increased since 2005 for prekindergarten students, as the inclusive opportunities became more available. In October 2005, 6.23 percent of students with disabilities were educated within the early childhood setting. According to the October 28, 2011 MSDE Census Data Report, 41.38 percent of preschool students with disabilities, ages 3–5 years old, received services in the Regular Early Childhood Program at least 10 hours per week. While MCPS is slightly below the state average, the percentage increased significantly since 2005 and demonstrates our commitment to providing more inclusive opportunities to prekindergarten students with disabilities.

Assignment of Elementary Students to Neighborhood Schools (Home School Model)—For the FY 2013 school year, the Home School Model (HSM) will be implemented in 66 elementary schools. The service delivery model for HSM ensures access to the general education curriculum and includes consultation, resources, and small-group instruction to address the needs of students with disabilities. HSM staffing allocations are based on the cumulative hours of special education instructional services documented on all students' Individualized Education Programs (IEPs) for each neighborhood school, rather than on the traditional child count. This innovative approach is similar to the hours-based staffing used at the middle school level and takes into consideration the severity and intensity of a student's instructional needs reflected in the hours of service on the IEP, rather than relying on the premise that all students with disabilities require an equal amount of service and staffing. HSM elementary schools are able to program for students who previously received services outside of their home school, while providing increased access to rigorous instruction.

MSDE Improvement Grant —MSDE awarded MCPS a grant to improve the performance outcomes of elementary students with disabilities. The AYP project for 2011-2012, focused on working with students with disabilities in five elementary schools on improving mathematics instruction by forming a mathematics PLC. The PLC focused on equitable practices, differentiation strategies, and increasing student discourse. It provided professional development to general and special education teachers on the use of technology and manipulatives, and flexible groupings and used instructional rounds to monitor implementation. Ninety percent of the elementary students with disabilities in the targeted schools exhibited gains on the mathematics intervention assessments. Fifty-six of the students with disabilities in the targeted schools scored proficient on the mathematics 2012 MSA.

Middle School Hours-based Staffing—MCPS has expanded the Hours-based Staffing Model (HSB) to all middle schools. Like the HSM at the elementary level, the service delivery model in HBS schools provides equitable and appropriate staffing of special education teachers and paraeducators based on the total number of direct instructional service hours on student IEPs. HBS provides resources for flexible scheduling options including coteaching. In addition, this staffing model ensures that students with disabilities have access to a continuum of services, including consultation, resource support, cotaught classes, and self-contained classes in their home or consortia schools without having to be transported to more restrictive, centralized services.

In the 2011–2012 school year, within the special education services group, the mathematics performance of middle school students with disabilities improved in proficiency rate by 1.2 percent. In 2011, 51.1 percent scored proficient or advanced in mathematics, while in 2012 52.3 scored proficient or advanced. In the area of reading, similar to the overall Maryland state performance, middle school students with disabilities decreased in proficiency by 2.8 percent. In 2011, 69.3 percent scored proficient or advanced in reading, while in 2012, 66.5 scored proficient or advanced.

Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

Since 2003, MCPS completed several major initiatives to improve and enhance the delivery of instruction for students with disabilities in order to increase student performance and achievement. The Office of Special Education and Student Services (OSESS), the Office of Curriculum and Instructional Programs (OCIP), and the Office of School Support and Improvement (OSSI) combined efforts to ensure that students with disabilities gained access to the general education curriculum at all school levels. A major initiative was to require the participation of general and special education teachers in professional development based on best practices for coteaching, collaborative planning, differentiated instruction, and the use of technology and Universal Design for Learning (UDL) strategies.

Prekindergarten Professional Development and Collaboration—In July 2011, MCPS was awarded the Maryland Model for School Readiness grant which provided funding for prekindergarten staff members to receive professional development focused on improving kindergarten readiness skills for prekindergarten students with disabilities. Professional development targeted early literacy, mathematics, social/play, and social/emotional skills. *Getting Ready, Montgomery County,* March 2012, reported 52 percent of children with disabilities were fully school-ready in 2011–2012, a 28-point gain from 2001–2002.

Elementary Level Professional Development and Collaboration—At the elementary level in summer 2012, professional development focused on Curriculum 2.0, which is aligned with the Common Core State Standards and embeds UDL practices. Curriculum 2.0 is a digital curriculum that embeds UDL concepts to ensure all students, including students with disabilities, can access general education instruction. An instructional specialist from the Department of Special Education Services (DSES) serves on the curriculum design team to ensure the elements of UDL are embedded. In response to national and state interest in the use of UDL, three elementary schools served as UDL Academies for the 2011–2012 school year. Each school formed an Instructional Technology Leadership team which focused on the integration of technology into the curriculum to enable students with disabilities to access the curriculum For the 2012–2013 school year, MCPS provided job-embedded professional development and will monitor the following researched-based reading interventions in 30 elementary schools and one special school:

- ***Early Interventions in Reading***—a decoding intervention for Grades K–3; Levels K, 1, and 2
- ***Fast Track Reading***—a decoding and comprehension intervention for students in Grades 4 and 5

TEACCH model— During the 2011–2012 school year, MCPS developed a plan to re-structure an Elementary Learning Center to provide a model of exemplary practices to serve students with autism spectrum disorder. This project is being developed in partnership with the MSDE and Kennedy Kreiger Institute. Students enrolled in grades K–1, at one designated learning center, will receive these services. The special education teacher, the learning center coordinator, and the autism itinerant resource teacher, will implement the 40 exemplary practices incorporated in the TEACCH model.

Secondary Professional Development and Collaboration—Since 2007, MCPS required secondary core content coteaching teams in the areas of English, mathematics, social studies, and science to participate in professional development on best practices for instructing students with disabilities in the general education environment. These professional development sessions focus on the characteristics of students with disabilities, specific instructional and behavioral strategies, differentiated instruction, utilizing technology to access the curriculum, and UDL. During the 2011–2012 school year, MSDE awarded MCPS a Least Restrictive Environment (LRE) Grant. MCPS, in partnership with Towson University, designed and implemented the Middle School Special Education Institute at Tilden Middle School. Grade 6 coteaching teams were required to conduct four site visits to Tilden Middle School to observe exemplary practices during actual classroom instructional time regarding coteaching, differentiated instruction, and UDL strategies for the purpose of replicating those practices

observed in their classrooms. Approximately 900 general and special education staff members visited Tilden Middle School during the 2010–2011 school year. Towson University, in partnership with MCPS, offered three graduate credit hours, at no cost to middle school coteaching teams, on the Models of Coteaching and Differentiated Instruction. OCIP, in collaboration with OSESS, modified secondary curriculum-based unit assessments and final examinations in the core content subject areas of English and mathematics to ensure students with disabilities have access to the appropriately designed assessments. OSESS purchased resources, conducted professional development, and implemented and monitored the use of research-based reading and mathematics interventions in all secondary schools to support students with disabilities

Academic Interventions —The initiation and ongoing support of academic interventions also supported the MCPS strategic goal of providing students with disabilities access to the general education environment to the maximum extent appropriate. MCPS implemented and provided ongoing, job-embedded support for the following reading interventions:

- ***Read Well*** targets phonemic awareness and phonics instruction using systematic and explicit instruction for nonfluent readers in Grades 1–3.
- ***Horizons*** is a direct instruction reading intervention to develop phonemic awareness, decoding skills, advanced word recognition, vocabulary, fluency, and basic comprehension strategies for struggling readers in Grades K–3.
- ***Corrective Reading*** is a direct instruction intervention to improve decoding skills for struggling readers in Grade 4 through age 21.
- ***Read Naturally*** improves reading fluency for struggling readers. The program includes modeled reading of passages, repeated student readings, and progress monitoring of fluency and comprehension.
- ***Lexia—Reading Strategies for Older Students*** provides supplemental support for the development of an effective decoding system using activity-based instruction.
- ***Edmark Reading*** develops sight vocabulary for students needing more functional reading development.
- ***Read 180*** at all secondary schools. *Read 180* is a computer-based intervention for middle and high school students. After the initial whole group lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modeled reading, and paperback books for independent reading. DSES and Department of Special Education Operations contributed to the funding of this intervention in 16 middle schools and four high schools, and general education initiatives funded the other licenses and professional development so all secondary schools could provide this intervention.
- ***Reading Assistant*** allows students to practice independent oral reading. The program combines speech recognition and verification technology to help students develop fluency, vocabulary, and comprehension.

- ***Wilson Reading System*** uses a multi-sensory instructional sequence that teaches students in Grade 3 to age 21 to decode and spell through increased understanding of language structure.
- ***Rewards*** is a scripted decoding intervention that teaches students reading strategies beginning with multi-syllabic words.

MCPS initiated the following efforts to ensure mathematics proficiency, including the implementation of research-based mathematics interventions and systemwide professional development, focused on making mathematics instruction accessible for students with disabilities for elementary special educators, middle school mathematics, and high school Algebra for general and special educators. The following scientifically research-based mathematics interventions were implemented systemwide:

- ***FASTT Math*** is a software program that helps struggling students develop fluency with basic mathematics facts in the four operations. It automatically differentiates instruction and practice based on each student's individual fluency level in customized, 10-minute daily sessions for students in Grades 3–8.
- ***Above and Beyond with Digi Blocks*** are programs for students with intellectual disabilities. *Above and Beyond with Digi Blocks* is a mathematics manipulative designed to support student understanding of number concepts. Its five strands address counting, place value, the four operations, and money concepts.
- ***Understanding Math*** is a computer-assisted program used with students in Grades 4–10. The program's nine topics can be used to introduce concepts to a whole class, re-teach concepts in a different way to a small group, or remediate individual students on specific skills. Each topic has interactive concept sections with step-by-step explanations, practice sessions, and off-computer activities with lesson outlines/worksheets.

Prekindergarten Special Education —Providing prekindergarten special education services in regular early childhood settings has been challenging due to the limited number of regular prekindergarten programs and services available in MCPS. The Division of Prekindergarten, Special Programs, and Related Services, and the Division of Early Childhood Programs and Services (DECPS) are collaborating to collocate general and special education prekindergarten classes to facilitate LRE options for prekindergarten students.

In FY 2012, MCPS continued to implement a prekindergarten Collaboration Class Project in which general and special education teachers used coteaching and collaborative planning strategies to provide instruction to prekindergarten students with and without disabilities. In FY 2013, this collaborative teaching model will be implemented in 17 MCPS classrooms, an increase of two additional classrooms. In FY 2012, 8 elementary schools also provided specialized instruction to young students with disabilities in a regular early childhood setting by

inviting nondisabled neighborhood peers to participate in prekindergarten classrooms. This model will expand to 15 elementary schools in FY 2013.

Strategies used to Address the Achievement Gap. When the local school system has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

Research-Based Mathematics Practices—In FY2012, MCPS expanded upon the initial professional development provided by Dr. Elon Kholberg, professor at Harvard Business School and inventor of Digi-blocks. Learning Center teachers increased their understanding of mathematical concepts through the use of manipulatives and participated in additional professional development sessions focused on strategies to incorporate flexible groupings, increase mathematics discourse, and deepen students' understanding of numeration. The Office of Special Education Programs (OSEP) and MSDE set targets for prekindergarten indicators in social-emotional, knowledge and skills, and appropriate behaviors. The data was first reported in March 2011, using the 2009–2010 school year data. MCPS did not meet the state targets but increased three to four percentage points in all areas from FY 2010. MSDE awarded MCPS a grant specifically designed to provide professional development to general and special education teachers to teach strategies and specific interventions for use in classrooms to improve these indicators for the 2011–2012 school year.

State Performance Indicator	MSDE Target	MCPS Data
7A—Social-Emotional	71.5%	65.6%
7B—Knowledge and Skills	57.3%	53.6%
7C—Appropriate Behaviors	64.2%	60.9%

Professional Development and Highly Qualified Staff— See response under Item 2 (Collaboration).

How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?

- OSESS, OCIP, and OSSI are committed to engaging all students in a rigorous academic program. These offices collaborated to provide required professional development to selected Grades K through 5 general and special education teachers, paraeducators, speech-language pathologists, and staff development teachers on the characteristics of students with disabilities, instructional and behavioral strategies for students with

disabilities, collaborative planning, differentiated instruction, utilizing technology to access the curriculum, and UDL strategies. Secondary core content coteaching teams in the area of English, mathematics, social studies, and science are required to participate in professional development on best practices for instructing students with disabilities in the general education environment. Additionally, an instructional specialist from the DSES is a member of the curriculum design team for the EIC.

- The Division of Prekindergarten, Special Programs, and Related Services collaborates with OCIP and the DECPS to provide professional development on early childhood curriculum, specific strategies to use with students with disabilities, and research-based interventions to improve outcomes for State Performance Indicators 7A, 7B, and 7C (Social-Emotional, Knowledge and Skills, and Appropriate Behaviors).
- Early childhood staff members collaborate with community stakeholders in the Prekindergarten Project Team to outline system priorities for increasing inclusive opportunities for prekindergarten students with disabilities. A sub-committee of the Prekindergarten Project Team will continue its work to increase inclusive opportunities for pre-K students with disabilities in early childhood settings.

How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

- As a part of the required professional development at all school levels, a tool designed by MCPS referred to as the "*accessibility planner*" is presented to enable collaborative teams consisting of general and special education teachers to effectively plan and discuss the instructional strategies for each lesson or unit at the elementary and secondary levels. Additionally, DSES supervisors, instructional specialists, and itinerant resource teachers supported school teams in the improvement of service delivery models to address the diverse needs of students through participation in Achievement Steering Committees, school–based leadership team meetings, school improvement team meetings, instructional program reviews or school walk-through observations, and by developing and facilitating focused professional development activities for staff members who support students with disabilities.

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Montgomery County Public Schools

ETMA Contact Person: Mrs. Moriah A. Martin

Title/Position: Assistant to the Associate Superintendent, Office of Human Resources and Development

Address: 45 W. Gude Drive, Suite 2100, Rockville, Maryland 20850

Phone: 301-279-3900 Fax: 301-279-3024

E-Mail: Moriah_A_Martin@mcpsmd.org

Date completed: August 7, 2012

BRIDGE TO EXCELLENCE

CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)

INTRODUCTION

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

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.

- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.

- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201
  These materials may be submitted as hard copies or digitalized and submitted on a disk.

  - A copy of the Local School System's (LSS) ETM vision and mission statement
  - A sample curriculum document that infuses Education That Is Multicultural
  - A list of ETM mandatory and/or ETM voluntary courses offered
  - A list of Professional Development ETMA workshops or seminars provided during the school year
  - A sample checklist used to evaluate and approve LSS instructional resources

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

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

1. List your Local School System's major ETMA strengths identified
    - Development of the Equity and Excellence Framework
    - A focus on continuous improvement and data-driven decision making
    - The dedication of several teams to ETMA and its implementation throughout the system, including the Equity Initiatives Unit, Division of ESOL (English for Speakers of Other Languages)/Bilingual Programs Diversity Initiatives, and the Department of Family and Community Partnerships
    - ETMA is a deliberate focus that has extended to address institutional racism within the system
    - The development of a curriculum that uses multiple forms of student assessments and works to prohibit bias in all assessment tools

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

    - The implementation of the ETMA plan needs to be more consistently monitored and implemented among all schools

3. List your three major Local School System ETMA goals for the next school year
    - As referenced in the system's annual report, *Our Call to Action: Pursuit of Excellence*
        - Goal 1, Milestone 1—All students will achieve or exceed proficiency standards in mathematics, reading, writing, science, government, and English language on local and state assessments
        - Goal 4, Milestone 1 and 2—All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.
        - Goal 4, Milestone 1— Equity criterion in all professional growth systems
4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions
    - Prefer checklist to narrative report

I. Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written mission or vision statement that includes a stated commitment to: • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps					✓
2. The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.					✓
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.					✓
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					✓

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.					✓
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:					
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.					✓
b. Multiple cultural perspectives of history are represented.					✓
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:					
a. valuing one's own heritage.					✓
b. valuing the richness of cultural diversity and commonality.					✓

c. valuing the uniqueness of cultures other than one's own.					✓
d. being aware of and sensitive to individual differences within cultural groups.					✓
e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.					✓
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.					✓

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written policy and procedure addressing bullying and harassment.					✓
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					✓
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					✓
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					✓
d. in which diverse linguistic patterns are respected.					✓
e. in which students, instructional staff, support staff, parents, community members, and central					✓

office staff are made to feel welcomed and actively involved in the entire instructional program.					
f. that reflects relationships of mutual respect.					✓
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					✓
h. that includes multicultural assemblies, programs, and speakers.					✓

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
A. Access and Grouping					
1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					✓
2. A committed demonstration of high expectations for all students is visible.					
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of					✓

cultural and socio-economic background.					
b. All schools assure that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment.					✓
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.					✓
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.					✓
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					✓
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. advanced placement courses					✓
b. gifted and talented programs					✓
c. special initiatives such as grants and/or pilot programs such as STEM					✓
d. student organizations and extracurricular activities					✓
e. student recognition programs and performances					✓
5. All schools ensure that all students have access to instructional technology.					✓

B. *Instructional Activities* 1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.					✓
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.					✓
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					✓
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					✓
C. *Achievement Disparities* 1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					✓
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					✓
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by					✓

data.					
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					✓

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. ETMA staff development includes involvement of all staff: (check all that apply) ➢ Administrators √ ➢ central office staff √ ➢ teachers √ ➢ support staff √ ➢ instructional assistants/para-educators √ ➢ substitutes √ ➢ bus drivers √ ➢ custodians √ ➢ cafeteria workers √ ➢ volunteers √					✓
2. Staff development utilizes the MSDE Professional Development					✓

Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.					
3. The LSS coordinates and facilitates ETMA programs and activities:					✓
❖ Voluntary ETM courses are offered (attach a list of courses)					✓
❖ Mandatory ETM courses are offered (attach a list of courses)					✓
❖ ETMA workshops or seminars are provided during the year (attach a list of programs)					✓
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
a. explores attitudes and beliefs about their own cultural identity.					✓
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.					✓
5. All schools provide training:					
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.				✓	
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias				✓	

that impedes student achievement.					
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.				✓	
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.				✓	
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.					✓
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.					✓
7. All schools provide professional development workshops and courses that include an ETMA focus.					✓
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.					✓

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					✓
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					✓
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.					✓
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.					✓
5. All schools incorporate multicultural instructional materials in all subject areas.					✓
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.				✓	

7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.					✓
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).					✓
9. All schools have a process for selection of instructional resources that includes the following criteria:					
a. materials that avoid stereotyping and bias.					✓
b. materials that reflect the diverse experiences of cultural groups and individuals.					✓
c. individuals from diverse backgrounds were involved in the review and selection of materials.				✓	
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					✓

VII. Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities.					✓
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.					✓

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.					✓
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					✓
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					✓

4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.					✓
5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).					✓

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.					✓

2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.					✓
3. All schools use a multiplicity of opportunities and formats for students to show what they know.					✓
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.					✓
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.					✓
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.					✓
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					✓
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.					✓

X. Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
a. families from diverse backgrounds.					✓
b. community members from diverse backgrounds.					✓
c. resource organizations that reflect diversity.					✓
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.					✓
3. All school functions are held in facilities that are accessible to individuals with disabilities.					✓

Individuals contributing to the completion of the Compliance Report

Print Name	Job Title
Ms. Betsy Brown	Director, Department of Curriculum and Instruction, Office of Curriculum and Instructional Programs
Mr. Troy E. Boddy	Director, Equity Initiatives Unit, Office of School Support and Improvement
Mrs. Virginia L. Lockhart	Coordinator, Department of Curriculum and Instruction, Office of Curriculum and Instructional Programs
Mrs. Moriah A. Martin	Assistant to the Associate Superintendent, Office of Human Resources and Development

High Quality Professional Development

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

Professional Development

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

1. ***Underperforming populations***

The achievement gap between underperforming **students identified with educational disabilities** and their typical peers has narrowed by providing high quality professional development at all grade levels:

- At the prekindergarten (pre-K) level, staff members received professional development (PD) focused on improving kindergarten readiness skills for pre-K students with disabilities. As a result of the PD targeting early literacy, mathematics, social/play, and social/emotional skills, *Getting Ready, Montgomery County, March 2012*, reported 52 percent of children with disabilities were fully school-ready in 2011–2012, a 28-point gain from 2001–2002.
- At the elementary level, Montgomery County Public Schools (MCPS) implemented a Universal Design for Learning (UDL) pilot at three elementary schools during the 2011–2012 school year to specifically support districtwide PD to increase student engagement and achievement. Each of these schools implemented a UDL Leadership team of 10–12 educators to increase the use of UDL strategies and enable students to work toward the Common Core State Standards.
- In order to improve the performance outcomes of students with disabilities, who are enrolled in the 11 elementary schools with learning centers, MCPS provided staff members with opportunities to develop and demonstrate the knowledge and skills necessary to design and implement instructional strategies, incorporate the use of manipulatives to support student learning, and develop assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.
- In the summer 2012, MCPS required secondary core content coteaching teams in the areas of English, mathematics, social studies, and science to participate in PD on best practices for instructing students with disabilities in the general education environment. These PD sessions focused on building the capacity of secondary teachers to improve access for students with disabilities to the general education curriculum.
- The initiation and ongoing support of academic interventions also supported the MCPS strategic goal of providing students with disabilities access to the general education environment to the maximum extent appropriate. MCPS implemented and provided ongoing, job-embedded support for both reading and mathematics interventions.
- Staff members were provided with mathematics PD throughout the 2011–2012 school year. The Maryland State Department of Education-funded the Adequate Yearly Progress grant

project focused on the development of mathematics Professional Learning Communities to support and enhance instruction, examine and analyze student work using the cycle of collaborative planning, observation, feedback, and peer coaching. General and special education staff members collaborated to use observation feedback to implement interventions and strategies addressing mathematics fluency, concept development, and mathematics discourse.

The achievement gap between underperforming students receiving **ESOL services** and non-ESOL students has narrowed by providing high quality professional development at all grade levels:

- ESOL central office staff provided training, including job-embedded training, for all ESOL instructional staff on the implementation of the ESOL curriculum resources and instructional program and facilitated various types of professional development for non-ESOL staff in FY 2012. One of these professional development efforts included offering the ESOL for School Leaders webinar series to build the capacity of school leaders to support the academic success of ESOL students and effectively monitor school-based ESOL instructional programs that comply with local, state, and federal mandates.
- In 2012, the ESOL office continued to pilot the Sheltered Instruction Observation Protocol (SIOP) for English Language Learners (ELL) Program, a research-based professional development program that provided ESOL teachers, content teachers, and school administrators in 28 schools with the critical knowledge and skills to effectively engage ESOL students in all content area classrooms. In FY 2013, the SIOP pilot will continue by expanding to seven schools at the elementary and secondary levels.
- In July of 2012, the ESOL office provided a hands-on professional development opportunity for ESOL teachers to use the new elementary ESOL curriculum resources to develop a weekly plan, write lessons, and develop assessments for different grade levels. Participants learned about the instructional planning process using the English language development framework and other instructional resources. In addition, professional development was provided to ESOL teachers and non-ESOL staff on implementing the World Class Instructional Design and Assessment (WIDA) English language development standards and assessments. Below is a summary of the WIDA training provided to ESOL and non-ESOL teachers in July 2012.

The achievement gap between underperforming students receiving **FARMS** services and non-FARMS students has narrowed by providing high quality professional development at all grade levels. The Division of Title I Programs (DTP) does not offer professional development directly to schools. However, we support the funding and implementation of professional development activities/plans at the local school level.

All Title I Schools—A Title I school may elect to set aside up to 10 percent of its Title I school-based allocation to fund its school-based professional development plan. When schools engage

in professional development, the activities must be systematic and focused on effectively supporting the school improvement plan. DTP provides support to Title I schools by

- analyzing data to identify professional development activities that are likely to reduce gaps in performance between subgroups and improve teaching and learning
- exploring research-based strategies that address areas of need

Focus Schools—Focus Schools are ten percent of all Maryland Title I schools having the largest gap between the "all students" subgroup and the lowest performing subgroup. Two Title I focus schools have been identified – Kemp Mill and Brookhaven elementary schools. DTP will collaborate with these schools to develop professional development activities that are designed to address the specific needs within the school and to close gaps between subgroups. DTP will also provide technical assistance as schools analyze data; explore research-based strategies to address instructional challenges; identify appropriate interventions focused on underperforming subgroups; and engage parents in improving student achievement.

2. The transition to the new Maryland Common Core State Curriculum

ELEMENTARY SCHOOLS

Elementary School Core Team Training—More than 1,000 school-based instructional leaders participated in six core school leadership team training sessions on Curriculum 2.0, aligned with the CCSS in reading, mathematics, and writing, beginning January 2011 through June 2012. Topics at core leadership team meetings included changes in reading, writing, and mathematics to align with CCSS; collaborative instructional planning; school scheduling for effective planning; integration of content areas; and the integration of thinking and academic success skills in 10 subjects—art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing. This professional development focused on strategies to: 1) coach teachers to plan for instruction that integrates critical and creative thinking skills; 2) articulate the use of formative and benchmark assessments to inform instruction; and 3) support teachers in identifying core concepts and modify tasks to meet the needs of diverse learners.

Elementary Principal Curriculum update Meetings—Central services staff members provided professional development to school leaders through monthly Principal Curriculum Update (PCU) meetings over the last three years. At PCU meetings principals examined the relationship among planning, curriculum study, and development of depth of understanding required by the CCSS to facilitate the delivery of effective instruction. They also examined opportunities for enrichment and acceleration in the curriculum. Principals developed a deeper understanding of mathematics instruction and assessments within Curriculum 2.0. Principals also have received training on a standards-based, grading and reporting aligned with Curriculum 2.0 and the CCSS.

Training for Elementary School Math Content Coaches and Math Representatives—Nearly 140 mathematics content coaches and representatives attended monthly trainings to build their

mathematics content knowledge and develop a deeper understanding of the CCSS. Topics for mathematics content coach meetings included studying learning progressions, using diagnostic tools to determine mathematical proficiency, facilitating professional learning communities, supporting collaborative planning, using formative and standardized assessments, and embedding universal design for learning practices in mathematics instruction. Last year, these meetings supported schools who piloted the Measures of Academic Progress—MAP-P (K–2) and Measures of Academic Progress—MAP-M (3–5) to augment school assessments to provide a national comparison.

Job-alike Professional Development—At regularly scheduled job-alike meetings, other instructional leaders received face-to-face training to build their capacity to lead the implementation of Curriculum 2.0 and study the CCSS. Reading specialists supported collaboration for effective reading and writing instruction in C 2.0. Staff development teachers (SDTs) studied the strands of mathematical proficiency and prepared to support teachers in Grade 4 and 5. SDTs also gained strategies to help teachers plan for instruction by studying sample learning tasks and learning progressions.

Self-Directed Learning Opportunities—Self-directed learning opportunities for teachers to participate in collaborative instructional planning are provided on an online Instructional Center (IC), a technological innovation containing all Curriculum 2.0 resources organized by week and marking period for all elementary subject areas K–3. These opportunities include short videos, interactive presentations, graphics, and written information to help teachers understand curriculum goals, content, and expectations. The IC also allows staff members to upload and share their own materials, ask questions, provide feedback, and evaluate the usefulness of centrally developed curriculum and professional development resources. Last year, the IC averaged 4,209 unique users per school week at the K–2 level and 387 users per day on weekends.

Building Capacity of Teachers—MCPS builds the capacity of teachers to implement Curriculum 2.0 by providing additional planning time and coordinating support from instructional leaders. Substitute days are allocated to teachers and teams to facilitate collaborative planning and curriculum study by grade-level. Central services staff members support individual schools through school visits and consultation. System and school leaders model, monitor, and support job-embedded development. Grade level teams access curriculum resources that are designed using the principles of Universal Design for Learning to support all learners, including special education, English Language Learners, and gifted and talented students. Additionally, teachers may take Studying Skillful Teaching and other courses to build their repertoire of researched-based instructional strategies.

Implementation of CCSS in Grades 4 and 5—MCPS will continue to provide professional development in preparation for the expansion of Curriculum 2.0 to Grades 4 and 5 in 2013–2014.

SECONDARY SCHOOLS

Secondary Principals' Meetings—Information and guidance provided to secondary school administrators at professional learning community and principals curriculum update meetings during the school year.

Assistant Principal Cohort Meetings—Assistant principal training throughout the school year included aspects of the Common Core State Standards and related information.

Revision of 6–12 English Courses—Multi-media and interactive curriculum, instruction, assessment, and professional development resources, revised to align with the CCSS in English language arts, are posted in web-based environment and available to all MCPS teachers for every English course, Grades 6–12.

Literacy in the Content— Multi-media and interactive curriculum, instruction, assessment, and professional development resources, revised to align with the CCSS in Literacy in the contents, are posted in web-based environment and available to all MCPS teachers for the following courses:

- All middle school and two high school science, technology, and engineering courses
- One middle school and three high school social studies courses
- Two high school world languages courses
- One information technology course earning high school graduation credit for technology education
- Two middle school and two fine arts high school courses
- Two middle school and one high school health and physical education courses

Alignment of Other Secondary Courses to the CCSS—Multi-media and interactive curriculum, instruction, assessment, and professional development resources, revised to align with the CCSS, will be developed during the current fiscal year and will be available to all MCPS teachers for sixteen additional secondary courses for use in the 2013–2014 school year.

Alignment of Mathematics Grade 6 and Algebra to the CCSS —Multi-media and interactive curriculum, instruction, assessment, and professional development resources, revised to align with the CCSS, will be available to all MCPS teachers for Mathematics Grade 6 and Algebra in the 2013–2014 school year and for Mathematics Grade 7 and Geometry in the 2014–2015 school year.

CCSS Resources—Professional development, textual resources, and support will be provided to teachers and administrators to facilitate the transition to CCSS.

Professional Development—Professional development was provided during three summer days and will continue monthly at secondary resource teacher meetings in all content areas throughout the school year.

Reading Teacher/Representative Training—Professional development provided during quarterly half-day meetings for secondary reading specialists/representatives on the CCSS.

Educator Effectiveness Academy 2012—Guidance was provided to school administrators and teacher leaders before and after the Educator Effectiveness Academy 2012 sessions.

CCSS Literacy Training—A full day CCSS Literacy training was held on July 12, 2012, for 700 secondary teacher leaders in all content areas and special education and ESOL, with focus on implications for instruction in all subjects and leadership that promotes instruction that develops literacy.

CCSS Mathematics Training—A full day CCSS Mathematics training was held on July 13, 2012, for 400 secondary administrators and teacher leaders in mathematics, ESOL, special education.

3. The transition to the new teacher and principal evaluation system.

During the 2012–2013 school year, MCPS will continue a review process of the Teachers Professional Growth System and the Administrative and Supervisory Professional Growth System. This process includes identifying what aspects of the current systems are working well, what opportunities there are for improving the systems, and what changes might be needed to address the new state requirements.

Teacher Induction

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

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

Teacher Induction Program Overview

The primary goal of the New Teacher Induction (NTI) Program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice over three years. The secondary goal of NTI is to develop the leadership capacity of new-to-MCPS educators, mentors, and other critical personnel. These goals support student achievement. The Comprehensive Teacher Induction Program includes: peer support, information and technology networks, mentor program, MCPS supports, new educator orientation, and professional development.

New Educator Orientation Program—Content, Structure, and Participant Outcomes

The success of an educator new to MCPS is dependent upon comprehensive orientation experiences and a commitment to professional growth in order to provide quality instruction in every classroom. The theme for the Fiscal Year 2012 New Educator Orientation (NEO) was "High Expectations, Exciting Results." This theme conveys the commitment MCPS has to ensuring success for every student by having high expectations of our educators. NEO addresses the essential question of what an educator new to MCPS should know and be able to do in order to provide quality instruction in every classroom. By the end of NEO, participants are able to respond to this question as they will have heard about the MCPS strategic plan and the Teachers' Professional Growth System. They will have participated in sessions that encourage creating a positive classroom environment, joined in curriculum training which incorporates assessment practices, reviewed lesson planning design, and implemented classroom management strategies. At the end of the curriculum sessions, an evaluation is given to all participants with an average of 81 percent responding in the past four years. Of the new

educators who attended NEO in the last four years, 94.6 percent have recommended that all new classroom educators attend this orientation.

Consulting Teachers—Overview, Standards, and Supports

Consulting Teachers provide differentiated, job-embedded support to the teachers on their caseload (16–20 per school year), including both novice and underperforming teachers in all classroom subject areas and grade levels. The primary outcome of the program is for each teacher to meet standard in order to increase student learning. The indicator for this outcome is demonstration of effective instructional practice, as described by the MCPS Teacher Evaluation Performance Standards. This work directly addresses the school system's strategic plan goals to provide an effective instructional program and create a positive work environment in a self-renewing organization. The work of the Consulting Teacher Program, along with that of the PAR panel, provides client-teachers with job-embedded training and the school system with quality assurance.

For additional information on the Consulting Teacher Team, please visit:
http://www.montgomeryschoolsmd.org/departments/development/teams/ct/ct.shtm

Consulting Teacher Supports

Support activities include formal and informal classroom observations with feedback, development and implementation of structured growth plans, planning assistance, peer visits with reflection, planning and coteaching or modeling of individual lessons, review of student performance data, and facilitation of workshops on best practices. All feedback and evaluation reflects six teacher evaluation performance standards based upon the National Board for Professional Teaching Standards.

Mentors—Overview, Standards, and Supports

The mentor program in MCPS has been supporting new teachers for several years. These mentors have completed a three-credit, 45-hour course entitled Mentoring for All: Strategies, Activities, and Assessments (TOT-02). The course is designed to train tenured teachers to mentor teachers new to MCPS. The course is offered during summer, fall, and spring sessions. The purpose of the TOT-02 course is to provide mentors with the skills necessary to effectively mentor a new teacher. Activities to develop these skills include:

- a review of the research on new teacher needs;
- a study of areas of information required by the new teacher;
- a study of levels of concern as revealed in verbal discussion;
- an examination of historical roles of mentors and the three levels of mentoring;
- a study of various data collection methods during classroom peer visits/observations;
- an overview of the research, policies of induction, and culture of mentoring through various resources via various media—books, articles, and websites;
- a guided focus on strategies, practices, activities, and assessments needed to mentor someone; and

- an opportunity to examine, learn, practice, and understand numerous equitable classroom practices related to mentoring, coaching, and collaboration.

During the course, potential mentors also will complete a mentoring plan as well as a resource book for mentoring a new teacher. The textbook used in the course is *Mentoring Guidebook: Starting the Journey—Level 1*, edited by Kay Burke, Pearson Education, Inc.

Mentors and mentees are matched by the principal (classroom teachers) or coordinator (in areas such as art, music, physical education, and guidance). Mentors support educators in a variety of ways: setting up their classrooms, introducing them to staff, helping to prepare the new teachers for their classes, and confidential peer observations. Additional expectations of mentors are as follows:

Mentoring Standard: Mentors should maintain a one-to-one mentor/mentee ratio.
A one-to-one mentor/mentee assignment is optimal. The MCPS New Teacher Induction Mentor Model supports this ratio. In some cases, the mentor caseload may exceed this one-to-one ratio but one-to-two is maximum. However, no teacher should have more than one mentor. Key to this relationship is meeting the needs of the new educators without compromising mentor effectiveness.

Mentoring Standard: Mentors should maintain a mentor log.
- The mentor log summarizes the monthly contacts and documents the time spent in mentoring activities, the type of activities, and the type of support needed/given during the mentoring relationship.
- Each month, mentors should input their mentor logs through the Professional Development Online (PDO) system. Mentors log a minimum of 12 hours per mentee per semester to be paid the full mentoring stipend.

Mentoring Standard: Mentors should initiate and maintain weekly/monthly contact with new teacher.
- The responsibility for the mentoring relationship should not be placed on the shoulders of the new teacher.
- The expectation is that mentors should spend one hour per week or four hours monthly with their new teacher. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended.
- Mentors and their mentees need dedicated time together. Mentors are expected to find creative ways of providing this time.
- One strategy suggested is to create a new teacher committee whose members are new staff and mentors. Participation on this committee could replace their current committee responsibility.

Mentoring Standard: Mentors should maintain confidentiality.

Research supports that a successful mentor relationship is based upon the development of trust between the mentor and new teacher. Mentors are advised not to discuss aspects of the mentor relationship with anyone. Even positive remarks about the mentor relationship could break the bond of confidentiality/trust between mentor and mentee.

Mentoring Standard: Mentors should assess the different needs of each mentee.

- New teachers come to MCPS with a variety of backgrounds and needs. Many teachers new to MCPS have extensive classroom experience, some have limited experience elsewhere, and some are new to MCPS and to teaching. Mentors should be aware of these differences and address the different needs of each individual.
- The mentor may serve as a coach and may do informal observations, but this should not replace the role of administrators, resource teachers, staff development teachers, and consulting teachers in providing support to new staff; it complements it. The mentor relationship is an additional avenue for the support of new teachers. The mentor teacher does not have a role in the evaluation of the new teacher.

Mentoring Standard: Mentors should provide curriculum support.

- Efforts should be made to match mentor/mentee in the same grade/subject assignment. If the grade/subject area of the mentor and mentee are not the same, the mentor can suggest that the new teacher contacts the curriculum supervisor's office or the mentor may contact that office for the mentee to address curriculum specific issues.
- The mentor is encouraged to provide information to new teachers on current "Best Practices" in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

Mentoring Standard: Mentors should utilize resources provided for them.

The following are all resources available to MCPS school-based mentors:

- Support of the school administration
- Sustained communication, such as electronic updates from the New Teacher Induction Program
- Ongoing training sessions for mentors
- Credit-bearing courses for veteran teachers such as Studying Skillful Teaching]

Mentoring Standard: Mentors should arrange classroom visits.

Inter-classroom visits are a valuable learning tool. Principals are encouraged to work with the school-based mentors in providing class coverage for classroom visits. These visits may take many forms, including—

- new teacher visits the mentor teacher's classroom;
- mentor arranges for the new teacher to visit another exemplary teacher;
- mentor and new teacher visit the classroom of another exemplary teacher together;
- mentor visits the new teacher's classroom; and/or
- mentor and new teacher visit another school.

Demonstration teacher, mentor, and new teacher should agree on the logistics of the visit, decide on a focus and identify a time for debriefing and reflection.

Mentoring Supports

MCPS has developed a program to provide mentor teacher support for educators who have experience in teaching, but who are new to MCPS, or current MCPS staff returning to the classroom from nonteaching positions. MCPS continues to provide this support because research findings underscore the value and benefit of mentoring. New teachers in particular have stated that peer mentoring is a significant part of the support they receive.

Teachers in MCPS are eligible to receive targeted peer mentor support as follows:

- All experienced teachers who are new to MCPS are eligible to receive support from a peer mentor. Principals work with their staff development teachers to ensure that every experienced teacher new to MCPS is assigned an appropriate peer mentor.
- All third-year probationary teachers must have a peer mentor to meet the requirements of the Code of Maryland Regulations (COMAR) of the Maryland State Department of Education.
- Long-term substitutes and second-year teachers who have been released from the Peer Assistance and Review Program are eligible to receive mentor support. This additional support is designed with a two-fold purpose: (1) to provide systemic resources to those who need additional professional development; and (2) to ensure the success of newly tenured teachers in their third year of MCPS employment. These supplementary supports are available on a first-come, first-served basis and are subject to budget allocations.
- MCPS staff returning to teaching positions from nonteaching positions they held during the 2009–2010 and the 2010–2011 school years.

MCPS strives to support and retain new teachers. A mentor provides support in a variety of ways including but not limited to:

- establishing a regular meeting day and time with mentees at the beginning of the year with a recommended time of one hour per week for an average of three hours a month;
- helping to plan lessons and discuss ways to differentiate the lesson plans;
- modeling lessons;
- discussing strategies for improving classroom management or instituting a behavior management plan;
- discussing, modeling, and promoting equitable classroom practices and culturally competent instruction;
- acclimating mentees to the culture of the school;
- reviewing the grading and reporting policy;
- discussing ways to improve relationships with parents and the community; and
- addressing issues related to professional growth.

Opportunities to observe or co-teach with skilled teachers

- Arranging visits to other teachers' classrooms
- Conducting a confidential peer visit/observation (pre-conference, observe lesson, and provide feedback in a post-conference)

Ongoing professional development sessions

Mentor/new teacher workshops are offered on Wednesdays and Thursdays throughout the school year from 4:30–6:30 p.m. at various locations. Mentors are encouraged to join their mentees during the workshops in order to discuss, analyze, and implement strategies learned. Topics include the following: Mastery Objectives; Co-Teaching Techniques; United Streaming; Digital Portfolios; How to Work Collaboratively with a Paraeducator; myMCPS and Data Analysis; Time Management; Stress Management; Strategies for Special Education Students; and Classroom Management. New teachers will have the opportunity to engage in three modules during the year that are 1.0 MSDE credits each. These modules include sessions on Beliefs and Expectations, Classroom Management, Planning for Instruction, MCPS Resources, and Equitable Classroom Practices.

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

The New Teacher Induction (NTI) program is coordinated by an instructional specialist and a secretary. The team works closely to research best practices in induction; gather data from orientation participants, workshop participants, mentees, and mentors; and collaborate with various offices including the offices of Curriculum and Instructional Programs and Human Resources and Development, and the Employee Assistance Program to provide ongoing support and professional development.

The NTI program assists an average of 500 new teachers (which includes novice and experienced, new-to-MCPS educators) and 270 mentors who support 283 mentees who are experienced, new-to-MCPS educators, long-term substitutes, 2nd-year new educators, or 3rd-year probationary teachers.

Induction Activities	July 1, 2010–June 30, 2011	July 1, 2011–June 30, 2012
Mentor Data		
Assigned Mentor Database	167 mentors	270 mentors
New Teachers with Mentors	171 teachers	283 teachers

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

Consulting Teachers

Data regarding teachers' success in meeting standard, as reflected by Peer Assistance and Review (PAR) panel recommendations and other case outcomes (e.g., resignations, retirements) has been collected by the co-leaders of the Consulting Teacher Team.

During the 2011–2012 school year, 551 client-teachers received the following consulting teacher support:

- Four hundred and forty-four client-teachers met standard and will be released to the MCPS Professional Growth Cycle for 2012–2013.
- Underperforming population: Forty-three client-teachers did not meet standard and have been granted a second year of consulting teacher support within the PAR Program for 2012–2013.
- Underperforming population: Two client-teachers did not meet standard and have been granted a third year of consulting teacher support.
- Underperforming population: Twenty-one client-teachers did not meet standard and have been recommended for nonrenewal or dismissal.
- Underperforming population: Twenty-three client-teachers resigned or retired and therefore were not recommended as meeting standard.
- Eighteen probationary client-teachers were hired after November 1, 2011, and will continue to receive support in the fall semester of the 2012–2013 school year.

Consulting Teacher Team Administrator and Client-teacher Survey Data

In addition, all client-teachers and their principals were surveyed regarding consulting teacher support during the school year using a Web-based instrument. In November 2011, 188 administrators and 246 client-teachers responded to the survey. In March 2012, 198 administrators and 265 client-teachers responded to the survey (see Tables 1 and 2).

Discussion

Consulting teacher support, provided within the Teacher PAR Program, follows a prescribed model outlined in the MCPS Teacher Professional Growth System Handbook. The school system has implemented the program to provide intensive, job-embedded support to novice and identified underperforming teachers. Eighty-eight percent of client-teachers met standard this year, while another eight percent demonstrated enough progress to justify one additional year of support, in the opinion of a PAR panel comprising eight teachers and eight principals nominated by their respective MCPS employee associations.

The PAR Program data includes the final outcomes for all client-teachers following the year of support. Administrator and client-teacher survey responses were collected electronically using a Web-based service, and results were compiled and distributed to PAR panel members and Consulting Teachers by the co-lead consulting teachers.

A noteworthy factor this year was the larger-than-usual caseload size per consulting teacher. Due to a decrease in the size of the team, from 36 consulting teachers in 2007–2008, to 28 consulting teachers in 2008–2009 and 2009–2010, and down to 24 consulting teachers in 2010–2011, caseloads averaged approximately 18.7 with consulting teachers in some areas supporting 21 client-teachers. During the 2011–2012 school year, caseloads averaged 20.6 with consulting teachers supporting as many as 24 clients. Two additional consulting teachers had to be hired in September, increasing the size of the team to 26. In order not to increase the team's caseloads with late-hire clients, a full-time substitute consulting teacher was hired in February 2012 and assigned a caseload of 18 late- hire clients. The program design intends a caseload maximum of 16 client-teachers per consulting teacher. However, client-teacher success in meeting standard and client-teacher survey data suggests that consulting teachers still continued to provide effective professional development and support to ensure high-quality instruction in classrooms across the system.

Table 1. Client Surveys

	Surveys Sent	Surveys Received	Percentage
Fall 2011	246	230	93.5%

	Survey Date	Strongly Agree	Agree	Disagree	Strongly Disagree
Question #1: The consulting teacher uses the six MCPS Professional Growth System teacher standards as a framework for our discussions by communicating both areas of strength and opportunities for growth.	Fall 2011	91.9%	20.5%	0%	0.4%
Question #2: Discussions with the consulting teacher foster collaboration, active listening, inquiry, and reflection.	Fall 2011	67.4%	28.5%	2.9%	1.3%

Question #3: The consulting teacher effectively communicates specific feedback based on observation data.	Fall 2011	71.1%	27.6%	.08%	0.4%
Question #4: The consulting teacher promotes my knowledge of mastery planning and implementation of effective instruction aligned with MCPS curriculum.	Fall 2011	59.8%	34.7%	3.8%	1.7%
Question #5: The consulting teacher provides me with documentation of my performance through informal feedback and formal observation reports.	Fall 2011	73.6%	24.7%	1.3%	0.4%
Question #6: The consulting teacher provides ongoing support in addition to the required formal observations.	Fall 2011	61.1%	31.4%	5.9%	1.7%
Question #7: The consulting teacher maintains confidentiality regarding all aspects of our work together.	Fall 2011	73.6%	24.3%	1.3%	0.8%
Question #8: The consulting teacher models professionalism at all times.	Fall 2011	74.1%	23%	2.5%	0.4%
Question #9: I am satisfied with the support I have received from the consulting teacher.	Fall 2011	62.3%	28.5%	6.7%	2.5%

Table 2. Client Surveys

	Surveys Sent	Surveys Received	Percentage
Spring 2012	265	257	97%

	Survey Date	Strongly Agree	Agree	Disagree	Strongly Disagree
Question #1: The consulting teacher uses the six MCPS Professional Growth System teacher standards as a framework for our discussions by communicating both areas of strength and opportunities for growth.	Spring 2012	74.1%	22.4%	2.3%	1.1%
Question #2: Discussions with the consulting teacher foster collaboration, active listening, inquiry, and reflection.	Spring 2012	70%	22.4%	4.2%	3.4%
Question #3: The consulting teacher effectively communicates specific feedback based on observation data.	Spring 2012	70.7%	22.8%	3.0%	3.4%
Question #4: The consulting teacher promotes my knowledge of mastery planning and implementation of effective instruction aligned with MCPS curriculum.	Spring 2012	63.5%	26.6%	5.3%	4.6%
Question #5: The consulting teacher provides me with documentation of my performance through informal feedback and formal observation reports.	Spring 2012	75.7%	21.7%	1.9%	0.8%

Question #6: The consulting teacher provides ongoing support in addition to the required formal observations.	Spring 2012	64.6%	22.1%	8.7%	4.6%
Question #7: The consulting teacher maintains confidentiality regarding all aspects of our work together.	Spring 2012	74.1%	20.5%	2.7%	2.7%
Question #8: The consulting teacher models professionalism at all times.	Spring 2012	75.3%	17.9%	4.6%	2.3%
Question #9: I am satisfied with the support I have received from the consulting teacher.	Spring 2012	66.9%	20.2%	5.3%	7.6%

Mentors

The effectiveness of induction/mentoring is assessed through analysis of the evaluation results from the New Educator Orientation (NEO). New educators are asked three questions assessing the quality of the content, the organization of the orientation, and the overall effectiveness of the orientation.

At the 2012 NEO, 361 out of 482 (74.8%) participants completed surveys. The results are as follows:

Question	% strongly agreed/agreed
As an educator new to MCPS and having attended NEO, I am now better prepared to provide quality instruction in my classroom.	92.5
The three days of on-site orientation were well organized.	93.9
I would recommend that all teachers new to MCPS receive this orientation.	93.6

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Persistently Dangerous Schools

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

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

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

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

MCPS has not identified any schools in the system as persistently dangerous. Schools maintain data on disciplinary incidents and are implementing positive behavioral supports to ensure that school climates are productive and conducive to learning.

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Attendance

Based on the Examination of the Attendance Data:

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

MCPS elementary and middle school students met or exceeded the MSDE target of 94 percent with rates of 96.2 percent and 95.8 percent respectively. Attendance rates were at or above the targets for all subgroups, as well.

At the high school level, the attendance rate was 93.4 percent for all students, revealing a 0.6 percent gap between the performance for all students and the target. Lower attendance rates were seen for Hispanic/Latino students (90.8%), American Indian/ Alaska Native students (90.4%), Special Education students (90.3%), and students receiving Free and Reduced-Priced Meals System (FARMS) services (90.9%). Attendance rates for Black or African American were at 93.1 percent and 92.6 percent for Limited English Proficient students, 0.9 percent and 1.4 percent lower that the state expectations, respectively.

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

Beginning with the 2009–2010 school year, in addition to reporting students who are absent 20 percent or more of the school year, MCPS provided schools with information on which students had unexcused absences for 10–19 percent of the school year. This information is included in the monthly attendance report sent to principals and allows schools to collaborate with their pupil personnel worker to proactively address attendance issues before students reach the habitually-truant level.

MCPS expanded an attendance intervention program, *Attendance Matters*, countywide during the 2011–2012 school year. One hundred seventeen student cases were heard through the *Attendance Matters* program. Additionally, to avoid delays in working with students and families regarding truancy issues, cases are scheduled to go before the Truancy Review Board (TRB) in the same month they are referred. Members of the TRB, if necessary, increase their time commitment to ensure that all cases are heard within the timeframe.

MCPS implemented the Truancy Court Program, a grant-funded program from the University of Baltimore Law School's Center for Families, Children, and the Courts, in one school, Francis Scott Key Middle School, for the 2011–2012 school year. In addition to Francis Scott Key Middle School, the Truancy Court Program will be implemented at Neelsville Middle School at the start of the 2012–2013 school year, with a plan to expand into a third school, A. Mario Loiederman Middle School, during the second semester.

The *Attendance Matters* and TRB programs are budget neutral and should have no issues with sustainability. *Attendance Matters* is run completely within the Division of Pupil Personnel Services and requires no additional funding. Similarly, the TRB is a multiagency collaboration in which designated staff members meet with families to address the needs of habitually truant students. The Truancy Court Program was previously funded by a federal grant. When the federal grant was not renewed for the 2012–2013 school year, the Montgomery County State's Attorney's Office earmarked $50,000 to continue the program in two middle schools. All programs are supported by in-kind dedication of MCPS staff to ensure their effective implementation in the schools.

The Child in Need of Supervision (CINS) project, funded by the Montgomery County Collaboration Council, will provide counseling support for families in four middle schools, Benjamin Banneker, Briggs-Chaney, Neelsville, and Montgomery Village. Referrals will be based on student attendance, suspension, and/or involvement with the juvenile justice system. This is the first year of the project.

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Graduation and Dropout Rates (4-Year Cohort)

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

- No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.
- No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

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

Based on the Examination of Graduation and Dropout Rate Data: **MSDE directed LEAs to use 2011 data since 2012 data are not final until November.**

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

For the 2010–2011 school year, Montgomery County Public Schools (MCPS) met the Annual Measurable Objective (AMO) of 84.4 percent for all students for the 5-Year Cohort Graduation Rate. Challenges were seen for the following groups: Male students (83.8%), Black or African American students (81.3%), Hispanic/Latino students (75.3%), student receiving Free and Reduced-price Meals System (FARMS) services (75.2%), American Indian or Alaska Native students (69.6%), students receiving special education services (62.5%), and students receiving English for Speakers of Other Languages (ESOL) services (49.2%).

MCPS met the AMO of 13.0 percent for the Four-Year Cohort Dropout Rate for the 2010–2011 school year for all students and the majority of subgroups. The subgroups presenting challenges are: students receiving special education services (13.3%), Hispanic/Latino students (14.7%), American Indian or Alaska Native students (26.1%), and students receiving English for Speakers of Other Languages (ESOL) services (30.4%).

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

Montgomery County Public Schools (MCPS) utilizes a variety of instructional and intervention strategies to assist students in having positive and successful experiences in school. Changes and adjustments made in instructional and intervention strategies, along with the corresponding resource allocations, are listed below.

Positive Behavioral Interventions and Supports (PBIS)—MCPS schools are continuing their efforts to implement PBIS in all schools in order to increase capacity to support students who present behavioral challenges. MCPS is shifting from traditional responses of solving problem behaviors through suspension and exclusion to an approach that emphasizes the development of specially designed interventions based on functional behavioral assessments to improve the school climate. School teams involving school counselors and others, enable students to increase their time in classes, thus increasing the likelihood of student academic success. PBIS is supported by unrestricted MCPS funds. Funds provide a staff member to support schools implementing PBIS. Additionally, funding is allocated to all schools implementing PBIS for program materials, stipends for staff participation in PBIS activities and planning, and substitutes for participation in professional development.

Educational Interview for Withdrawal Prevention—The new student withdrawal form, MCPS Form 565-4a, *Educational Interview for Withdrawal Prevention,* requires schools to communicate and problem solve with parents and students before they withdraw. The purpose of the interview is to encourage the student to remain in school. This interview is a counseling tool and an intervening process that may serve to enhance the student's decision making. Additionally, it provides another means of reaffirming the school's commitment to the student and asserting a continued willingness to be an ongoing resource. Funding for this program is unrestricted.

Data Monitoring—MCPS monitors academic, attendance, and behavioral data to identify students in need of support. In addition to the daily monitoring done by classroom teachers, the Grade 8 Prediction Model and the College Readiness Monitoring Tool are examples of tools utilized by school counselors to examine a variety of data points. Individual student data is used to assist in the selection of rigorous courses, monitor student performance and participation in AP/IB course and exams, and the credits needed to meet graduation requirements. The tool also can be used to reveal areas of need so that struggling students receive appropriate interventions and supports. Funding is unrestricted.

Partnership with MCPS ESOL/Bilingual Services and the Department of Student Services—Seven school-based English for Speakers of Other Languages (ESOL) counselors are assigned to 19 high schools with ESOL centers, and six middle schools with Multidisciplinary Education Training and Support (METS) programs on an itinerant basis in order to increase the capacity of school counseling departments to serve all ESOL students. Both ESOL counselors and school counselors work with ESOL students to achieve success in school by providing support and resources to keep students on track for graduation. Funding is unrestricted.

Extended-time and Extended-day Programs—These programs provide additional instructional time to students who are struggling with academic performance in order to accelerate students' mastery of reading, language arts, and mathematics skills. This program is funded by MCPS.

High School Plus—This program enables students who failed courses required for graduation to retake these courses for credit in their home schools. All MCPS high schools participate in the High School Plus Program. Each high school tailors its course offerings to the unique needs of its students. This program is funded by MCPS.

Online Pathway to Graduation—This year-long program enables current or former Montgomery County Public School (MCPS) seniors needing three credits or fewer to meet the academic requirements for a Maryland High School diploma. This program was purchased by MCPS.

The George B. Thomas Sr. Learning Academy—The core programs of the George B. Thomas, Sr. Learning Academy's *Saturday School* offer tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in Grades 1–12. *Saturday School* primarily is funded privately, and receives some funding from MCPS.

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Highly Qualified Staff

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

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

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

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

Plans for Reaching the 100% Highly Qualified Teacher Goal

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

Montgomery County Public Schools (MCPS) meets the requirement that at least 94 percent of Core Academic Subject (CAS) classes or higher are taught by teachers who are designated "highly qualified;" that 100 percent of CAS classes at Title I schools are taught by teachers who are designated "highly qualified;"and that less than 10 percent of all CAS classes, across all reasons, are being taught by teachers not designated highly qualified (NHQT).

B. Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 – 6.5):

MCPS' commitment to high-quality teaching for all students, and ongoing communication between the offices of Human Resources and Development (OHRD) and School Support and Improvement (OSSI) and principals ensures that there is equitable distribution of HQT educators teaching in high- versus low-poverty schools.

According to Table 6.4, the percentage of classes taught by HQT educators remains very high across both elementary and secondary levels. At the elementary level, there continues to be

a higher percentage of HQT classes being taught by HQT educators in high poverty versus low poverty schools. However, at the secondary level, there continues to be a lower percentage of HQT classes being taught by HQT educators in high poverty versus low poverty schools.

According to Table 6.5, there continues to be a lower percentage of experienced HQT educators teaching core academic subjects at high poverty versus low poverty schools—although during 2009–2010 and 2010–2011, there was less than one percent disparity between the percentage of HQT educators teaching core academic subjects at high poverty secondary versus low poverty secondary schools.

1. **Describe what challenges are evident.**

MCPS continues to be challenged by the national shortage of highly qualified special education teachers and critical shortage area teachers.

a. Some special education teachers are teaching core academic subjects to special education students without the necessary content certification. Although the special education staff continues to address these issues through inclusion models, this continues to be a concern since special education is a critical shortage area. It is difficult to hire enough special education teachers as well as find those who also have content certification because few special education teachers are dually certified. Therefore, most special education teachers are expected to become highly qualified via adding one or more core academic subject areas through testing, content coursework, or the High Objective Uniform State Standard of Evaluation (HOUSSE) rubric. The HOUSSE option sunsets at the end of the 2012–2013 school year. Depending on the needs of the school, even dually certified special educators still may need to teach a core academic subject for which they are not designated highly qualified.

b. Overall shortage in critical areas often creates the need for teachers to teach one or more core academic subjects out-of-field.

    i. Due to a shortage of teachers in foreign languages, some teachers are assigned to teach a foreign language class for which they are not certified or HQ. A certified and HQ Spanish teacher may be required to teach one or two periods of French, due to a shortage of French teachers. Although this teacher may have the proficiency to teach another language, he or she might not be able to pass the content test for the second language nor have the required content credits. However, due to the teacher shortage, principals make these informed decisions based on the Spanish teacher's language background.
    ii. Due to a shortage in specific sciences such as earth science, physics, and chemistry, teachers of one science area sometimes are expected to teach one or two periods of another science area. For example, a certified and HQ biology teacher may be required to teach one or two periods of chemistry, due to a shortage of chemistry

teachers. Although this teacher may have the proficiency to teach another science, he or she might not be able to pass the content test for the second science nor have the required content credits. However, due to the teacher shortage in such areas, the principal makes this decision based on the science teacher's background and with the knowledge that most science teachers concentrate in one area of science but often take additional science courses in other areas. Countywide, the percentage of science teachers designated highly qualified is the lowest among the core academic subjects and can be attributed mostly to the shortage of highly qualified earth science teachers.

iii. Overall teacher shortage in areas such as special education, foreign languages, and some sciences often results in the employing of substitute teachers who are not certified teachers. In these cases, the substitute teacher is rarely HQ or certified to teach CAS to students.

2. Specific criteria that must be satisfied to achieve HQ designation vary from state to state. Therefore, a teacher coming to MCPS from outside the state of Maryland who was designated HQ in that non-Maryland jurisdiction may or may not be designated HQ by Maryland standards. Maryland does not accept other states' HQ designations. **Describe the changes or adjustments to ensure an equal distribution of HQT staff in both high and low poverty schools.**

The certification and HQ status of voluntary, involuntary, and return-from-leave educators is shared with principals working with OHRD for making appropriate placements. During the spring involuntary transfer season, efforts are made to reduce the number of placements in the most highly impacted schools.

In addition, MCPS continues to develop and foster relationships with institutes of higher education through professional development schools (PDS), particularly in highly impacted schools. MCPS university partnerships are used to expand the pool of teacher candidates representing critical fields and to increase the percentage of classes taught by HQ teachers in all schools. Terms for participation in existing partnerships were agreed upon to guarantee that future participants will be informed of the HQ requirements and the expectations to meet the requirements prior to entering the partnership program. In the Teachers 2000 partnership program, each secondary special education teacher candidate finishes the program certified in special education and at least one core academic subject in order to be considered for hire with MCPS. The additional resources and support provided to schools through the PDS partnership further assists with training, developing, and maintaining high-quality teachers in high-poverty schools.

Montgomery College and MCPS continue to offer an Alternative Certification for Effective Teachers (ACET) Program. This Maryland Approved Alternative Preparation Program (MAAPP) offers resident teacher certification to a select group of candidates, specializing in the critical shortage areas, such as mathematics, chemistry, physics, Spanish, and French.

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

As previously stated, the certification and HQ status of voluntary, involuntary, and return-from-leave educators is shared with principals working with OHRD for making appropriate placements. During the spring involuntary transfer season, efforts are made to reduce the number of placements in the most highly impacted schools.

The largest numbers of teachers not yet HQ are in out-of-field assignments and in the field of special education. OHRD collaborates with principals about the out-of-field assignments and with special education supervisors to identify strategies for class configuration, inclusion models, and other initiatives to support compliance. Although MCPS continues to develop and foster relationships with institutes of higher education which has increased the number of graduates with certification in a core academic subject, it remains challenging in the critical shortage subject areas.

Even with the challenges, the percentage of HQT teachers teaching core academic subjects in all schools remains above 90 percent even in high poverty schools, and the percentage of core academic subject classes taught by HQT teachers in all schools remains above 93.5 percent.

C. **Based on the Examination of Highly Qualified Teacher Retention Data (Tables 6.6):**

Montgomery County Public Schools meets the requirement that overall attrition is less than 10 percent.

D. **Based on the Examination of Qualified Paraprofessional Data (Table 6.7):**

Montgomery County Public Schools meets the requirement that 100 percent of qualified paraprofessionals are working in Title I schools.

1.1A: Current Year Variance Table
Local School System: Montgomery County

Revenue Category	
Local Appropriation	
Other Local Revenue - Fund Balance, Carry Forward, Prior Year Encumbrance	
State Revenue	
Federal Revenue	84.386: Education Technology
	84.388: Title I - School Improvement (non-ARRA)
	84.389: Title I - Grants to LEAs, Neglected and Delinquent (non-ARRA)
	84.394: State Fiscal Stabilization Fund Education Program
	84.395: Race to the Top
	84.410: Education Jobs Fund
	84.010: Title I
	84.027: IDEA, Part B (non-ARRA)
Other Federal Funds (Note: all federal & state funds are based on budget as of June,2012)	
Other Resources/Transfers	
Total	

Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the a
of doing business, and other.

Section B - Standards and Assessments

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

Expenditures:	Source	Amount
Curriculum and Instructional Programs (including assessments)	Unrestricted	7,010,450

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals instruction.

Expenditures:	Source	Amount
Shared Accountability, Testing, Applied Research, Program Evaluation	Unrestricted	3,047,464.00

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where

Expenditures:	Source	Amount
Employee and Retiree Services	Unrestricted	9,422,959.00
Recruitment and Staffing	Unrestricted	2,109,145.00
Professional Growth Systems	Unrestricted	5,402,489.00
Teacher Mentoring - Title II-A	Restricted	178,200.00
Skillful Teaching and Leading - Title II -A	Restricted	426,723.00
Consulting Teachers - Title II-A	Restricted	3,134,958.00
Equity Inititatives	Unrestricted	1,264,012.00
Tuition Reimbursment	Unrestricted	2,317,048.00
Staff Development Teachers	Unrestricted	14,574,764.00
Staff Development Teacher Project Team	Unrestricted	1,037,305.00
Leadership Team Development	Unrestricted	489,090.00

Section E: Turning Around the Lowest Achieveing Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount
Title I A/Extended Learning Opportunities	Restricted	17,414,740.00

Title I D - Neglected and Deliquent Youth	Restricted	137,644.00
Focus Teachers (locally funded)	Unrestricted	4,108,228.00
Academic Intervention Positions	Unrestricted	14,042,522.00
Middle School Extended Day/Year Programs	Unrestricted	1,532,132.00
High School Plus/Online Pathways Programs	Unrestricted	1,289,219.00
ESOL/Bilingual Programs	Unrestricted	45,479,521.00
ESOL/Bilingual Programs - Title III LEP	Restricted	3,609,452.00
Kennedy Cluster Program	Unrestricted	27,093.00
Positive Behavioral Interventions & Supports	Unrestricted	215,003.00
Positive Youth Development /Identity Programs	Unrestricted	72,500.00
Remedial Summer School	Unrestricted	877,152.00
Reading Initiative/Reading Support	Unrestricted	4,716,225.00
Math Interventions	Unrestricted	39,000.00
Bridge for Academic Validation Program	Unrestricted	299,635.00
Ruth Rales Comcast Kids Reading Network	Unrestricted	116,217.00
George B. Thomas Learning Academy	Unrestricted	300,365.00
Read 180	Unrestricted	141,691.00
Gaithersburg & Silver Spring Judy Centers	Restricted	527,988.00
Homeless Children and Youth Program	Restricted	83,000.00
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this cat		
Expenditures:	**Source**	**Amount**
K-12 Instruction	Unrestricted	832,375,304.00
School Support/Improvement & Professional Development & Support	Unrestricted	13,256,414.00
Curriculum & Instructional Programs	Unrestricted	17,972,965.00
Vocational Education Grant Program	Restricted	1,360,355.00
American Indian Education Grant Program	Restricted	29,028.00
Head Start Grant	Restricted	3,433,406.00
Special Education & Student Services	Unrestricted	273,294,159.00
IDEA Part B & Infants & Toddlers	Restricted	30,400,143.00
National Institutes of Health Program	Restricted	254,733.00
Medical Assistance Program	Restricted	4,061,262.00
Support Operations/Employee Benefit Programs-(transportation, facilities management, human resources, financial services, etc.)	Unrestricted	745,533,694.00
Technology Development/Support/Maintenance	Unrestricted	26,549,013.00
Policy Records and Reporting, Audit	Unrestricted	1,488,388.00
Board of Education; Office of the Superintendent of Schools; Communications; Office of the Deputy Superintendent for Teaching, Learning, and Programs; Office the Chief Engagement and Partnership Officer	Unrestricted	7,069,715.00
Education Jobs Fund - Employee Benefits	Restricted	19,611.00
Appropriation and Encumbrance carry-forward	Unrestricted	7,069,165.00
Appropriation carry-forward	Restricted	18,461,410.00
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this cate		

Expenditures:	Source	Amount
Total		

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

FY 13 Budget
1,419,513,701.00
42,530,575.00
588,331,986.00
-
17,414,740.00
137,644.00
-
19,611.00
-
28,671,595.00
18,298,396.00
13,154,451.00
2,128,072,699.00

ıssurance areas, mandatory cost

and to compete in the global

FTE
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23.000
30.200
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10.000
150.900
8.000
3.000
FTE
145.638

50.100
222.000
576.565
29.800
2.000
62.700
1.000

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FTE
10565.405
129.550
224.335
6.300
36.400
3691.753
177.950
54.500

3612.225
159.000
13.625
66.500

gory.

FTE
o the Other Federal Funds line.

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Montgomery County

Revenue		FY 2012 Original Budget 7/1/2011	FY 2012 Final Budget 6/30/2012	Change	% Change
Local Appropriation		1,370,101,480.00	**1,370,271,392.00**	169,912.00	0%
State Revenue		559,837,103.00	561,198,422.00	1,361,319.00	0%
Federal AR 10.579	National Sc	-	-	-	
Federal AR 84.386	Title II - En	-	10,780.07	10,780.07	#DIV/0!
Federal AR 84.387	Homeless (	-	41,789.92	41,789.92	#DIV/0!
Federal AR 84.389	Title I - Gra	-	-	-	#DIV/0!
Federal AR 84.391	IDEA Part E	-	3,334,767.16	3,334,767.16	#DIV/0!
Federal AR 84.392	IDEA Part E	-	777.00	777.00	#DIV/0!
Federal AR 84.393	IDEA Part (	-	228,621.89	228,621.89	#DIV/0!
Federal AR 84.394	State Fisca	-	1,902,102.92	1,902,102.92	#DIV/0!
Federal AR 84.395	Race to the	-	248,683.32	248,683.32	#DIV/0!
Federal AR 84.410	Education .	4,377,655.00	4,377,655.00	-	0%
Other Federal Funds		68,134,359.00	69,708,754.00	1,574,395.00	2%
Other Local Revenue		17,000,000.00	17,000,000.00	-	0%
Other Resources/Transfers		10,802,274.00	5,023,515.00	(5,778,759.00)	-53%
Total		**2,030,252,871.00**	**2,033,347,260.28**	**3,094,389.28**	0%
	Prior Year	**6,271,859.00**	**6,370,994.00**		0%
	Carry-Forw	**15,379,137.00**			0%
	Revised FY	**2,051,903,867.00**	**2,039,718,254.28**	**(12,185,612.72)**	-1%

Change in Expenditures

Section/Re	Source	Expenditu	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Section B -	Unrestricte	Shared Acc	2,685,023.00	2,685,023.00	28.00	28.00
Section B -	Unrestricte	Student As	864,856.00	864,856.00		
Section C -	Unrestricte	Technolog	47,189,728.00	47,189,728.00	384	384
Section C -	84.386	Title II - Enhancing Education Th		10,780.07		
Section D:	Unrestricte	Employee/	10,796,610.00	10,796,610.00	59.475	59.475
Section D:	Unrestricte	Equity Initi	874,525.00	874,525.00	6	6
Section D:	Unrestricte	Profession	5,413,797.00	5,487,323.96	33	33.000
Section D:	Restricted	Profession	3,739,881.00	3,666,354.04	24	24.000
Section D:	Unrestricte	Recruitmer	2,254,342.00	2,254,342.00	24	24
Section D:	84.395	Race to the Top - Educator Effe		248,683.32		
Section D:	Restricted	Quality Teacher Incentive Progr		899,204.00		
Section E:	Unrestricte	Academic I	13,743,037.00	13,743,037.00	209	209
Section E:	Restricted	ESOL/Bilin	3,609,452.00	3,761,009.47	27	27
Section E:	Unrestricte	ESOL/Bilin	40,870,322.00	40,718,764.53	567	567
Section E:	Unrestricte	High Schoc	1,509,060.00	1,509,060.00		
Section E:	Restricted	Title I A/Ex	20,441,435.00	19,962,889.70	184	184
Section E:	Restricted	Title I D -N	191,957.00	204,217.94		
Section E:	Unrestricte	Middle Sch	1,710,745.00	1,710,745.00		

Section E:	84.387	Homeless Children and Youth		41,789.92		
Section E:	Restricted	Judith B. Hoyer Early Learning C		473,095.10		
Mandatory	Unrestricte	Support Of	245,000.00	448,477.00		
Mandatory	Restricted	IDEA Part E	30,683,045.00	29,010,910.52	197	197
Mandatory	84.391	IDEA Part B - Grants to States-P		3,334,767.16		
Mandatory	84.392	IDEA Part B - Preschool Grants		777.00		
Mandatory	84.393	IDEA Part C - Infants and Famili		228,621.89		
Mandatory	84.181	Infants and Toddlers - State		258,974.00		
Mandatory	Restricted	Medical As	4,364,436.00	4,271,635.66	62	62
Mandatory	Restricted	National In	254,733.00	254,254.62		
Mandatory	Restricted	American I	29,028.00	42,976.42		
Mandatory	84.410	Education .	4,377,655.00	4,377,655.00		
Mandatory	Restricted	Head Start	3,433,306.00	3,433,406.00	36	36
Mandatory	Restricted	Head Start Summer Program - S		79,159.44		
Mandatory	Restricted	Vocational	1,142,086.00	1,140,324.00	5	5
Mandatory	Restricted	Maryland Model for School Rea		54,859.94		
Mandatory	Restricted	Fine Arts Initiative		32,548.00		
		Board of Education, Office of Superintendent of Schools,				
Mandatory	Unrestricte	Office of C	5,469,982.00	5,469,982.00	56	56
Mandatory	Unrestricte	Curriculum	22,622,124.00	22,622,124.00	279	279
Mandatory	Unrestricte	K-12 Instru	828,340,573.00	828,340,573.00	10590	10590
Mandatory	Unrestricte	Support Of	559,837,103.00	530,953,511.23	3649	3649
Mandatory	Unrestricte	Support Of	143,182,524.00	143,182,524.00		
Mandatory	Unrestricte	Support Of	67,470.00	67,470.00		
Mandatory	84.394	State Fiscal Stabilization Fund E		1,902,102.92		
Mandatory	Unrestricte	Other Tech	3,755,762.00	3,755,762.00	20	20
Mandatory	Unrestricte	Special Edu	266,553,274.00	266,553,274.00	3592	3592
Mandatory	Restricted	Other Federal Grants - includin		3,512,298.63		
Mandatory	Restricted	Grants from Other Sources		676,564.00		
Mandatory	Cost of Doing Business					
Total			2,030,252,871.00	2,011,107,570.48	**20,031**	**20,031**
	Unrestricte	**Prior Year**	21,650,996.00			
		Revised FY	2,051,903,867.00	2,011,107,570.48		
		Expenditure Surplus		40,796,296.52		

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	29854	27025	90.5	30822	28292	91.8	31742	29116	91.7	15087	13376	88.7	15493	13949	90.0	16125	14498	89.9	14767	13649	92.4	15329	14343	93.6	15617	14618	93.6
Hispanic/Latino of any race				7697	6690	86.9	8068	6985	86.6				3890	3296	84.7	4115	3444	83.7				3807	3394	89.2	3953	3541	89.6
American Indian or Alaska Native				43	38	88.4	41	37	90.2				18	15	83.3	20	17	85.0				25	23	92.0	21	20	95.2
Asian				4543	4369	96.2	4676	4502	96.3				2233	2119	94.9	2340	2225	95.1				2310	2250	97.4	2336	2277	97.5
Black or African American				6225	5288	84.9	6328	5361	84.7				3112	2536	81.5	3172	2585	81.5				3113	2752	88.4	3156	2776	88.0
Native Hawaiian or Other Pacific Islander				17	17	100.0	15	14	93.3				10	10	100.0	9	9	100.0				7	7	100.0	6	5	83.3
White				10749	10426	97.0	10992	10684	97.2				5459	5251	96.2	5663	5465	96.5				5290	5175	97.8	5329	5219	97.9
Two or more races				1548	1464	94.6	1622	1533	94.5				771	722	93.6	806	753	93.4				777	742	95.5	816	780	95.6
Special Education	3081	2218	72.0	3137	2342	74.7	3106	2335	75.2	2097	1510	72.0	2128	1593	74.9	2131	1598	75.0	984	708	72.0	1009	749	74.2	975	737	75.6
Limited English Proficient (LEP)	3442	2608	75.8	3906	3093	79.2	5202	4163	80.0	1878	1402	74.7	2168	1668	76.9	2894	2235	77.2	1564	1206	77.1	1738	1425	82.0	2308	1928	83.5
Free/Reduced Meals (FARMS)	9539	7670	80.4	10183	8511	83.6	10764	8985	83.5	4786	3704	77.4	5124	4120	80.4	5436	4361	80.2	4753	3966	83.4	5059	4391	86.8	5328	4624	86.8

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	30504	27160	89.0	30320	27224	89.8	30671	27276	88.9	15580	13456	86.4	15494	13514	87.2	15558	13391	86.1	14924	13704	91.8	14826	13710	92.5	15113	13885	91.9
Hispanic/Latino of any race				7150	5845	81.7	7365	5915	80.3				3660	2882	78.7	3726	2864	76.9				3490	2963	84.9	3639	3051	83.8
American Indian or Alaska Native				47	41	87.2	57	51	89.5				20	15	75.0	22	19	86.4				27	26	96.3	35	32	91.4
Asian				4286	4085	95.3	4336	4130	95.2				2136	2016	94.4	2166	2034	93.9				2150	2069	96.2	2170	2096	96.6
Black or African American				6750	5601	83.0	6712	5454	81.3				3404	2637	77.5	3395	2565	75.6				3346	2964	88.6	3317	2889	87.1
Native Hawaiian or Other Pacific Islander				8	8	100.0	11	10	90.9				3	3	100.0	5	4	80.0				5	5	100.0	6	6	100.0
White				10770	10406	96.6	10772	10383	96.4				5582	5318	95.3	5516	5232	94.9				5188	5088	98.1	5256	5151	98.0
Two or more races				1309	1238	94.6	1418	1333	94.0				689	643	93.3	728	673	92.4				620	595	96.0	690	660	95.7
Special Education	3388	2263	66.8	3369	2335	69.3	3263	2171	66.5	2249	1468	65.3	2277	1537	67.5	2201	1437	65.3	1139	795	69.8	1092	798	73.1	1062	734	69.1
Limited English Proficient (LEP)	1072	581	54.2	1089	615	56.5	1566	867	55.4	575	307	53.4	566	308	54.4	861	462	53.7	497	274	55.1	523	307	58.7	705	405	57.4
Free/Reduced Meals (FARMS)	9082	6999	77.1	9378	7359	78.5	9734	7494	77.0	4641	3368	72.6	4801	3548	73.9	4973	3611	72.6	4441	3631	81.8	4577	3811	83.3	4761	3883	81.6

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10406	8914	85.7	10372	9008	86.8				5383	4417	82.1	5239	4408	84.1				5023	4497	89.5	5133	4600	89.6			
Hispanic/Latino of any race				2210	1738	78.6							1116	838	75.1							1094	900	82.3			
American Indian or Alaska Native				16	14	87.5							10	8	80.0							6	6	100.0			
Asian				1500	1374	91.6							780	699	89.6							720	675	93.8			
Black or African American				2355	1801	76.5							1164	828	71.1							1191	973	81.7			
Native Hawaiian or Other Pacific Islander				9	9	100.0							6	6	100.0							3	3	100.0			
White				3953	3768	95.3							2010	1893	94.2							1943	1875	96.5			
Two or more races				329	304	92.4							153	136	88.9							176	168	95.5			
Special Education	1113	555	49.9	1171	680	58.1				763	378	49.5	775	459	59.2				350	177	50.6	396	221	55.8			
Limited English Proficient (LEP)	271	117	43.2	260	114	43.8				139	55	39.6	131	52	39.7				132	62	47.0	129	62	48.1			
Free/Reduced Meals (FARMS)	2132	1511	70.9	2284	1688	73.9				1058	701	66.3	1121	787	70.2				1074	810	75.4	1163	901	77.5			

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	29857	26383	88.4	30844	27369	88.7	31763	28494	89.7	15083	13246	87.8	15510	13613	87.8	16136	14378	89.1	14774	13137	88.9	15334	13756	89.7	15627	14116	90.3
Hispanic/Latino of any race				7699	6293	81.7	8078	6696	82.9				3892	3150	80.9	4120	3385	82.2				3807	3143	82.6	3958	3311	83.7
American Indian or Alaska Native				42	33	78.6	41	37	90.2				17	14	82.4	20	17	85.0				25	19	76.0	21	20	95.2
Asian				4555	4361	95.7	4685	4535	96.8				2241	2125	94.8	2345	2256	96.2				2314	2236	96.6	2340	2279	97.4
Black or African American				6234	4893	78.5	6333	5076	80.2				3117	2362	75.8	3174	2509	79.0				3117	2531	81.2	3159	2567	81.3
Native Hawaiian or Other Pacific Islander				17	16	94.1	15	12	80.0				10	10	100.0	9	7	77.8				7	6	85.7	6	5	83.3
White				10750	10340	96.2	10990	10623	96.7				5463	5243	96.0	5662	5457	96.4				5287	5097	96.4	5328	5166	97.0
Two or more races				1547	1433	92.6	1621	1515	93.5				770	709	92.1	806	747	92.7				777	724	93.2	815	768	94.2
Special Education	3074	1946	63.3	3134	2050	65.4	3105	2035	65.5	2094	1380	65.9	2126	1447	68.1	2131	1445	67.8	980	566	57.8	1008	603	59.8	974	590	60.6
Limited English Proficient (LEP)	3464	2568	74.1	3948	2937	74.4	5247	4000	76.2	1888	1433	75.9	2193	1638	74.7	2917	2234	76.6	1576	1135	72.0	1755	1299	74.0	2330	1766	75.8
Free/Reduced Meals (FARMS)	9540	7333	76.9	10196	7940	77.9	10781	8557	79.4	4786	3646	76.2	5131	3921	76.4	5445	4263	78.3	4754	3687	77.6	5065	4019	79.3	5336	4294	80.5

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	30505	24052	78.8	30378	24200	79.7	30683	24901	81.2	15577	12063	77.4	15520	12235	78.8	15557	12397	79.7	14928	11989	80.3	14858	11965	80.5	15126	12504	82.7
Hispanic/Latino of any race				7176	4758	66.3	7374	4995	67.7				3672	2424	66.0	3729	2487	66.7				3504	2334	66.6	3645	2508	68.8
American Indian or Alaska Native				47	35	74.5	57	44	77.2				20	14	70.0	22	16	72.7				27	21	77.8	35	28	80.0
Asian				4300	4017	93.4	4344	4110	94.6				2144	2003	93.4	2169	2040	94.1				2156	2014	93.4	2175	2070	95.2
Black or African American				6764	4368	64.6	6713	4502	67.1				3408	2113	62.0	3388	2151	63.5				3356	2255	67.2	3325	2351	70.7
Native Hawaiian or Other Pacific Islander				8	5	62.5	11	8	72.7				3	0	0.0	5	3	60.0				5	5	100.0	6	5	83.3
White				10771	9904	92.0	10768	10018	93.0				5583	5102	91.4	5517	5070	91.9				5188	4802	92.6	5251	4948	94.2
Two or more races				1312	1113	84.8	1416	1224	86.4				690	579	83.9	727	630	86.7				622	534	85.9	689	594	86.2
Special Education	3380	1600	47.3	3366	1720	51.1	3243	1695	52.3	2242	1086	48.4	2274	1218	53.6	2188	1164	53.2	1138	514	45.2	1092	502	46.0	1055	531	50.3
Limited English Proficient (LEP)	1105	461	41.7	1163	555	47.7	1620	815	50.3	593	253	42.7	601	295	49.1	886	455	51.4	512	208	40.6	562	260	46.3	734	360	49.0
Free/Reduced Meals (FARMS)	9086	5367	59.1	9422	5710	60.6	9744	6100	62.6	4643	2648	57.0	4822	2857	59.2	4968	3014	60.7	4443	2719	61.2	4600	2853	62.0	4776	3086	64.6

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10020	8823	88.1	9958	8848	88.9				5215	4584	87.9	5054	4475	88.5				4805	4239	88.2	4904	4373	89.2			
Hispanic/Latino of any race				2134	1782	83.5							1072	902	84.1							1062	880	82.9			
American Indian or Alaska Native				16	16	100.0							11	11	100.0							5	5	100.0			
Asian				1428	1373	96.1							750	716	95.5							678	657	96.9			
Black or African American				2287	1755	76.7							1126	852	75.7							1161	903	77.8			
Native Hawaiian or Other Pacific Islander				9	8	88.9							5	4	80.0							4	4	100.0			
White				3776	3627	96.1							1946	1859	95.5							1830	1768	96.6			
Two or more races				308	287	93.2							144	131	91.0							164	156	95.1			
Special Education	1123	576	51.3	1168	677	58.0				770	419	54.4	778	475	61.1				353	157	44.5	390	202	51.8			
Limited English Proficient (LEP)	243	146	60.1	232	152	65.5				125	75	60.0	119	85	71.4				118	71	60.2	113	67	59.3			
Free/Reduced Meals (FARMS)	2116	1590	75.1	2232	1737	77.8				1055	790	74.9	1104	870	78.8				1061	800	75.4	1128	867	76.9			

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	9924	6978	70.3	10346	7485	72.3	10384	7583	73.0	5071	3564	70.3	5192	3753	72.3	5276	3847	72.9	4853	3414	70.3	5154	3732	72.4	5107	3736	73.2
Hispanic/Latino of any race				2539	1404	55.3	2591	1432	55.3				1256	708	56.4	1312	754	57.5				1283	696	54.2	1279	678	53.0
American Indian or Alaska Native				21	10	47.6	14	9	64.3				6	3	50.0	8	5	62.5				15	7	46.7	6	4	66.7
Asian				1494	1241	83.1	1562	1345	86.1				755	620	82.1	770	653	84.8				739	621	84.0	792	692	87.4
Black or African American				2185	1190	54.5	2129	1148	53.9				1118	590	52.8	1086	547	50.4				1067	600	56.2	1043	601	57.6
Native Hawaiian or Other Pacific Islander				6	4	66.7	5	3	60.0				3	2	66.7	2	1	50.0				3	2	66.7	3	2	66.7
White				3594	3211	89.3	3579	3223	90.1				1792	1614	90.1	1843	1672	90.7				1802	1597	88.6	1736	1551	89.3
Two or more races				507	425	83.8	503	423	84.1				262	216	82.4	255	215	84.3				245	209	85.3	248	208	83.9
Special Education	1095	437	39.9	1113	472	42.4	1105	470	42.5	740	327	44.2	732	341	46.6	730	349	47.8	355	110	31.0	381	131	34.4	375	121	32.3
Limited English Proficient (LEP)	788	204	25.9	971	288	29.7	1329	387	29.1	429	122	28.4	520	180	34.6	749	243	32.4	359	82	22.8	451	108	23.9	580	144	24.8
Free/Reduced Meals (FARMS)	3207	1398	43.6	3389	1628	48.0	3496	1717	49.1	1616	695	43.0	1677	803	47.9	1786	884	49.5	1591	703	44.2	1712	825	48.2	1710	833	48.7

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10535	7952	75.5	10350	7832	75.7	10379	8092	78.0	5417	4067	75.1	5327	4044	75.9	5265	4117	78.2	5112	3884	76.0	5023	3788	75.4	5113	3975	77.7
Hispanic/Latino of any race				2496	1432	57.4	2456	1498	61.0				1270	761	59.9	1264	801	63.4				1226	671	54.7	1192	697	58.5
American Indian or Alaska Native				14	9	64.3	20	17	85.0				5	2	40.0	9	6	66.7				9	7	77.8	11	11	100.0
Asian				1527	1346	88.1	1467	1324	90.3				781	684	87.6	700	638	91.1				746	662	88.7	767	686	89.4
Black or African American				2328	1411	60.6	2314	1429	61.8				1189	702	59.0	1166	711	61.0				1139	709	62.2	1148	718	62.5
Native Hawaiian or Other Pacific Islander				4	2	50.0	2	1	50.0				2	0	0.0	1	0	0.0				2	2	100.0	1	1	100.0
White				3580	3274	91.5	3664	3415	93.2				1859	1695	91.2	1896	1757	92.7				1721	1579	91.7	1768	1658	93.8
Two or more races				401	358	89.3	455	408	89.7				221	200	90.5	229	204	89.1				180	158	87.8	226	204	90.3
Special Education	1146	501	43.7	1110	431	38.8	1093	504	46.1	755	369	48.9	753	318	42.2	745	371	49.8	391	132	33.8	357	113	31.7	348	133	38.2
Limited English Proficient (LEP)	441	124	28.1	474	118	24.9	505	172	34.1	242	74	30.6	229	64	27.9	253	104	41.1	199	50	25.1	245	54	22.0	252	68	27.0
Free/Reduced Meals (FARMS)	3094	1581	51.1	3243	1710	52.7	3195	1736	54.3	1601	819	51.2	1639	880	53.7	1635	909	55.6	1493	762	51.0	1604	830	51.7	1560	827	53.0

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

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10227	9134	89.3	10106	9096	90.0				5309	4722	88.9	5086	4582	90.1				4918	4412	89.7	5020	4514	89.9			
Hispanic/Latino of any race				2146	1780	82.9							1076	903	83.9							1070	877	82.0			
American Indian or Alaska Native				17	16	94.1							11	11	100.0							6	5	83.3			
Asian				1466	1398	95.4							761	723	95.0							705	675	95.7			
Black or African American				2247	1814	80.7							1098	869	79.1							1149	945	82.2			
Native Hawaiian or Other Pacific Islander				8	8	100.0							5	5	100.0							3	3	100.0			
White				3900	3779	96.9							1987	1933	97.3							1913	1846	96.5			
Two or more races				322	301	93.5							148	138	93.2							174	163	93.7			
Special Education	1079	668	61.9	1116	742	66.5				746	479	64.2	734	518	70.6				333	189	56.8	382	224	58.6			
Limited English Proficient (LEP)	225	135	60.0	202	143	70.8				119	71	59.7	106	78	73.6				106	64	60.4	96	65	67.7			
Free/Reduced Meals (FARMS)	2100	1585	75.5	2197	1707	77.7				1052	783	74.4	1073	840	78.3				1048	802	76.5	1124	867	77.1			

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9795	83.5	8183	11.8	1155	4.7	457	4843	80.9	3919	14.0	678	5.1	246	4952	86.1	4264	9.6	477	4.3	211
Hispanic/Latino of any race	2045	68.9	1408	21.1	431	10.1	206	1042	65.8	686	23.6	246	10.6	110	1003	72.0	722	18.4	185	9.6	96
American Indian or Alaska Native	14	85.7	12	14.3	2	0.0	0	4	75.0	3	25.0	1	0.0	0	10	90.0	9	10.0	1	0.0	0
Asian	1484	89.6	1329	5.9	88	4.5	67	727	87.8	638	7.4	54	4.8	35	757	91.3	691	4.5	34	4.2	32
Black or African American	1972	72.1	1422	22.2	437	5.7	113	951	66.9	636	26.2	249	6.9	66	1021	77.0	786	18.4	188	4.6	47
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	3862	93.7	3618	4.6	176	1.8	68	1931	92.2	1780	6.1	117	1.8	34	1931	95.2	1838	3.1	59	1.8	34
Two or more races	414	94.2	390	5.1	21	0.7	3	185	93.5	173	5.9	11	0.5	1	229	94.8	217	4.4	10	0.9	2
Special Education	915	52.6	481	44.6	408	2.8	26	602	53.2	320	44.0	265	2.8	17	313	51.4	161	45.7	143	2.9	9
Limited English Proficient (LEP)	433	15.0	65	13.9	60	71.1	308	220	11.8	26	12.7	28	75.5	166	213	18.3	39	15.0	32	66.7	142
Free/Reduced Meals (FARMS)	2220	63.2	1404	24.7	549	12.0	267	1122	58.6	657	27.9	313	13.5	152	1098	68.0	747	21.5	236	10.5	115

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	8642	89.3	7720	9.4	814	1.2	108	4279	87.3	3735	11.3	484	1.4	60	4363	91.3	3985	7.6	330	1.1	48
Hispanic/Latino of any race	1651	79.0	1305	18.0	297	3.0	49	774	75.2	582	21.4	166	3.4	26	877	82.4	723	14.9	131	2.6	23
American Indian or Alaska Native	9	100.0	9	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	6	100.0	6	0.0	0	0.0	0
Asian	1403	94.7	1328	4.4	62	0.9	13	730	93.8	685	5.2	38	1.0	7	673	95.5	643	3.6	24	0.9	6
Black or African American	1646	79.8	1314	18.6	306	1.6	26	784	74.2	582	24.0	188	1.8	14	862	84.9	732	13.7	118	1.4	12
Native Hawaiian or Other Pacific Islander	9	77.8	7	22.2	2	0.0	0	6	66.7	4	33.3	2	0.0	0	3	100.0	3	0.0	0	0.0	0
White	3638	96.0	3491	3.5	129	0.5	18	1851	95.0	1758	4.4	81	0.6	12	1787	97.0	1733	2.7	48	0.3	6
Two or more races	286	93.0	266	6.3	18	0.7	2	131	92.4	121	6.9	9	0.8	1	155	93.5	145	5.8	9	0.6	1
Special Education	702	60.0	421	39.0	274	1.0	7	459	62.3	286	36.6	168	1.1	5	243	55.6	135	43.6	106	0.8	2
Limited English Proficient (LEP)	302	33.1	100	48.3	146	18.5	56	152	28.9	44	49.3	75	21.7	33	150	37.3	56	47.3	71	15.3	23
Free/Reduced Meals (FARMS)	1716	72.7	1247	24.4	418	3.0	51	834	68.6	572	27.9	233	3.5	29	882	76.5	675	21.0	185	2.5	22

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9776	89.4	8744	10.5	1031	0.0	1	4868	87.2	4247	12.8	621	0.0	0	4908	91.6	4497	8.4	410	0.0	1
Hispanic/Latino of any race	2007	82.0	1645	18.0	362	0.0	0	987	78.8	778	21.2	209	0.0	0	1020	85.0	867	15.0	153	0.0	0
American Indian or Alaska Native	16	87.5	14	12.5	2	0.0	0	10	80.0	8	20.0	2	0.0	0	6	100.0	6	0.0	0	0.0	0
Asian	1471	92.7	1363	7.3	108	0.0	0	761	91.2	694	8.8	67	0.0	0	710	94.2	669	5.8	41	0.0	0
Black or African American	2120	80.7	1710	19.3	409	0.0	1	1022	75.8	775	24.2	247	0.0	0	1098	85.2	935	14.8	162	0.1	1
Native Hawaiian or Other Pacific Islander	9	100.0	9	0.0	0	0.0	0	6	100.0	6	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
White	3839	96.5	3706	3.5	133	0.0	0	1941	95.6	1855	4.4	86	0.0	0	1898	97.5	1851	2.5	47	0.0	0
Two or more races	314	94.6	297	5.4	17	0.0	0	141	92.9	131	7.1	10	0.0	0	173	96.0	166	4.0	7	0.0	0
Special Education	912	69.7	636	30.3	276	0.0	0	610	70.0	427	30.0	183	0.0	0	302	69.2	209	30.8	93	0.0	0
Limited English Proficient (LEP)	236	46.2	109	53.4	126	0.4	1	114	43.0	49	57.0	65	0.0	0	122	49.2	60	50.0	61	0.8	1
Free/Reduced Meals (FARMS)	2042	77.8	1589	22.1	452	0.0	1	969	74.6	723	25.4	246	0.0	0	1073	80.7	866	19.2	206	0.1	1

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9564	87.0	8320	9.6	919	3.4	325	4738	87.1	4127	9.4	447	3.5	164	4826	86.9	4193	9.8	472	3.3	161
Hispanic/Latino of any race	2021	79.3	1603	18.1	365	2.6	53	1030	80.2	826	17.0	175	2.8	29	991	78.4	777	19.2	190	2.4	24
American Indian or Alaska Native	13	84.6	11	15.4	2	0.0	0	4	75.0	3	25.0	1	0.0	0	9	88.9	8	11.1	1	0.0	0
Asian	1450	93.2	1352	3.0	43	3.8	55	714	94.1	672	2.7	19	3.2	23	736	92.4	680	3.3	24	4.3	32
Black or African American	1922	76.5	1471	20.8	399	2.7	52	931	74.7	695	22.2	207	3.1	29	991	78.3	776	19.4	192	2.3	23
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	3746	93.3	3494	2.6	96	4.2	156	1874	93.8	1758	2.1	40	4.1	76	1872	92.7	1736	3.0	56	4.3	80
Two or more races	408	94.4	385	3.4	14	2.2	9	182	93.4	170	2.7	5	3.8	7	226	95.1	215	4.0	9	0.9	2
Special Education	904	63.6	575	34.3	310	2.1	19	594	67.7	402	30.3	180	2.0	12	310	55.8	173	41.9	130	2.3	7
Limited English Proficient (LEP)	429	50.6	217	37.8	162	11.7	50	219	52.5	115	35.6	78	11.9	26	210	48.6	102	40.0	84	11.4	24
Free/Reduced Meals (FARMS)	2194	76.3	1675	20.9	459	2.7	60	1110	76.7	851	20.2	224	3.2	35	1084	76.0	824	21.7	235	2.3	25

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	8343	91.5	7635	6.9	573	1.6	135	4133	91.9	3798	6.5	268	1.6	67	4210	91.1	3837	7.2	305	1.6	68
Hispanic/Latino of any race	1616	85.1	1375	13.2	213	1.7	28	763	85.5	652	13.0	99	1.6	12	853	84.8	723	13.4	114	1.9	16
American Indian or Alaska Native	9	77.8	7	22.2	2	0.0	0	3	100.0	3	0.0	0	0.0	0	6	66.7	4	33.3	2	0.0	0
Asian	1338	97.1	1299	1.7	23	1.2	16	695	97.7	679	1.3	9	1.0	7	643	96.4	620	2.2	14	1.4	9
Black or African American	1596	82.5	1317	15.5	247	2.0	32	758	82.3	624	16.0	121	1.7	13	838	82.7	693	15.0	126	2.3	19
Native Hawaiian or Other Pacific Islander	8	100.0	8	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
White	3499	96.2	3366	2.2	76	1.6	57	1785	96.2	1717	2.0	35	1.8	33	1714	96.2	1649	2.4	41	1.4	24
Two or more races	277	94.9	263	4.3	12	0.7	2	124	95.2	118	3.2	4	1.6	2	153	94.8	145	5.2	8	0.0	0
Special Education	697	67.4	470	31.7	221	0.9	6	456	71.7	327	27.0	123	1.3	6	241	59.3	143	40.7	98	0.0	0
Limited English Proficient (LEP)	289	58.8	170	36.3	105	4.8	14	145	64.1	93	32.4	47	3.4	5	144	53.5	77	40.3	58	6.3	9
Free/Reduced Meals (FARMS)	1687	80.7	1362	17.7	298	1.6	27	817	81.3	664	16.9	138	1.8	15	870	80.2	698	18.4	160	1.4	12

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

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9366	91.4	8565	8.5	800	0.0	1	4678	91.7	4289	8.3	389	0.0	0	4688	91.2	4276	8.8	411	0.0	1
Hispanic/Latino of any race	1936	86.7	1679	13.3	257	0.0	0	948	87.9	833	12.1	115	0.0	0	988	85.6	846	14.4	142	0.0	0
American Indian or Alaska Native	16	100.0	16	0.0	0	0.0	0	11	100.0	11	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0
Asian	1401	96.9	1357	3.1	44	0.0	0	733	96.5	707	3.5	26	0.0	0	668	97.3	650	2.7	18	0.0	0
Black or African American	2063	80.8	1666	19.2	396	0.0	1	991	80.3	796	19.7	195	0.0	0	1072	81.2	870	18.8	201	0.1	1
Native Hawaiian or Other Pacific Islander	9	88.9	8	11.1	1	0.0	0	5	80.0	4	20.0	1	0.0	0	4	100.0	4	0.0	0	0.0	0
White	3645	97.7	3560	2.3	85	0.0	0	1856	97.7	1813	2.3	43	0.0	0	1789	97.7	1747	2.3	42	0.0	0
Two or more races	296	94.3	279	5.7	17	0.0	0	134	93.3	125	6.7	9	0.0	0	162	95.1	154	4.9	8	0.0	0
Special Education	903	69.3	626	30.7	277	0.0	0	601	72.0	433	28.0	168	0.0	0	302	63.9	193	36.1	109	0.0	0
Limited English Proficient (LEP)	211	68.2	144	31.3	66	0.5	1	105	76.2	80	23.8	25	0.0	0	106	60.4	64	38.7	41	0.9	1
Free/Reduced Meals (FARMS)	1987	81.8	1626	18.1	360	0.1	1	951	83.8	797	16.2	154	0.0	0	1036	80.0	829	19.9	206	0.1	1

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Table 3.7: HSA Test Participation and Status - Biology 2011
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9698	79.6	7718	6.7	654	13.7	1326	4803	79.1	3799	6.5	314	14.4	690	4895	80.1	3919	6.9	340	13.0	636
Hispanic/Latino of any race	2030	68.2	1384	13.1	265	18.8	381	1036	68.4	709	12.2	126	19.4	201	994	67.9	675	14.0	139	18.1	180
American Indian or Alaska Native	13	84.6	11	0.0	0	15.4	2	4	75.0	3	0.0	0	25.0	1	9	88.9	8	0.0	0	11.1	1
Asian	1471	87.5	1287	2.3	34	10.2	150	723	86.7	627	3.0	22	10.2	74	748	88.2	660	1.6	12	10.2	76
Black or African American	1947	67.2	1309	13.0	253	19.8	385	942	65.6	618	12.5	118	21.9	206	1005	68.8	691	13.4	135	17.8	179
Native Hawaiian or Other Pacific Islander	4	50.0	2	25.0	1	25.0	1	3	66.7	2	0.0	0	33.3	1	1	0.0	0	100.0	1	0.0	0
White	3821	88.3	3375	2.3	86	9.4	360	1912	88.3	1689	2.0	39	9.6	184	1909	88.3	1686	2.5	47	9.2	176
Two or more races	412	85.0	350	3.6	15	11.4	47	183	82.5	151	4.9	9	12.6	23	229	86.9	199	2.6	6	10.5	24
Special Education	912	57.9	528	24.9	227	17.2	157	601	59.4	357	22.6	136	18.0	108	311	55.0	171	29.3	91	15.8	49
Limited English Proficient (LEP)	410	39.3	161	15.1	62	45.6	187	209	36.8	77	15.3	32	47.8	100	201	41.8	84	14.9	30	43.3	87
Free/Reduced Meals (FARMS)	2191	64.7	1417	15.0	329	20.3	445	1109	64.2	712	14.0	155	21.8	242	1082	65.2	705	16.1	174	18.8	203

Table 3.8: HSA Test Participation and Status - Biology 2011
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	8533	92.3	7875	6.1	521	1.6	137	4224	93.0	3929	5.1	217	1.8	78	4309	91.6	3946	7.1	304	1.4	59
Hispanic/Latino of any race	1620	83.8	1358	13.0	210	3.2	52	761	84.1	640	12.0	91	3.9	30	859	83.6	718	13.9	119	2.6	22
American Indian or Alaska Native	8	75.0	6	25.0	2	0.0	0	2	100.0	2	0.0	0	0.0	0	6	66.7	4	33.3	2	0.0	0
Asian	1389	97.5	1354	1.8	25	0.7	10	724	97.8	708	1.4	10	0.8	6	665	97.1	646	2.3	15	0.6	4
Black or African American	1618	84.7	1371	12.6	204	2.7	43	769	85.7	659	11.3	87	3.0	23	849	83.9	712	13.8	117	2.4	20
Native Hawaiian or Other Pacific Islander	9	88.9	8	0.0	0	11.1	1	6	83.3	5	0.0	0	16.7	1	3	100.0	3	0.0	0	0.0	0
White	3606	97.3	3508	1.9	70	0.8	28	1832	97.6	1788	1.5	28	0.9	16	1774	97.0	1720	2.4	42	0.7	12
Two or more races	283	95.4	270	3.5	10	1.1	3	130	97.7	127	0.8	1	1.5	2	153	93.5	143	5.9	9	0.7	1
Special Education	697	70.0	488	28.3	197	1.7	12	455	77.1	351	20.9	95	2.0	9	242	56.6	137	42.1	102	1.2	3
Limited English Proficient (LEP)	265	54.3	144	30.2	80	15.5	41	139	51.1	71	26.6	37	22.3	31	126	57.9	73	34.1	43	7.9	10
Free/Reduced Meals (FARMS)	1678	80.9	1358	15.8	265	3.3	55	817	82.9	677	12.6	103	4.5	37	861	79.1	681	18.8	162	2.1	18

Table 3.9: HSA Test Participation and Status - Biology 2011
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9579	91.9	8804	8.1	774	0.0	1	4768	92.2	4398	7.8	370	0.0	0	4811	91.6	4406	8.4	404	0.0	1
Hispanic/Latino of any race	1958	85.6	1676	14.4	282	0.0	0	956	87.3	835	12.7	121	0.0	0	1002	83.9	841	16.1	161	0.0	0
American Indian or Alaska Native	17	94.1	16	5.9	1	0.0	0	11	100.0	11	0.0	0	0.0	0	6	83.3	5	16.7	1	0.0	0
Asian	1440	95.8	1380	4.2	60	0.0	0	744	95.6	711	4.4	33	0.0	0	696	96.1	669	3.9	27	0.0	0
Black or African American	2055	83.9	1725	16.0	329	0.0	1	990	82.9	821	17.1	169	0.0	0	1065	84.9	904	15.0	160	0.1	1
Native Hawaiian or Other Pacific Islander	8	100.0	8	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
White	3793	97.8	3708	2.2	85	0.0	0	1925	98.0	1886	2.0	39	0.0	0	1868	97.5	1822	2.5	46	0.0	0
Two or more races	308	94.5	291	5.5	17	0.0	0	137	94.2	129	5.8	8	0.0	0	171	94.7	162	5.3	9	0.0	0
Special Education	911	75.0	683	25.0	228	0.0	0	608	77.6	472	22.4	136	0.0	0	303	69.6	211	30.4	92	0.0	0
Limited English Proficient (LEP)	182	73.1	133	26.4	48	0.5	1	92	79.3	73	20.7	19	0.0	0	90	66.7	60	32.2	29	1.1	1
Free/Reduced Meals (FARMS)	1978	81.0	1603	18.9	374	0.1	1	943	82.0	773	18.0	170	0.0	0	1035	80.2	830	19.7	204	0.1	1

Table 3.10: HSA Test Participation and Status - Government 2011
Population: All 10th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9476	85.0	8058	6.5	617	8.5	801	4673	84.6	3952	6.6	308	8.8	413	4803	85.5	4106	6.4	309	8.1	388
Hispanic/Latino of any race	2021	73.5	1486	12.2	246	14.3	289	1028	73.2	753	11.4	117	15.4	158	993	73.8	733	13.0	129	13.2	131
American Indian or Alaska Native	14	92.9	13	0.0	0	7.1	1	4	100.0	4	0.0	0	0.0	0	10	90.0	9	0.0	0	10.0	1
Asian	1452	91.9	1334	2.5	36	5.6	82	712	91.0	648	2.5	18	6.5	46	740	92.7	686	2.4	18	4.9	36
Black or African American	1964	76.0	1493	11.8	231	12.2	240	948	74.3	704	12.9	122	12.9	122	1016	77.7	789	10.7	109	11.6	118
Native Hawaiian or Other Pacific Islander	5	80.0	4	0.0	0	20.0	1	3	66.7	2	0.0	0	33.3	1	2	100.0	2	0.0	0	0.0	0
White	3620	92.9	3362	2.5	92	4.6	166	1801	93.4	1682	2.4	43	4.2	76	1819	92.4	1680	2.7	49	4.9	90
Two or more races	400	91.5	366	3.0	12	5.5	22	177	89.8	159	4.5	8	5.6	10	223	92.8	207	1.8	4	5.4	12
Special Education	908	64.4	585	26.8	243	8.8	80	600	66.7	400	24.7	148	8.7	52	308	60.1	185	30.8	95	9.1	28
Limited English Proficient (LEP)	432	23.8	103	9.5	41	66.7	288	219	24.2	53	9.1	20	66.7	146	213	23.5	50	9.9	21	66.7	142
Free/Reduced Meals (FARMS)	2212	70.4	1558	13.2	291	16.4	363	1115	69.0	769	12.9	144	18.1	202	1097	71.9	789	13.4	147	14.7	161

Table 3.11: HSA Test Participation and Status - Government 2011
Population: All 11th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	8604	93.0	8002	4.7	404	2.3	198	4256	93.3	3970	4.0	171	2.7	115	4348	92.7	4032	5.4	233	1.9	83
Hispanic/Latino of any race	1659	85.5	1419	9.9	165	4.5	75	777	86.2	670	8.9	69	4.9	38	882	84.9	749	10.9	96	4.2	37
American Indian or Alaska Native	9	88.9	8	11.1	1	0.0	0	3	100.0	3	0.0	0	0.0	0	6	83.3	5	16.7	1	0.0	0
Asian	1396	96.9	1353	1.5	21	1.6	22	726	96.4	700	1.2	9	2.3	17	670	97.5	653	1.8	12	0.7	5
Black or African American	1692	88.7	1501	8.5	144	2.8	47	808	88.2	713	8.7	70	3.1	25	884	89.1	788	8.4	74	2.5	22
Native Hawaiian or Other Pacific Islander	9	88.9	8	11.1	1	0.0	0	6	83.3	5	16.7	1	0.0	0	3	100.0	3	0.0	0	0.0	0
White	3558	96.8	3445	1.7	62	1.4	51	1808	97.1	1755	1.1	19	1.9	34	1750	96.6	1690	2.5	43	1.0	17
Two or more races	281	95.4	268	3.6	10	1.1	3	128	96.9	124	2.3	3	0.8	1	153	94.1	144	4.6	7	1.3	2
Special Education	710	74.2	527	23.8	169	2.0	14	464	79.1	367	17.9	83	3.0	14	246	65.0	160	35.0	86	0.0	0
Limited English Proficient (LEP)	303	48.8	148	22.1	67	29.0	88	154	47.4	73	18.8	29	33.8	52	149	50.3	75	25.5	38	24.2	36
Free/Reduced Meals (FARMS)	1732	83.7	1450	11.5	200	4.7	82	841	83.6	703	10.5	88	5.9	50	891	83.8	747	12.6	112	3.6	32

Table 3.12: HSA Test Participation and Status - Government 2011
Population: All 12th Grade Students

Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	9911	93.9	9305	6.1	605	0.0	1	4898	94.5	4631	5.5	267	0.0	0	5013	93.2	4674	6.7	338	0.0	1
Hispanic/Latino of any race	2044	89.2	1824	10.8	220	0.0	0	1001	92.3	924	7.7	77	0.0	0	1043	86.3	900	13.7	143	0.0	0
American Indian or Alaska Native	17	94.1	16	5.9	1	0.0	0	11	90.9	10	9.1	1	0.0	0	6	100.0	6	0.0	0	0.0	0
Asian	1486	96.0	1427	4.0	59	0.0	0	765	96.3	737	3.7	28	0.0	0	721	95.7	690	4.3	31	0.0	0
Black or African American	2195	88.4	1941	11.5	253	0.0	1	1056	87.9	928	12.1	128	0.0	0	1139	88.9	1013	11.0	125	0.1	1
Native Hawaiian or Other Pacific Islander	11	90.9	10	9.1	1	0.0	0	6	83.3	5	16.7	1	0.0	0	5	100.0	5	0.0	0	0.0	0
White	3843	98.4	3783	1.6	60	0.0	0	1921	98.6	1895	1.4	26	0.0	0	1922	98.2	1888	1.8	34	0.0	0
Two or more races	315	96.5	304	3.5	11	0.0	0	138	95.7	132	4.3	6	0.0	0	177	97.2	172	2.8	5	0.0	0
Special Education	926	78.9	731	21.1	195	0.0	0	618	82.0	507	18.0	111	0.0	0	308	72.7	224	27.3	84	0.0	0
Limited English Proficient (LEP)	239	71.1	170	28.5	68	0.4	1	115	79.1	91	20.9	24	0.0	0	124	63.7	79	35.5	44	0.8	1
Free/Reduced Meals (FARMS)	2080	85.7	1783	14.2	296	0.0	1	986	87.2	860	12.8	126	0.0	0	1094	84.4	923	15.5	170	0.1	1

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Table 4.1: Four-Year Cohort Graduation Rate

Subgroup	All Students						Male						Female					
	2009-2010			2010-2011			2009-2010			2010-2011			2009-2010			2010-2011		
	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate
All Students	9832	11412	86.15	9752	11241	86.75	4963	5939	83.57	4770	5694	83.77	4869	5473	88.96	4982	5547	89.81
Hispanic/Latino of any race	1819	2450	74.24	1911	2537	75.33	851	1232	69.07	919	1305	70.42	968	1218	79.47	992	1232	80.52
American Indian or Alaska Native	19	24	79.17	16	23	69.57	9	11	81.82	9	10	90.00	10	13	76.92	7	13	53.85
Asian	1600	1689	94.73	1481	1570	94.33	829	891	93.04	755	815	92.64	771	798	96.62	726	755	96.16
Black or African American	1973	2527	78.08	2100	2583	81.30	962	1308	73.55	962	1254	76.71	1011	1219	82.94	1138	1329	85.63
Native Hawaiian or Other Pacific Islander	15	15	100.00	10	11	90.91	7	7	100.00	5	5	100.00	8	8	100.00	5	6	83.33
White	4118	4395	93.70	3924	4180	93.88	2163	2334	92.67	1981	2146	92.31	1955	2061	94.86	1943	2034	95.53
Two or more races	288	312	92.31	310	337	91.99	142	156	91.03	139	159	87.42	146	156	93.59	171	178	96.07
Special Education	739	1243	59.45	796	1273	62.53	493	842	58.55	524	829	63.21	246	401	61.35	272	444	61.26
Limited English Proficient (LEP)	251	480	52.29	220	447	49.22	123	243	50.62	100	239	41.84	128	237	54.01	120	208	57.69
Free/Reduced Meals (FARMS)	1799	2450	73.43	1950	2592	75.23	842	1226	68.68	904	1289	70.13	957	1224	78.19	1046	1303	80.28

Table 4.2: Four-Year Cohort Dropout Rate

Subgroup	All Students						Male						Female					
	2009-2010			2010-2011			2009-2010			2010-2011			2009-2010			2010-2011		
	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate
All Students	839	11412	7.35	833	11241	7.41	497	5939	8.37	489	5694	8.59	342	5473	6.25	344	5547	6.20
Hispanic/Latino of any race	350	2450	14.29	372	2537	14.66	208	1232	16.88	224	1305	17.16	142	1218	11.66	148	1232	12.01
American Indian or Alaska Native	5	24	20.83	6	23	26.09	2	11	18.18	1	10	10.00	3	13	23.08	5	13	38.46
Asian	43	1689	2.55	38	1570	2.42	33	891	3.70	25	815	3.07	10	798	1.25	13	755	1.72
Black or African American	282	2527	11.16	259	2583	10.03	160	1308	12.23	145	1254	11.56	122	1219	10.01	114	1329	8.58
Native Hawaiian or Other Pacific Islander	0	15	0.00	0	11	0.00	0	7	0.00	0	5	0.00	0	8	0.00	0	6	0.00
White	153	4395	3.48	146	4180	3.49	90	2334	3.86	88	2146	4.10	63	2061	3.06	58	2034	2.85
Two or more races	6	312	1.92	12	337	3.56	4	156	2.56	6	159	3.77	2	156	1.28	6	178	3.37
Special Education	149	1243	11.99	169	1273	13.28	104	842	12.35	99	829	11.94	45	401	11.22	70	444	15.77
Limited English Proficient (LEP)	122	480	25.42	136	447	30.43	57	243	23.46	85	239	35.56	65	237	27.43	51	208	24.52
Free/Reduced Meals (FARMS)	305	2450	12.45	319	2592	12.31	171	1226	13.95	176	1289	13.65	134	1224	10.95	143	1303	10.97

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Table 5.1: Attendance Rates

		All Students						Male						Female					
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Elementary	96.4	95.9	95.9	95.8	96.0	96.2	96.3	95.9	95.9	95.8	96.0	96.2	96.4	95.9	95.9	95.8	96.0	96.2
	Middle	95.8	95.5	95.6	95.5	95.7	95.8	95.8	95.4	95.5	95.5	95.7	95.8	95.9	95.6	95.6	95.6	95.7	95.8
	High	95.3	94.9	95.5	95.3	95.4	93.4	95.6	95.2	95.8	95.5	95.6	93.6	95.1	94.6	95.2	95.1	95.2	93.2
Hispanic/Latino of any race	Elementary					95.3	95.6					95.3	95.6					95.2	95.5
	Middle					94.8	95.1					94.7	95.0					94.9	95.2
	High					94.1	90.8					94.3	91.1					94.0	90.6
American Indian or Alaska Native	Elementary					95.5	95.5					95.8	95.8					95.4	95.2
	Middle					93.6	94.1					94.1	93.6					93.3	94.4
	High					93.4	90.4					93.7	91.1					93.0	89.8
Asian	Elementary					97.0	97.2					97.0	97.2					97.0	97.1
	Middle					97.6	97.6					97.7	97.6					97.5	97.6
	High					97.4	96.4					97.5	96.5					97.3	96.2
Black or African American	Elementary					96.3	96.5					96.2	96.5					96.3	96.6
	Middle					95.8	95.9					95.7	95.8					95.8	96.0
	High					95.2	93.1					95.3	93.1					95.1	93.0
Native Hawaiian or Other Pacific Islander	Elementary					97.2	96.2					97.3	96.5					97.0	95.9
	Middle					97.4	95.2					97.7	95.7					97.3	94.9
	High					96.9	95.5					97.4	95.9					96.0	94.9
White	Elementary					95.9	96.1					95.9	96.1					95.9	96.1
	Middle					95.6	95.6					95.6	95.7					95.6	95.5
	High					95.5	94.1					95.8	94.3					95.3	93.9
Two or more races	Elementary					95.8	96.2					95.8	96.1					95.9	96.2
	Middle					95.7	95.9					95.9	95.8					95.6	96.0
	High					95.6	93.7					96.0	94.4					95.2	93.1
Special Education	Elementary	95.4	95.0	94.8	94.6	94.9	95.2	95.5	95.0	94.9	94.7	95.1	95.4	95.4	94.8	94.5	94.4	94.6	94.9
	Middle	94.0	93.7	94.0	93.8	93.8	94.0	94.0	93.8	94.0	93.8	94.0	94.2	93.9	93.6	93.9	93.9	93.5	93.7
	High	93.4	92.9	93.8	93.5	93.4	90.3	93.7	93.2	94.4	94.0	93.8	90.9	92.8	92.2	92.8	92.6	92.7	89.2
Limited English Proficient (LEP)	Elementary	96.1	95.5	95.7	95.4	95.8	96.1	96.1	95.5	95.7	95.5	95.8	96.2	96.0	95.5	95.6	95.3	95.7	95.9
	Middle	95.9	95.4	95.7	95.6	96.1	95.8	95.9	95.4	95.7	95.7	96.4	95.9	96.0	95.6	95.6	95.6	95.8	95.7
	High	95.2	94.5	95.1	94.7	95.0	92.6	95.6	94.8	95.3	94.8	95.0	92.3	94.7	94.1	94.9	94.6	95.0	92.9
Free/Reduced Meals (FARMS)	Elementary	95.6	95.2	95.3	95.1	95.4	95.7	95.5	95.1	95.2	95.1	95.4	95.7	95.7	95.3	95.4	95.1	95.4	95.7
	Middle	94.4	94.1	94.5	94.5	94.6	94.9	94.2	94.0	94.5	94.4	94.5	94.7	94.6	94.3	94.6	94.6	94.7	95.0
	High	93.8	93.4	94.2	94.0	94.0	90.9	94.1	93.6	94.6	94.3	94.2	91.1	93.5	93.1	93.9	93.8	93.8	90.8

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

School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2003-2004	74.5	25.5
2004-2005	80.3	19.7
2005-2006	85.5	14.5
2006-2007	90.5	9.5
2007-2008	92.5	7.5
2008-2009	94.0	6.0
2009-2010	96.8	3.2
2010-2011	96.9	3.1
2011-2012	96.7	3.3

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

School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2008-2009	570	570	100.0
2009-2010	2204	2187	99.2
2010-2011	4412	4372	99.1
2011-2012	3864	3863	100.0

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

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	%	All Classes
2005-2006														
2006-2007														
2007-2008	63	0.3	23	0.1	79	0.4	461	2.3	592	2.9	324	1.6	7.5	20444
2008-2009	25	0.1	42	0.2	60	0.3	504	2.5	396	2.0	198	1.0	6.0	20182
2009-2010	29	0.1	53	0.2	59	0.2	458	1.3	382	1.1	124	0.4	3.2	34324
2010-2011	32	0.1	69	0.2	56	0.2	467	1.4	375	1.1	57	0.2	3.1	34194

2011-2012	35	0.1	68	0.2	50	0.1	470	1.4	440	1.3	72	0.2	3.3	34657

Maryland State Department of Education
Master Plan 2012 Annual Update - Finance and Data Tables
Montgomery County

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level						
	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2005-2006						
Elementary						
Secondary						
2006-2007						
Elementary						
Secondary						
2007-2008						
Elementary	333	333	100.0	1284	1243	96.8
Secondary	755	672	89.0	5403	5062	93.7
2008-2009						
Elementary	340	340	100.0	1300	1260	96.9
Secondary	760	700	92.1	5410	5300	97.9
2009-2010						
Elementary	993	993	100.0	2823	2778	98.4
Secondary	614	572	93.2	5346	5146	96.3
2010-2011						
Elementary	1006	996	99.0	2879	2829	98.3
Secondary	630	576	91.4	5271	5097	96.7
2011-2012						
Elementary	1016	1014	99.8	3209	3164	98.6
Secondary	601	562	93.5	5320	5106	96.0

Maryland State Department of Education
Master Plan 2012 Annual Update - Finance and Data Tables
Montgomery County

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

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	304	92.4	25	7.6	1185	95.5	56	4.5
	Secondary	665	93.5	46	6.5	4897	98.0	102	2.0
2009-2010	Elementary	882	88.9	111	11.1	2652	95.5	126	4.5
	Secondary	561	98.1	11	1.9	5058	98.3	88	1.7
2010-2011	Elementary	983	98.7	13	1.3	2811	99.4	18	0.6
	Secondary	576	100.0	0	0.0	5074	99.5	23	0.5
2011-2012	Elementary	917	90.4	97	9.6	3016	95.3	148	4.7
	Secondary	519	92.3	43	7.7	4967	97.3	139	2.7

* Some local school systems will not have schools that qualify as "high poverty".
** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Maryland State Department of Education
Master Plan 2012 Annual Update - Finance and Data Tables
Montgomery County

Table 6.6: Attrition Rates

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overal Attrition
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	%
2006-2007	267	11491	2.32	280	11491	2.44	40	11491	0.35	36	11491	0.31	5.42%
2007-2008	234	11604	2.02	291	11604	2.51	46	11604	0.40	29	11604	0.25	5.17%
2008-2009	250	11503	2.17	317	11503	2.76	52	11503	0.45	75	11503	0.65	6.03%
2009-2010	242	11679	2.07	181	11679	1.55	44	11679	0.38	148	11679	1.27	5.27%
2010-2011	308	11556	2.67	248	11556	2.15	41	11556	0.35	70	11556	0.61	5.77%
2011-2012	251	11593	2.17	230	11593	1.98	50	11593	0.43	98	11593	0.85	5.43%

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

X Entire teaching staff or

___ Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	223	223	100.0
2009-2010	224	224	100.0
2010-2011	141	141	100.0
2011-2012*	183	183	100.0

*As of July 1, 2011

Maryland State Department of Education
Master Plan 2012 Annual Update - Finance and Data Tables
Montgomery County

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	66	45	55	33	40	63	74	59	29	44	37	58	51	33	24	36	5	11	7	10	10	3	3	5
2005-2006	68	53	61	36	44	66	75	68	28	38	33	55	49	30	22	33	5	9	6	9	7	3	2	4
2006-2007	68	58	65	41	51	69	78	68	26	34	29	50	42	28	19	28	5	8	6	9	7	3	2	4
2007-2008	71	61	65	43	53	71	81	70	24	32	29	49	40	26	17	26	4	7	5	8	7	3	2	4
2008-2009	73	64	68	46	57	74	83	73	23	29	27	47	37	24	16	24	4	7	5	8	6	2	2	3
2009-2010	74	66	72	51	60	77	83	76	22	28	23	42	34	21	15	21	4	6	5	7	6	3	2	4
2010-2011	73	65	69	52	59	78	85	74	23	28	25	41	35	20	14	22	5	7	6	7	6	2	1	3
2011-2012	78	72	76	63	68	83	89	81	18	22	19	31	26	15	10	17	4	6	5	6	5	2	1	3

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	49	59	43	36	8	5
2005-2006	52	61	40	35	8	5
2006-2007	58	66	35	29	7	5
2007-2008	60	65	33	30	7	6
2008-2009	67	70	28	26	5	4
2009-2010	67	74	28	22	5	5
2010-2011	66	70	27	25	7	5
2011-2012	74	78	21	18	5	4

Montgomery Prekindergarten (4 year old) 9.30.11 Enrollment Data								
School	Full Day Sessions	Half Day Sessions	Total # Students Enrolled 9.30.11	Income Eligible Students 13A.06.02 .05 (A)	Students Enrolled Under Other Criteria 13A.06.02 .05 (B)	Number of Students Placed on Waiting List	Number of Students enrolled through early admission 13A.08.01.	If available: Number of Students enrolled with ISFP
Arcola	1		20	19	1			1
Beall		2	30	30				
Bel Pre		4	82	82				1
Bells Mill		1	20	20				
Broad Acres	1	3	81	81				3
Brook Grove		1	36	36				
Brookhaven		2	20	20				
Brown Station	1	2	51	51				
Burnt Mills		1	21	21				
Rachel Carson		2	36	36				2
Cashell		1	22	22				
Clearspring		1	20	20				1
Clopper Mill	1	2	54	54				2
College Gardens		1	17	17				1
Capt. James E. Daly		2	36	36				1
Dr. Charles R. Drew		3	57	57				1
East Silver Spring		3	50	50				
Fairland		2	39	38	1			2
Fields Road		1	20	20				
Flower Hill		2	46	46				2
Forest Knolls		2	45	45				2
Fox Chapel		2	36	36				1
Gaithersburg		2	46	46				
Galway		2	43	43				1
Georgian Forest	1	2	66	66				
Germantown		1	16	16				
William B. Gibbs, Jr.		2	37	37				
Glen Haven		2	42	42				3
Glenallen		1	11	11				
Greencastle		2	38	38				1
Harmony Hills	1	2	65	65				5
Highland	1	2	61	59	2			6
Jackson Road		2	43	43				1
Kemp Mill		2	45	45				
Lake Seneca		1	19	19				2
Maryvale		4	71	71				1
McAuliffe		1	20	20				2

Ronald McNair		2	14	14				1
Mill Creek Towne		1	19	19				
Montgomery Knolls		3	56	56				1
New Hampshire Estates	3	3	121	120	1			9
William Tyler Page		2	44	44				
Judith Resnik		2	42	42				1
Dr. Sally K. Ride		3	44	44				1
Rock View		2	41	41				
Rolling Terrace		3	65	65				1
Roscoe Nix		2	44	44				
Rosemary Hills		2	43	43				3
Rosemont		2	38	38				1
Sargent Shriver		2	46	46				3
South Lake	1	2	66	66				
Stedwick		2	38	38				1
Strawberry Knoll		2	24	24				1
Summit Hall	1	2	66	64	2			8
Tacoma Park		1	23	23				
Twinbrook	1	2	61	60	1			3
Viers Mill	1	2	66	66				5
Washington Grove	1	2	66	66				3
Watkins Mill		2	37	37				4
Weller Road	1	2	66	65	1			3
Wheaton Woods	1	2	64	64				3
Whetstone		2	43	43				
TOTAL	**17**	**120**	**2699**	**2690**	**9**	**0**	**0**	**94**

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

2012 Guidance Part 2: Attachments

Maryland State Department of Education
Division of Student, Family, and School Support
Division of Academic Reform and Innovation
Office of Finance

FINAL 6-27-12

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Attachment 4
School Level Budget Summary
Fiscal Year 2012
Local School System MONTGOMERY COUNTY PUBLIC SCHOOLS

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

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

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth at Risk of Dropping Out	Title II-A Teacher and Prinicipal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Broad Acres ES (SW)	02304	94.62%	$975,751.19						$975,751.19
New Hampshire Estates ES (SW)	02791	89.88%	$711,467.76						$711,467.76
Harmony Hills ES (SW)	02797	88.91%	$916,182.54						$916,182.54
Highland ES (SW)	02774	81.86%	$627,568.26						$627,568.26
Sargent Shriver ES (SW)	02799	81.12%	$957,293.30						$957,293.30
Wheaton Woods ES (SW)	02788	78.96%	$597,364.44						$597,364.44
Arcola ES (SW)	02790	78.93%	$867,520.83						$867,520.83
Summit Hall ES (SW)	02563	78.40%	$671,196.00						$671,196.00
Gaithersburg ES (SW)	02553	78.29%	$821,376.11						$821,376.11
Weller Road ES (SW)	02777	78.23%	$733,281.63						$733,281.63
South Lake ES (SW)	02564	77.86%	$870,037.82						$870,037.82
Kemp Mill ES (SW)	02805	73.80%	$528,566.85						$528,566.85
Viers Mill ES (SW)	02772	73.14%	$722,374.70						$722,374.70

Clopper Mill ES (SW)	02100	72.13%	$485,778.11						$485,778.11
Washington Grove ES (SW)	02552	72.08%	$444,667.35						$444,667.35
Oak View ES (SW)	02766	71.73%	$396,005.64						$396,005.64
Georgian Forest ES (SW)	02787	71.53%	$610,788.36						$610,788.36
Glen Haven ES (SW)	02767	70.17%	$591,491.48						$591,491.48
Jackson Road ES (SW)	02305	68.29%	$696,365.85						$696,365.85
Twinbrook ES (SW)	02206	67.90%	$612,466.35						$612,466.35
Cresthaven ES (SW)	2808	67.65%	$459,769.26						$459,769.26
Burnt Mills ES (SW)	02309	67.08%	$510,108.96						$510,108.96
Brookhaven ES (SW)	02807	66.53%	$500,041.02						$500,041.02
Roscoe Nix ES (SW)	02307	66.06%	$607,432.38						$607,432.38
Rolling Terrace ES (SW)	02307	65.34%	$792,011.28						$792,011.28
Capt. James E. Daly (TAS)	02111	65.19%	$585,618.51						$585,618.51
Brown Station ES (SW)	02559	65.12%	$508,430.97						$508,430.97
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			**$7,800,975.52**						
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			**$1,923,928.74**						
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)			**$4,722,339.06**						
Nonpublic Costs (For Title I, Table 7-10 LINE 7)			**$235,453.25**						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			**$14,682,696.57**						

ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2013	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.

Non-Applicable

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)**	[redacted]	**Title III-A (Limit: 2 Percent)**	[redacted]	**Total ESEA Consolidation (Reasonable and Necessary)**
$	**$**		**$**		**$**

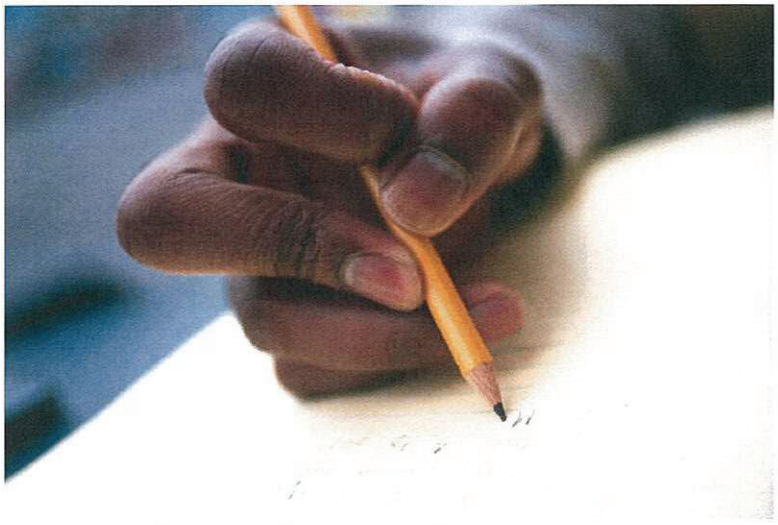
ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2013	Local School System: __Montgomery County Public Schools_____

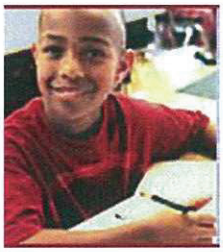
Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through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

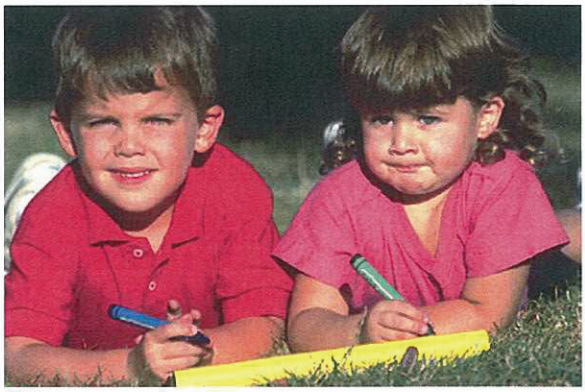
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number of nonpublic Title I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Mother of God School 20501 Goshen Road Gaithersburg, Maryland 20879	Private School							15	
	Public School								
	Neutral Site								
St. Andrew Apostle School 11602 Kemp Mill Road Silver Spring, Maryland 20902	Private School							15	
	Public School								
	Neutral Site								
St. Bernadette School 80 University Boulevard, East Silver Spring, Maryland 20901	Private School							10	
	Public School								
	Neutral Site								

St. Catherine Laboure School 11811 Claridge Road Wheaton, Maryland 20902	**Private School**							**31**	
	Public School								
	Neutral Site								
St. Francis International Catholic School 1500 St. Camillus Drive Silver Spring, Maryland 20903	**Private School**							**94**	
	Public School								
	Neutral Site								
St. John the Baptist 12319 New Hampshire Avenue Silver Spring, Maryland 20904	**Private School**							**26**	
	Public School								
	Neutral Site								
St. Martin's School 115 S. Frederick Avenue Gaithersburg, Maryland 20877	**Private School**							**26**	
	Public School								
	Neutral Site								
St. Michael the Archangel Catholic School 824 Wayne Avenue Silver Spring, Maryland 20910	**Private School**							**30**	
	Public School								
	Neutral Site								

Attachment 7







Title I, Part A
Improving Basic Programs

LEA: Montgomery County Public Schools

Submission Date: August 15, 2012

SY 2012–2013

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

Reviewed and Approved by COP: June 1, 2012

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

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

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA Section 1114(a)(1) that a school have a poverty percentage of 40 percent 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 State Education Agency (SEA). Priority and focus schools must all operate a Title I schoolwide program beginning in School Year (SY) 2012–2013.

Priority Schools
Priority schools are 5 percent of all Title I schools that are the lowest achieving on the Maryland School Assessment (MSA). These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup. Schools or local education agencies have the option to use one of the USED approved "turnaround models" (restart, turnaround, transformation, closure) or they can implement their own meaningful interventions aligned with the turnaround principles to improve the school. If schools choose to use their own model they must address a number of turnaround principles including strong leadership; effective teachers and instruction; additional time for student learning; school instructional programs; a safe school environment; and family and community engagement. Maryland has 21 priority schools which includes 16 Title I 1003(g) School Improvement Grant (SIG) funded schools and an additional 5 priority schools. The list of the priority schools will remain constant for three years, 2012–2015. The list will be refreshed after this three-year period.

Focus Schools
Focus schools are 10 percent of all Title I schools having the largest gap between the "all students" subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60 percent or lower. These schools are unique in that they do not require whole school reform measures, rather, school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's focus schools will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers. Many of these students have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through PD, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary. Maryland has 41 focus schools in 14 LEAs across the state.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds
The Maryland State Department of Education (MSDE) expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20 percent of its total allocation) to provide between $50,000 and $2 million per school, per year for the next three years in order to implement a model or interventions which sufficiently addresses the needs of its priority schools and students (ESEA Flexibility Plan: Principle 2.D.iii). If LEAs with priority Schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

Support for Focus Schools
Maryland will use Title I 1003(a) funds to provide additional resources for each focus school. These additional funds along with Title I, Part A allocations should provide the resources to address the school's needs in focus schools.

Support to Low Performing Title I Schools (priority, focus, and other Title I schools that have not met all student progress targets [SPT]).
Local Discretion: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development [Maryland's Flexibility Plan: Section 2.D.iii].

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

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

Local Educational Agency: Montgomery County Public Schools Fiscal Year 2013

Title I Coordinator: Mrs. Deann M. Collins

Telephone: 301-230-0660 **E-mail: Deann_M_Collins@mcpsmd.org**

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

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

A. HIGHLY QUALIFIED:

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

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

   The Office of Human Resources and Development (OHRD) and the Office of Curriculum and Instructional Programs (OCIP) distribute a memorandum to principals of Title I schools in September informing them of the parental notification process (Attachment A). Each Title I school includes this information in at least one school newsletter or notification at the start of the school year. In Montgomery County Public Schools (MCPS), OHRD responds to parental requests for information regarding their child's teacher or paraprofessional in writing. A draft newsletter item is included (Attachment B from the memorandum).

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

   OHRD and OCIP distribute a memorandum to principals of Title I schools in September informing them of the process for notifying parents when their child is taught for four or more consecutive weeks by a teacher or substitute who is not highly qualified (HQ). Title I school administrators are responsible for informing parents if their child's teacher does not meet the HQ standard set by the Maryland State Department of Education (MSDE). A letter is sent home to families within the time period of four consecutive weeks. Instructional specialists in the Division of Title I Programs (DTP) work with the school to meet the MSDE requirement. Copies of letters

sent home along with a list of families who received the notification letter is provided to DTP (Attachments C and D from the memorandum).

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

Office of Curriculum and Instructional Programs
Mr. Erick J. Lang, associate superintendent
Division of Title I Programs
Mrs. Deann M. Collins, director
Mrs. Nichelle Owens-Jones, supervisor
Ms. Susan J. Ginsberg, instructional specialist
Mrs. Nia E. Grigsby, instructional specialist
Ms. Marcia Hamilton, instructional specialist
Ms. Charon Hines, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Office of Human Resources and Development
Mrs. Carole C. Goodman, associate superintendent
Department of Recruitment and Staffing
Mr. Jeffrey M. Martinez, director
Mrs. Marie C. Bercaw, coordinator
Ms. Jane F. Butler, staffing coordinator
Mrs. Rhonda L. Dedmond, staffing coordinator
Mrs. Pearl M. Drain, coordinator
Mrs. Helen A. Nixon, coordinator
Mr. Duane A. Merson, staffing analyst, Support Services Team

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

DTP and OHRD staff members communicate to review the HQ notification memorandum that will be sent to school administrators. This memorandum identifies specific actions that administrators are expected to take to ensure full compliance with Title I regulations. DTP instructional specialists guide principals through this process and file attestations and other paperwork in the school's documentation binder which includes the principal verification letter, Title I "Non-Highly Qualified" Teacher Report, and the "Highly Qualified" Substitute Teacher Report (Attachments E, F, and G from the memorandum).

On a monthly basis, principals also are required to review and confirm HQ staff status on their school's Title I Allocation Grid, which lists all Title I funded staff members. On a monthly basis, the grid is signed by the principals and placed in the school documentation binder by the DTP instructional specialists. A copy of the signed allocation grids are sent to OHRD by DTP.

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

During the monthly review of their Title I Allocation Grid, principals are expected to verify HQ status of Title I funded staff. DTP instructional specialists confirm that principals have verified HQ status of staff and signed the monthly Title I Allocation Grid. Signed allocation grids are filed in school documentation binders.

In addition, OHRD's Department of Recruitment and Staffing checks the HQ status of all core academic area teachers in Title I schools. OHRD Department of Recruitment and Staffing communicates directly with principals when an HQ issue arises in schools. It is the responsibility of the OHRD Department of Recruitment and Staffing to notify DTP when the HQ status of a core academic teacher in a Title I school changes.

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

   Attachments C and D from the memorandum

3. Are all paraprofessionals in Title I schoolwide schools qualified?
   ____X____Yes _____ No _____ Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? ___X_____Yes _____ No _____ Not Applicable

B. SCHOOLWIDE PROGRAMS:

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

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

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

   a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

      MCPS coordinates resources from a variety of programs to develop schoolwide programs. The goal of this coordination is to support academic progress in Title I schools while maintaining alignment with the district's strategic plan. In Title I schools, local funds are used to reduce class size in kindergarten through Grade 2. Title I funds are used to supplement 18 full-day Head Start classes in 16 Title I schools. Another example of coordination occurs when Linkages to Learning and Judy Center programs support selected Title I schools with social services and family support.

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

DTP is organized to assist Title I schools with the development of a comprehensive School Improvement Plan (SIP) that includes the 10 Components of a Schoolwide Program. Title I schools in MCPS use the Baldrige-guided School/Office Improvement Process to ensure that input from stakeholders is included in the development and continuous review of the SIP. Training on the 10 Components of a Schoolwide Program is offered to school administrators and leadership teams. DTP also provides templates, definitions, samples, and checklists to ensure the inclusion of all components. Plans are developed in coordination with system initiatives related to staff development, curriculum implementation, and district assessments. In this way, Title I schoolwide components are aligned with the district's comprehensive strategic plan.

DTP instructional specialists are active members of the school-based teams that develop and monitor improvement plans. All SIPs are peer reviewed by DTP instructional specialists to ensure that the 10 Components of a Schoolwide Program are included. Each SIP has a table of contents which specifically identifies the location of the 10 Components of a Schoolwide Plan as part of their plan. DTP instructional specialists use a checklist to help evaluate the information pertaining to the 10 Components. The Office of School Support and Improvement (OSSI) also reviews SIPs and provides feedback on a periodic basis.

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 a school does not adequately address the 10 Components of a Schoolwide Plan, DTP provides additional support in helping the school reach that goal. DTP instructional specialists are primarily responsible for working in collaboration with schools to ensure that schools revise sections of the SIP, if necessary. SIPs must receive written final approval from the DTP director or supervisor before school plans are accepted.

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

Analysis of the effectiveness of schoolwide programs is an ongoing process. Appropriate changes are made to the design of the schoolwide program as student data is reviewed. School improvement teams meet during the summer to review summative data and use their analysis to develop plans for the following school year. Data points include, but are not limited to, staff member and parent surveys, Measures of Academic Progress–Reading (MAP-R), Measures of Academic Progress–Primary (MAP-P), mClass primary reading assessments, and end-of-unit mathematics assessments. This information can be disaggregated and analyzed at the school, grade, and classroom levels.

School improvement teams meet throughout the year to assess the effectiveness and progress toward goals and objectives identified in SIPs. School improvement teams provide periodic updates to OSSI on the effectiveness and progress toward meeting goals and objectives. Community superintendents conduct supervisory visits with all of the Title I schools and also provide feedback on meeting goals and objectives. If school improvement teams determine that mid-course corrections need to be made, plans are adjusted to reflect such changes. As members of the school improvement teams, DTP instructional specialists can monitor changes and are responsible for updating plans in the Title I documentation notebooks.

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.

A comprehensive Extended Learning Opportunities–Summer Adventures in Learning (ELO-SAIL) extended-year model is in place for rising kindergarten through Grade 2 students. Students enrolled in 22 Title I schools, eligible private school students, and homeless students entering kindergarten through Grade 2 are invited to attend ELO-SAIL, which offers a preview of the upcoming school year curriculum, as well as a review of those skills essential to academic success.

Two Title I schools, Cresthaven and Oak View elementary schools, enroll only students in Grades 3 through 5. Because ELO-SAIL only enrolled students entering kindergarten through Grade 2, Cresthaven and Oak View will not hold an ELO-SAIL program.

Using a projected allocation, MCPS identified 24 Title I schools for the 2011–2012 school year. However, during the third week in May MSDE's actual allocation was sent to MCPS. This allocation was greater than MCPS' projection. As a result, MCPS decided to reinstate Brown Station Elementary School (ES) and to identify Capt. James E. Daly and Rolling Terrace elementary schools as Title I schools. Because this decision was made one month before the start of ELO-SAIL, those three schools did not have an ELO-SAIL program.

Title I schools have the option of implementing their own research-based before-school, after-school, or the George B. Thomas Saturday Academy during the school year using Title I and/or local funds. Some schools partner with Linkages to Learning, the Commonwealth Foundation, and the YMCA to hold after-school tutoring sessions. Schools also create their own extended learning time activities by holding after-school clubs such as Destination Imagination and Hands-On Science.

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

Office of Curriculum and Instructional Programs
Mr. Erick J. Lang, associate superintendent
Division of Title I Programs
Mrs. Deann M. Collins, director
Mrs. Nichelle Owens-Jones, supervisor
Ms. Patricia A. Callahan, accountant
Ms. Susan J. Ginsberg, instructional specialist
Mrs. Nia E. Grigsby, instructional specialist
Ms. Marcia Hamilton, instructional specialist
Ms. Charon Hines, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Coordinating federal, state, and local funds for schoolwide programs
Mr. Larry A. Bowers, chief operating officer
Mrs. Nancy J. Austin, budget management/specialist, Department of Management, Budget and Planning
Dr. Marshall C. Spatz, director, Department of Management, Budget and Planning

2. **For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

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)

This school year Capt. James E. Daly ES became a Title I school for the first time. Based on MSDE guidelines, it will operate a Targeted Assistance Program (TAP) in School Year (SY) 2012–2013 and will engage in planning to operate a Title I schoolwide program for SY 2013–2014. Two DTP instructional specialists are currently assigned to provide technical assistance regarding the requirements of Title I including student selection criteria. Capt. James E. Daly ES has developed a preliminary plan for identifying and ranking students for reading and mathematics service based on a model used by TAP schools in previous years. The school leadership team and the entire staff will have several meetings in July and August to analyze data and complete the plan for identifying and monitoring students. The school will take advantage of the MCPS assessment tools to identify students for the TAP. Criteria may include some, but not all of the following:

a. Reading
   - Teacher recommendation (Grades K–2)
   - Parent recommendation and interviews (Grades K–2)
   - mClass: Reading 3D (Grades K–2)
   - Running Records (Grades K–2)
   - MAP-R (Grades 3–5)
   - Maryland School Assessment (MSA) (Grade 3–5)
   - Report Card Grading Information (Grades K–5)
   - On/Above/Below Grade-level Ranking (Grades 2–5)

b. Mathematics
   - Teacher recommendation (Grades K–2)
   - Parent recommendation and interviews (Grades K–2)
   - MAP-P (Grades K–2)
   - MSA (Grade 3–5)
   - Measures of Academic Progress–Mathematics (MAP-M) (Grades 3–5)
   - Report Card Grading Information (Grades K–5)
   - On/Above/Below Grade-level Ranking (Grades 2–5)

Targeted Assistance Proposed Timeline to Identify Children Most in Need of Service

July:

- Meet with administration to discuss timeline.
- Meet with Leadership Team-initial discussion of beginning of year ranking and weighted criteria.
- For each grade-level, review data in reading and mathematics from 2011–2012 school year.

August: (Pre-service week):

- Meet with grade-level teachers for input on specific data sources, weighted criteria and teacher input process.
- Create database for recording data sources (including weighted criteria).

September:

- Gather data—classroom teachers, resource teachers, specialists, etc.
- Compile data and organize it.
- Rank students.
- Decide which students qualify for Targeted Assistance (TA) services.
- Meet with focus teachers to determine what supports are necessary for TA children.

October:

- Finalize TA groupings for the first session.
- Meet with parents of selected TA students—Title I Information meeting and overview of TAP.
- Meet with Title I staff to outline an action plan for the first group of students.
- TAP begins.

November:

- Meet with Leadership Team to discuss midyear re-ranking.
- Meet with administration to discuss timeline.

December:

- Meet with grade-level teams for input on weighted criteria and teacher input process.
- Meet with grade-level teams for input on midyear re-ranking.
- Finalize TA groupings for the second session.
- Meet with Title I staff to outline action plan for re-ranking and share grade-level input.

January:

- Send out letters to families to notify of newly identified or changes to status students.
- TAP for re-ranked students begins.

February:

- Meet with parents to discuss state and local testing.

March:

- Discuss methods to be used to determine student progress and effectiveness of the TAP.

April:

- Meet with administration to discuss timeline.
- Meet with grade-level teachers to review student progress.
- Meet with Title I staff to outline action plan for re-ranking and share grade-level input.

May:

- Meet with Leadership Team to discuss end of year re-ranking.
- Gather data from state testing, county testing, and local school testing to help. determine effectiveness of TAP.

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.

Academic extended day programming will be offered during the school year for eligible TAP students at Capt. James E. Daly ES.

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

MCPS curriculum revisions ensure alignment with Maryland's Common Core State Standards curriculum. Extensive, required training is being offered as an essential component of these revisions.

MCPS Curriculum 2.0 is built around developing students' critical and creative thinking skills, as well as essential academic success skills, so that students are well prepared for a lifetime of learning. MCPS is upgrading its existing curriculum for the elementary grades in a way that will better engage students and dedicate more learning time to subjects such as the arts, information literacy, science, social studies, and physical education. By blending these subjects with the core content areas of reading, writing, and mathematics, students will receive robust, engaging instruction across all subjects in the early grades.

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

A sufficient level of funding is available to the school to hire additional teachers and paraeducators to provide services within the regular classroom to the greatest extent possible. Schedules are developed in a way that allows Title I staff members the opportunity to work within the grade level and the specific classroom so that there is minimal disruption and time lost in transitioning students to another location for instruction.

3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

The district's OHRD offers an entire catalog of voluntary PD opportunities for professional and supporting services staff members, including online courses in areas such as cultural competence and teaching students who are English language learners. Courses include a range of options including Studying Skillful Teaching, which is offered in conjunction with the organization Research for Better Teaching (RBT), and courses for MSDE approved in-service credit.

Administrators also have the opportunity to enroll in district-level courses related to topics such as leadership development and data analysis. Various district-level institutes are offered for administrators and school leadership teams. For example, all school administrators and leadership teams completed Baldrige-guided School/Office Improvement Process training. In conjunction with RBT, the courses Observing and Analyzing Teaching I and II are required for principals.

Paraeducators also may participate in a district-level, multi-session course focused on improving instructional skills, or in technology related workshops. DTP instructional specialists offer school-based training for paraeducators in alignment with the school's improvement plan.

The LEA provides substantial PD opportunities. MCPS allocates a staff development teacher (SDT) at each school. Schools determine whether this position is staffed at 1.0 FTE or 0.5 FTE based on school priorities and focus areas. The SDT helps the school identify PD needs to improve student achievement. The SDT plans and implements PD sessions for the entire staff, grade-level teams, and for other small groups to provide differentiated training. MCPS also assigns a staff development specialist to each quad-cluster of schools. These specialists are available for consultation or to provide direct services to the schools at the request of the community superintendent. Experienced MCPS teachers known as consulting teachers (CT) are assigned to new teachers and those identified as underperforming. The role of the CT is to provide support to these teachers with curriculum, assessment, and instruction in an effort to improve student achievement. A Title I instructional specialist also provides training and identifies PD resources that support implementation of the SIP.

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

DTP is organized to assist Title I schools with the development of a comprehensive SIP that includes TA requirements. Title I schools in MCPS use the Baldrige-guided School/Office Improvement Process to ensure that input from stakeholders is included in the development and continuous review of the SIP. Training on the Components of a School Targeted Assistance Plan is offered to school administrators and leadership teams. DTP also provides templates, definitions, samples, and checklists to ensure the inclusion of all components. Plans are developed in coordination with system initiatives related to staff development, curriculum implementation, and district assessments. In this way, Title I TA components are aligned with the district's comprehensive strategic plan.

DTP instructional specialists are active members of the school-based teams that develop and monitor improvement plans. All SIPs are peer reviewed by DTP instructional specialists to ensure that the Components of a School Targeted Assistance Plan are included. Each SIP has a table of contents which specifically identifies the location of the Components of a School Targeted Assistance Plan as part of their plan. DTP instructional specialists use a checklist to help evaluate the information pertaining to the Components of a School Targeted Assistance Plan. OSSI also reviews SIPs and provides feedback on a periodic basis.

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

Analysis of the effectiveness of TAP is an ongoing process. Appropriate changes are made to the design of the TAP as student data is reviewed. School improvement teams meet during the summer to review summative data and use their analysis to develop plans for the following school year. Data points include, but are not limited to, staff member and parent surveys, MAP-R, MAP-P, MAP-M, and mClass primary reading assessments. This information can be disaggregated and analyzed at the school, grade, and classroom levels.

School improvement teams meet throughout the year to assess the effectiveness and progress toward goals and objectives identified in SIPs. School improvement teams provide periodic updates to OSSI on the effectiveness and progress toward meeting goals and objectives. If school improvement teams determine that mid-course corrections need to be made, plans are adjusted to reflect such changes. As members of the school improvement teams, DTP instructional specialists can monitor changes and are responsible for updating plans in the Title I documentation notebooks. Additionally, community superintendents conduct supervisory visits with all of the Title I schools and also provide feedback on meeting goals and objectives.

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

Office of School Support and Improvement
Dr. Beth Schiavino-Narvaez, deputy superintendent
Dr. LaVerne G. Kimball, community superintendent
Mrs. Elizabeth Thomas, director of school performance
Mrs. Nora G. Dietz, principal, Capt. James E. Daly Elementary School

Office of Curriculum and Instructional Programs
Mr. Erick J. Lang, associate superintendent
Division of Title I Programs
Mrs. Deann M. Collins, director
Mrs. Nichelle Owens-Jones, supervisor
Mrs. Patricia A. Callahan, accountant
Ms. Susan J. Ginsberg, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Coordinating federal, state, and local funds for targeted assistance programs
Mr. Larry A. Bowers, chief operating officer
Mrs. Nancy J. Austin, budget management/specialist, Department of Management, Budget and Planning
Dr. Marshall C. Spatz, director, Department of Management, Budget and Planning

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

Attachment H

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2012–2013 to a schoolwide program in 2013–2014, the LEA must submit a formal letter to Maria E. Lamb, Program Improvement and Family Support Director, informing MSDE of its intent.

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

Capt. James E. Daly ES–School #0111

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:
   July 26, 2010

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

   Title I parents/guardians and parents/guardians from non-Title I schools across the county are invited to provide feedback on the Local School Support Parent Involvement Policy. The Division of Family and Community Partnerships (DFCP) establishes policy review committees at various locations throughout the county that encourage the participation of Title I parents. Several sessions are held in Title I schools.

   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.

   DFCP shares the system-level Parent Involvement Policy/Plan on their website. DTP also shares the policy/plan with parents/guardians in the Title I schools. All Title I schools share the district-level parent involvement policy/plan with parents/guardians. Methods for sharing vary by Title I schools. They decide how they wish to share the parent involvement policy/plan based on the needs and preferences of their community. The parent involvement policy/plan is—

   - sent home in students' backpacks,
   - included in the school improvement plan,
   - presented and discussed at parent involvement committee meetings,
   - presented and discussed at school improvement meetings, and
   - posted on the school website.

   DTP instructional specialists help the Title I schools align local school parent involvement plans with the system-level policy.

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

   Attachment I

   No changes have been made since the last Master Plan submission. Board of Education Policy ABC, *Parent and Family Involvement* and Regulation ABC-RA were reviewed this year by the following groups. Revisions were not recommended. Below is a list of the meeting times. MCPS will continue to review our district-level policy, but no dates have been identified at this time.

   - Parent Engagement M-Stat Meeting on Thursday, August 4, 2011; 2:00–4:00 p.m. at the Carver Educational Services Center (cafeteria)
   - Parent Engagement M-Stat Meeting on Friday, September 9, 2011; 2:30–4:30 p.m. at the Carver Educational Services Center (cafeteria)
   - MCPS Parent Advisory Council Meeting on Monday, October 3, 2011; 6:30–8:30 p.m. at the Carver Educational Services Center

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.

With the support and guidance of specialists from MSDE, a Title I district-level parent involvement policy/plan was developed. The policy/plan provides information as to how the Title I requirements (general, building capacity, and accessibility) will be carried out at the district level. A school-level template, focused on the same requirements, was developed. Individual schools add activities and strategies unique to their schools.

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.

MCPS parental involvement regulations encourage schools to include parents as members of the school improvement and parent involvement committees. This process is in full alignment with Section 1112 and 1118.

Title I schools gather input from parents/guardians throughout the school improvement process. Parents/guardians give input on the use of Title I family involvement funds and the types of parent involvement activities that will take place at the school.

Each Title I school has an established parent involvement committee. With input from parents/guardians and staff members, the committee develops or revises the parent involvement plan. To monitor the activities and evaluate the effectiveness of the plan, many schools use an action plan. The action plan is updated throughout the year as part of the SIP review process.

Title I schools are required to have a sign-in sheet, agenda, notes, and evaluation for every parent involvement meeting. This process serves to document parental participation in the development and review of the school-level parent involvement policy/plan. DTP instructional specialists work with members of parent involvement committees to coordinate and plan parent involvement activities. DTP instructional specialists ensure that all documentation is collected and archived for auditing purposes. A sample copy of a school-level parent involvement policy/plan is included in Attachment J.

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 participating in the Title I program during the 2011–2012 school year have School/Parent Compacts that meet requirements set forth by MSDE. Each year Title I schools review and update their School/Parent Compacts by soliciting stakeholder feedback. DTP will provide a sample to newly added Title I schools, Capt. James E. Daly and Rolling Terrace elementary schools. DTP instructional specialists will work with school staff and the parent involvement committee to ensure that the compact meets statutory requirements. A sample copy of a School/Parent Compact is provided in Attachment K.

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.

Parent involvement committees at the school level also assist with the development of the School/Parent Compact as a part of their responsibilities. The implementation plan for use and distribution of the School/Parent Compact is prepared in compliance with Title I guidance and regulations. Parents/guardians have opportunities at Parent Teacher Association meetings and parent/guardian conferences to review, discuss, and revise the compact. Schools use various Baldrige tools, such as consensograms, at school sponsored events that are aligned with the MCPS publication, *My Job, Your Job, Our Job,* to gather suggestions from parents regarding the responsibilities of schools, students, and parents/guardians.

5. Monitoring Parent Involvement

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

DTP instructional specialists work in collaboration with the parent involvement committee to support and monitor school-level parent involvement programs. A checklist of requirements and supporting data for completion of each requirement is maintained in a notebook in the DTP office. The community superintendent approves the parent involvement budget, and the DTP director ensures that all expenses are in alignment with NCLB. Mid-year and end-of-year parent involvement surveys are completed to gather feedback and make changes in the plan as appropriate.

Title I schools develop parent involvement action plans as part of the school improvement planning process. These action plans detail information pertaining to the requirements of parent involvement including dates of required meetings and activities as described in the plan. A sample of a parent involvement action plan is provided in Attachment L.

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

Office of School Support and Improvement
Dr. Beth Schiavino-Narvaez, deputy superintendent
Community Superintendents
Dr. Christopher S. Garran
Dr. Donna S. Hollingshead
Dr. LaVerne G. Kimball
Ms. Bronda L. Mills
Dr. Myra J. Smith
Dr. Darryl L. Williams
Directors of School Performance
Mr. Pat D. Abrunzo
Dr. Kathy L. Brake
Dr. Denise C. Greene
Dr. Sito Narcisse
Mrs. Elizabeth Thomas
Mr. Michael J. Zarchin

Office of Curriculum and Instructional Programs
Mr. Erick J. Lang, associate superintendent
Division of Title I Programs
Mrs. Deann M. Collins, director
Mrs. Nichelle Owens-Jones, supervisor
Ms. Susan J. Ginsberg, instructional specialist
Mrs. Nia E. Grigsby, instructional specialist

Ms. Marcia Hamilton, instructional specialist
Ms. Charon Hines, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Division of Family and Community Partnerships

Mrs. Denise Bracalilly Stultz, director
Mrs. Giuseppina Alving, parent community coordinator
Mrs. Kimberly A. Bloch-Rincan, partnership manager
Ms. Gladis F. Calderon, office assistant, Call Center
Mrs. Young Mee Choi, parent community coordinator
Mrs. Nilda G. Colgrove, parent community coordinator
Ms. Deborah A. Flinchbaugh, administrative secretary
Ms. Tanya S. Gourley, fiscal assistant
Mrs. Molly Hong, parent community coordinator
Mrs. Nan P. Iuculano, parent community coordinator
Mr. Benjamin Lesnick, communications assistant
Mrs. Beatriz E. Mendoza, parent community coordinator
Mrs. Janae E. Robinson-Casey, parent community coordinator
Mrs. Sylvia J. Romero, parent community coordinator
Miss Rachel L. Sprecher, partnership manager
Mrs. Laurene S. Thomas, parent community coordinator
Mrs. Danielle D. Wilson-Saddler, instructional specialist
Ms. Gail S. Woolf, partnership manager

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.

NCLB requires that school districts reserve 1 percent of total Federal Title I allocation and not less than 95 percent of the 1 percent be distributed to schools. Distribution is based on the number of students who qualify for the Free and Reduced-price Meals System.

b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

Title I school parent involvement committees are responsible for ensuring that parents have input regarding how school-based parent involvement funds are spent. DTP instructional specialists work in collaboration with the parent involvement committee to support and monitor school-level parent involvement programs. Sign-in sheets, agendas, notes, and evaluations are required documentation that demonstrates how parents are involved in the process. DTP instructional specialists gather documentation demonstrating that parents have input on the use of Title I funds. This documentation is placed in the school's documentation binder.

c. Does the LEA reserve more than 1% of its total allocation for parent involvement? __X__ Yes _____ No

d. If yes, describe *how* these additional funds are used.

The funds are allocated to the Title I schools for local school parent programming.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [SECTION 1120]:

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

   MCPS' Department of Management, Budget and Planning hosted a meeting of eligible private schools to explain Title I and the process for participation in the program. Individual letters were sent to all Montgomery County private schools. The purpose of the letter was to invite the principals or other school administrators to participate in Title I services (Attachment M).

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools.

   Administrators are invited to a series of meetings throughout the school year to discuss the proposed allocation process and to review the design, delivery, and evaluation of services provided to Title I students. At the initial meeting, all participants agreed on the frequency and schedule of meetings for the remainder of the school year (Attachment N). Meetings are scheduled in 4–6 week intervals to discuss pertinent topics and review the design and delivery of services.

4. **DOCUMENTATION**: Attach a timeline for consultation and affirmation meetings with private school officials.

   Attachment O

5. **DELIVERY OF SERVICES**

   a. Will LEA staff provide the services directly to the eligible private school students? __X___ Yes _____ No
   If yes, when will services begin? August 28, 2012_

   b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? __X___ Yes _____ No
   If yes, identify the LEA(s) involved and the date the services will begin.

   Prince George's County Public Schools (PGCPS)–August 28, 2012

   MCPS and PGCPS have created a memorandum of understanding (MOU). This MOU creates a system for the provision of the Title I educational instructional services to certain eligible private school children provided that these children meet established eligibility and residency criteria. The agreement describes the services to be provided, the roles and responsibilities of each party, and the transfer of funds. This agreement may be renewed annually.

When information is available, MCPS will enter into a formal agreement with other school districts that provide services to eligible MCPS residents who attend a private school in their district and/or who has students attending eligible private schools in MCPS.

c. Will the LEA enter into a third party contract to provide services to eligible private school students? _____ Yes ___X__ 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]

See Attachment P

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

DTP conducts monthly visits to two or three private schools. During these visits, the DTP instructional specialist observes instructional delivery and reviews content. In addition to observations, DTP reviews student assessment data (fall, winter, and spring) with Title I teachers who are asked to set targets for students.

During consultation meetings, Title I teachers met with administrators and designated school staff to discuss student progress. Finally, DTP asks administrators, classroom teachers, and parents/guardians of students served to provide feedback on the program. This information is collected at the end of the year and used to facilitate planning for the upcoming school year.

Special Note: If an LEA is skipping schools, equitable services must still be calculated with Title I funds and reported on the Title I allocation worksheet.

Attachment A
DRAFT

This e-mail message has been approved for distribution by Mr. Larry A. Bowers, chief operating officer, and Dr. Kimberly A. Statham, deputy superintendent of teaching, learning, and programs. No hard copy will be provided.

ACTION DUE: September 21, 2012
October 5, 2012

Office of Curriculum and Instructional Programs
Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 10, 2012

MEMORANDUM

To: All Title I Principals

From: Erick J. Lang, Associate Superintendent for Curriculum and Instructional Programs
Carole C. Goodman, Associate Superintendent for Human Resources and Development

Subject: ACTION: Title I Requirements for Parental Notification and Compliance Verification

The purpose of this memorandum is to inform you about important parental notification and compliance verification requirements that apply to Title I schools. The following requirements are part of the *No Child Left Behind Act of 2001* (NCLB):

1. The NCLB states that parents/guardians have the right to request information regarding the professional qualifications of their child's teacher and any paraeducators who may provide academic supports to students.

2. The second reporting requirement applies to a situation in which a child has been taught for four or more consecutive weeks by a permanently employed teacher or long-term substitute teacher who does not meet the NCLB definition of "highly qualified." When this circumstance occurs, the school must inform parents/guardians by letter. Please note that teachers enrolled in an approved alternative route program to certification are considered to be highly qualified under the NCLB.

3. The third compliance requirement is for audit purposes. A form signed by the principal is to be kept at the school and a copy sent via Pony to Mr. Jeffrey M. Martinez, director, Department of Recruitment and Staffing, Office of Human Resources and Development (OHRD); and to Mrs. Deann M. Collins, director, Division of Title I Programs (DTP), Rocking Horse Center, Room 204, verifying that requirements are being met and notifications are being sent to parents/guardians, if applicable.

Teacher and Paraeducator Qualifications

Information on the definition of "highly qualified" teachers and the requirements for paraeducators is included in Attachment A. We strongly encourage principals to meet with their staff members to discuss the steps needed if parents/guardians inquire about the "highly qualified" component of the NCLB. It also is advisable to remind your Parent Teacher Association executive board of these requirements. Parents/guardians who wish to have information on teacher or paraeducator qualifications must submit a written request to the principal. The principal will forward the request to Mrs. Marie C. Bercaw, certification coordinator, Department of Certification and Continuing Education. Mrs. Bercaw will provide the information on teacher qualifications and Mr. Duane A. Merson, staffing analyst, Department of Recruitment and Staffing, will provide the information on paraeducator qualifications directly to the parent/guardian, in writing, within 30 business days. A copy of the information will be sent to the principal and DTP.

Attachment B contains the information that must be provided to all parents/guardians. This notice should be included in your parent handbook or parent newsletter in October. A copy of the information also must be sent to DTP by **Friday, September 21, 2012**, in order to provide documentation to the Maryland State Department of Education (MSDE) that we are in compliance with the NCLB.

A list of teachers from your school and their "highly qualified" designation is available in the Montgomery County Public Schools (MCPS) Data Warehouse Certified Employee List through *myMCPS*. This report, which is updated daily within the Data Warehouse, can be filtered and sorted in several ways to assist you. Questions regarding entry into the Certified Employees List should be directed to the Help Desk. If you have questions about sorting the report, please contact Mrs. Bercaw at 301-279-3112.

"Highly Qualified" Teacher and Long-term Substitute Requirements

The second mandate requires notifying parents/guardians in writing if a teacher or long-term substitute teacher, who is not designated as "highly qualified," is in the position for four or more consecutive weeks. Attachments C and D contain sample letters for informing parents/guardians if a teacher or long-term substitute teacher is not designated "highly qualified." We suggest that the letter be sent prior to the end of the consecutive four-week period if the substitute teacher will continue in this position. A copy of the letter sent to parents/guardians should be forwarded to DTP.

Please contact the human resources staffing coordinator assigned to your cluster/school prior to hiring a long-term substitute teacher as it is possible a "highly qualified" substitute teacher will be available. A list of certified elementary substitute teachers is available to identify teachers who meet the NCLB requirements.

Compliance Assurance at Local Schools

In addition to notifying parents/guardians, the NCLB mandates an annual validation to ensure that applicable "highly qualified" requirements were met. This letter of assurance must be signed by the principal, filed at the local school, and available for review upon request by the public. In addition, a copy of the letter must be kept on file at the district level for review by state or federal auditors. Attachment E is the form you need to ensure compliance at the local level. Please complete this form by **Friday, October 5, 2012**. Retain a copy at the school and send a copy to Mr. Martinez and Mrs. Collins.

Reporting Procedures

MCPS is required to keep data on these mandates as part of the MSDE Title I reporting process. Any permanent or substitute teacher employed for four or more weeks who does not meet the requirements must be tracked by OHRD and DTP. Attachments F and G are forms that will assist you in collecting and reporting this information. Copies should be submitted to Mr. Martinez and Mrs. Collins.

Translations of notifications to parents/guardians also will be provided in Spanish. Please refer questions to Mr. Martinez at 301-279-3278, or Mrs. Collins at 301-230-0660.

EJL:CCG:mah

Attachments

Copy to:

Dr. Schiavino-Narvaez
Community Superintendents
Mrs. Bercaw
Mrs. Bledsoe
Mrs. B. Collins
Mrs. D. Collins
Directors of School Performance
Mrs. Langford-Brown
Mr. Martinez
Mr. Merson
Dr. Steinberg
Title I Administrative Secretaries
Ms. Cuttitta
Dr. Mugge
Ms. Murek
Mr. Prouty

Approved: _____

Larry A. Bowers, Chief Operating Officer

_____

Kimberly A. Statham, Deputy Superintendent of Teaching, Learning, and Programs

DEFINITION OF "HIGHLY QUALIFIED" TEACHER

A "highly qualified" teacher is one who is certified in a core academic subject (for example; art, early childhood, or elementary) and meets one of the following conditions:

- Holds an Advanced Professional Certificate (APC)
- Holds a Standard Professional Certificate (SPC) and has passed all applicable Praxis examination requirements
- Holds a SPC or an APC and meets required point count under the Highly Objective Uniform State Standard Evaluation (HOUSSE).

Note: Newly hired teachers in 2002–2003 and beyond must meet the "highly qualified" requirements.

DEFINITION OF A "QUALIFIED" PARAEDUCATOR

A "qualified" paraeducator is one who has a high school diploma and one of the following:

- An associate or higher college degree
- At least two years (48 credits) of study at an accredited institution of higher education
- Passed the "Para Pro" examination

Note: Newly hired paraeducators in 2002–2003 and beyond must meet the "qualified" requirements. Paraeducators hired prior to 2002–2003 (experienced paraeducators) must meet the same requirements no later than July 1, 2006.

PARENT NEWSLETTER ITEM

Our school is fortunate to receive supplemental funding through Title I, a federal grant program for schools that serves communities with students who have high economic needs. The federal legislation that establishes Title I regulations is known as the *No Child Left Behind Act of 2001* (NCLB). The NCLB requires Montgomery County Public Schools to inform you that you have the right to request information about the professional certification qualifications of your child's teacher, substitute teacher, or paraeducator (formerly titled instructional assistant).

If you wish to request certification information about your child's teacher, paraeducator, or long-term substitute teacher, please submit a written request to the principal at your school. Your written inquiry may include information about the following qualifications:

- Degree status and subject area of certification
- State of Maryland certification status, including conditional certification status
- Qualifications of paraeducators or long-term substitute teachers who may be working with your student

Your request will be forwarded to the Office of Human Resources and Development, and you will receive a written response from them within 30 business days.

Please contact the principal if you have any questions.

ARTÍCULO PARA EL BOLETÍN DE LOS PADRES

Nuestra escuela es afortunada de recibir fondos suplementarios a través de Título I, un programa de fondos federales para escuelas que sirven a las comunidades con estudiantes que tienen mayores necesidades económicas. La legislación federal que establece las regulaciones del Título I se conoce como *No Child Left Behind Act of 2001* (NCLB Act) – Decreto Ningún Niño Debe Quedar Atrás del 2001). El NCLB Act requiere que Montgomery County Public Schools les informen a ustedes que tienen el derecho de solicitar información sobre las cualificaciones y certificaciones profesionales de los maestros de sus hijos, maestros substitutos, o paraeducadores (anteriormente llamados asistentes de instrucción).

Si usted desea solicitar información sobre la certificación del maestro de su hijo/a, el paraeducador o el substituto de largo plazo, por favor, someta una petición por escrito al director de su escuela. Su solicitud escrita puede incluir información sobre las siguientes cualificaciones:

- Título universitario y área de certificación
- Certificación del Estado de Maryland, incluyendo certificación condicional
- Cualificaciones de los paraeducadores o substitutos a largo plazo que pueden estar trabajando con su hijo/a

Su solicitud será enviada a la Office of Human Resources and Development (Oficina de Recursos Humanos) y usted recibirá una respuesta de ellos dentro de los próximos 30 días laborales.

Por favor, comuniquese con la directora de su escuela si tiene preguntas.

(on school letterhead)
(date)

Dear Parents:

The federal *No Child Left Behind Act of 2001* requires local school systems to notify parents if their child is being taught by a teacher who is not designated as "highly qualified," as defined by the federal legislation. This requirement differs from those previously used in Maryland; therefore, some teachers who are certified to teach in Maryland may not yet meet the federal requirements.

This letter is to notify you that although your child's teacher, _____, (name) is certified to teach in Maryland, he/she currently does not meet the "highly qualified" requirements. Montgomery County Public Schools (MCPS) is working closely with all teachers on the appropriate course work, tests, or documenting experiences to support them in meeting the new requirements for all of the classes that they teach. MCPS has full confidence in your child's teacher. In addition, school-based and central office staff members who help to ensure quality instruction in every classroom, provide support to all MCPS classroom teachers. These supports include staff development teachers, reading and mathematics specialists, resource teachers, and supporting services staff.

I appreciate your continuous support. If you have any questions, please contact me at the above number.

Sincerely,

_____, Principal

(on school letterhead)

(date)

Estimados Padres:

El Decreto Federal *No Child Left Behind Act of 2001* (NCLB) Ningún Niño Debe Quedar Atrás del 2001 requiere que los sistemas escolares locales notifiquen a los padres si la maestra de su hijo/a no cumple con los requisitos de "altamente calificado", según la definición de la legislación federal. Estos requisitos son diferentes que los que han sido usados en Maryland; por lo tanto, muchos maestros certificados para enseñar en Maryland todavía no han alcanzado estos requisitos federales.

Esta carta es para notificarles a ustedes que aunque el maestro/a de su hijo/a _____ está certificado para enseñar en Maryland, él/ella no satisface actualmente los requisitos de "altamente calificado". Montgomery County Public Schools (MCPS) están trabajando muy de cerca con todos los maestros para que tomen los cursos apropiados, exámenes, o experiencias documentadas para que puedan alcanzar estos nuevos requisitos para todas las clases que ellos enseñan. MCPS tiene plena confianza en los maestros de sus hijos. Adicionalmente todos los maestros de clases de MCPS están apoyados por el personal de las escuelas y las oficinas centrales para asegurar instrucción de calidad en cada clase. Esto incluye maestros de desarrollo del personal, especialistas de lectura y matemáticas, maestros de recursos especiales, y personal administrativo.

Yo aprecio su continua ayuda. Si ustedes tienen preguntas, por favor, llámenme al número indicado arriba.

Atentamente,

_____
Director/a

Attachment D

[School Letterhead for Non-Highly Qualified Substitute Teacher
Parent Notification Letter]

Dear Parents:

The *No Child Left Behind Act of 2001* has had a significant impact on public education. This law has several mandates, one of which requires that parents of students involved in Title I schools be notified if their child is taught for four or more consecutive weeks by a teacher who is not certified in Maryland and, therefore, does not meet the federal definition of a "highly qualified" teacher.

This is to notify you that your child has a substitute teacher who currently is not certified in Maryland. However, please be assured that all substitute teachers in Montgomery County Public Schools are required to hold a bachelor's degree. _____, your child's substitute teacher who will be with us until _____, will participate in all school-related staff development activities, and will establish an open line of communication with you.

[Insert details about individual teacher's qualifications, if appropriate. Example: Completed appropriate coursework and is registered to take the required teacher examination.]

Your continuous support, participation, and partnership are very much appreciated. If you have further questions, do not hesitate to contact me at the number above.

Sincerely,

_____, Principal

(on school letterhead)

(date)

Estimados Padres de Familia:

El Decreto Federal *Ningún Niño Debe Quedar Atrás del 2001* requiere que el sistema local escolar notifique a los padres si su hijo/a está siendo enseñado por un maestro/a no calificado como "altamente calificado", según la definición de la legislación federal. Estos requisitos son diferentes a los que han sido usados en Maryland anteriormente; por lo tanto, muchos maestros certificados para enseñar en Maryland todavía no han alcanzado los requisitos federales.

Esta carta es para notificarles a ustedes que aunque el maestro/a de su hijo/a, _____está certificado para enseñar en Maryland, él/ella no satisface actualmente los requisitos de "altamente calificado". Las Escuelas Públicas del Condado de Montgomery (MCPS) están trabajando muy de cerca con todos los maestros para que tomen los cursos apropiados, exámenes, o experiencias documentadas para que puedan alcanzar los nuevos requisitos para todas las clases que ellos enseñan. MCPS tiene plena confianza en los maestros de sus hijos. Adicionalmente todos los maestros de MCPS son apoyados por el personal de las escuelas y las oficinas centrales para asegurar instrucción de calidad en cada salón de clase. Esto incluye personal de apoyo para el perfeccionamiento de los maestros, especialistas de lectura y matemáticas, maestros de recursos especiales y personal administrativo.

Yo aprecio su continua ayuda. Si ustedes tienen preguntas, por favor, llámenme al número indicado arriba.

Sinceramente,

_____, Director

PRINCIPAL'S VERIFICATION LETTER OF COMPLIANCE WITH THE *NO CHILD LEFT BEHIND ACT OF 2001— SECTION 1119: QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS*

The *No Child Left Behind Act of 2001* (NCLB) requires that each principal of a school receiving Title I funds attest annually as to the school's compliance with *Section 1119: Qualifications for Teachers and Paraprofessionals*. Each of these requirements is explained in detail below.

The NCLB also requires that a copy of this completed letter of assurance be filed at the school and that the school district maintains a copy. A copy of the signed letter should be sent annually to Mr. Jeffrey M. Martinez, director, Office of Human Resources and Development, and Mrs. Deann M. Collins, director, Division of Title I Programs. Copies may be made available to the public upon request.

As required by the NCLB and per the signature of the principal below, the school has met the following requirements regarding the qualifications of teachers and paraprofessionals and the duties of paraprofessionals:

I. NCLB Act "Highly Qualified" Teacher Requirements

Newly Hired Teachers: The NCLB requires that all teachers requiring the "highly qualified" designation who were employed by Montgomery County Public Schools (MCPS) after August 26, 2002, and assigned to Title I schools be "highly qualified." The NCLB defines a "highly qualified" elementary teacher as one who is teaching in the field of certification endorsement (for example: Early childhood teachers are teaching in the appropriate early childhood grades) and holds one of the following:

- Advanced Professional Certificate
- Standard Professional Certificate and has passed all applicable Praxis examination requirements
- Standard Professional Certificate or Advanced Professional Certificate and meets required point count under the Highly Objective Uniform State Standard Evaluation

The Office of Human Resources and Development will verify that all teachers requiring the "highly qualified" designation who are assigned to this school meet the "highly qualified" provisions of the NCLB.

II. NCLB Act Paraeducator Qualifications

Newly Hired Paraeducators: The NCLB defines a paraeducator as an individual who provides instructional support. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraeducators. A "qualified" paraeducator is one who has a high school diploma and one of the following:

- An associate or higher college degree
- At least two years (48 credits) of study at an accredited institution of higher education
- Passed the "Para Pro" examination

The Office of Human Resources and Development has verified that all paraeducators who are assigned to this school meet the standard required by the NCLB Act.

III. Duties of Paraeducators

The NCLB requires that all paraeducators assigned to this school be assigned to appropriate duties, including any or all of the following:

- One-on-one tutoring (not scheduled at a time when a student would otherwise receive instruction from a teacher)
- Assisting in classroom management
- Assisting in computer instruction
- Conducting parental involvement activities
- Providing support in a library or media center
- Acting as a translator
- Providing instructional services under the direct supervision of a teacher

A paraeducator may not provide instructional support to a student unless the paraeducator is working under the direct supervision of a teacher who meets the definition of a "highly qualified" teacher. A paraeducator works under the direct supervision of a teacher if the teacher plans the instructional activities that the paraeducator carries out, evaluates the achievement of the student(s) with whom the paraeducator is working, and the paraeducator works in close and frequent physical proximity to the teacher.

The signature below certifies that all of the paraeducators assigned to this school are assigned appropriate duties, as required by the NCLB Act.

Signed: _____ Date: _____
Principal's Signature

School Name: _____

Attachment F

Title I "Non-Highly Qualified" Teacher Report

School _____ **School Number**_____

Name of Non-HQ Teacher	Grade	Date Assignment Began	Parental Notification*

_____ _____

Principal's Signature Date

*Attach a copy of the **letter sent to parents** and **student class roster** each time this form is used and send both to the following:

Mr. Jeffrey M. Martinez, Director
Department of Recruitment and Staffing
Office of Human Resources and Development
45 West Gude Drive, Suite 2100
Rockville, Maryland 20850

Mrs. Deann M. Collins, Director
Division of Title I Programs
4910 Macon Road, #204
Rockville, Maryland 20852

Attachment G

"Highly Qualified" Substitute Teacher Report

School _____ **Principal** _____

Name of Substitute	Highly Qualified Status	Substituting for		Date Substitute Began Assignment	Parental Notification*
		Name	Grade		

_____ _____

Principal's Signature Date

*Attach a copy of the **letter sent to parents** and **student class roster** each time this form is used and send both to the following:

Mr. Jeffrey M. Martinez, Director
Department of Recruitment and Staffing
Office of Human Resources and Development
45 West Gude Drive, Suite 2100
Rockville, Maryland 20850

Mrs. Deann M. Collins, Director
Division of Title I Programs
4910 Macon Road, #204
Rockville, Maryland 20852

Targeted Assistance Program Weighted Criteria for Data Sources

Kindergarten Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Using mClass: Reading 3D and teacher judgment, the greater weight will be given to the subtests that identify the most critical prereading skills (i.e. concepts about print, letter identification, etc.).
- Mathematics—Using Measures of Academic Progress–Primary (MAP-P), formative assessments, and teacher judgment, the greater weight will be given to the subtests that identify the most critical mathematical skills.

Grade 1 Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Using mClass: Reading 3D and teacher judgment, the greater weight will be given to the subtests that identify the most critical reading skills (i.e. sounds, letter identification, text comprehension, etc.).
- Mathematics—Using MAP-P, formative assessments, and teacher judgment, the greater weight will be given to the subtests that identify the most critical mathematical skills.

Grade 2 Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Using mClass: Reading 3D and teacher judgment, the greater weight will be given to the subtests that identify the most critical reading skills (i.e. sounds, text comprehension, oral reading fluency, etc.).
- Mathematics—Using MAP-P, formative assessments, and teacher judgment, the greater weight will be given to the subtests that identify the most critical mathematical skills.

Grade 3 Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Report card grade and level, and Measures of Academic Progress–Reading (MAP-R), the greater weight will be given to the data sources that identify the most critical reading skills (i.e. text comprehension, oral reading fluency, etc.).

- Mathematics—Report card grade and level, and Measures of Academic Progress–Mathematics (MAP-M), and formative assessments, the greater weight will be given to the subtests that identify the most critical mathematical skills.

Grade 4 Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Report card grade and level, and MAP-R, the greater weight will be given to the data sources that identify the most critical reading skills (i.e. text comprehension, oral reading fluency, etc.).
- Mathematics—Using MAP-M, report card grade and level, and formative assessments, the greater weight will be given to the subtests that identify the most critical mathematical skills.

Grade 5 Targeted Assistance Weights (Fall/Winter/Spring) Identification

- Reading—Report card grade and level, and MAP-R, the greater weight will be given to the data sources that identify the most critical reading skills (i.e. text comprehension, oral reading fluency, etc.).
- Mathematics—Using MAP-M, report card grade and level, and formative assessments, the greater weight will be given to the subtests that identify the most critical mathematical skills.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABA-RA, ABC-RA, ACG, BFA, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

Responsible Office: Communications and Family Outreach

Parent and Family Involvement

A. PURPOSE

1. The Board of Education (Board) is committed to promoting meaningful family-school partnerships as an essential component to students' academic success.

2. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

B. ISSUE

Research indicates that family involvement in education has a positive effect on student learning and healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home-school partnerships help to ensure a safe and respectful learning environment.

C. POSITION

1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family-School Partnerships:

   a) Welcoming all families into the school community—families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.

   b) Communicating effectively—families and school staff engage in regular, meaningful two-way communication about student learning.

c) Supporting student success—families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

d) Speaking up for children—families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

e) Sharing power—families and school staff are important and valued partners with unique information regarding decisions that affect children. Families and school staff together inform, influence, and create policies, practices, and programs including full engagement in the school improvement process.

f) Collaborating with community—families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

2. All MCPS employees are expected to promote and demonstrate a commitment to parent and family involvement.

D. DESIRED OUTCOME

All MCPS staff will collaborate with families to build strong family-school partnerships.

E. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.

2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS Strategic Plan.

3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

F. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy process.

Policy History: Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resol 02, October 28, 2002, amended by Resolution 417-10, July 26, 2010.

_____ Elementary School Title I Parent Involvement Plan: 2012–2013

_____ Elementary School supports the involvement of all parents/families. It is our belief that the education of our children is a shared responsibility. We believe that when parents are involved, students will be more successful. In this policy, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

We carry out the requirements for Title I schools in the following ways:

General Requirements

- ✓ Involve parents in deciding how family involvement funds are being spent.
- ✓ Involve parents in the development of our school's Parent Involvement Plan.
- ✓ Distribute the Parent Involvement Plan to all parents.
- ✓ Hold an annual Title I meeting to provide information about the Title I program, parental rights, and the important role parents play in their children's education.
- ✓ Involve parents in planning, reviewing, and improving our school's Parent Involvement Plan and Program.
- ✓ Ask for parents' comments about the Parent Involvement Plan and submit those comments to the Division of Title I Programs.
- ✓ Develop a written school-parent compact with parents.

Building Capacity

- ✓ Help parents understand the Maryland School Assessment Program, Maryland and Montgomery County Public Schools Standards and Curriculum, and the requirements of Title I.
- ✓ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.
- ✓ Provide training for staff about how to work with parents as equal partners.
- ✓ Work with other agencies and programs that support parental involvement, such as Special Education, English for Speakers of Other Languages, Linkages to Learning, Judy Center, Health Department, and Library.
- ✓ Communicate information in a format and language that parents can understand whenever possible.
- ✓ Provide reasonable support so parents may participate in school activities as much as possible, such as transportation and childcare.

Accessibility

- ✓ Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless.
- ✓ Provide information in a format and language parents will understand to the greatest extent possible.

2012–2013 _____ Elementary School – Parent Compact

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A compact is a voluntary agreement between these groups that firmly unites them. You are invited to be involved in this partnership.

Shared Responsibilities for:	School Staff	Parent	Student
High quality curriculum and instruction	As a school, we expect all students to meet or exceed the Montgomery County Public Schools (MCPS) grade-level standards and the Maryland Voluntary State Curriculum (VSC). We will: • review assessment results to determine strengths and needs of students • use the MCPS curriculum to plan instruction that will improve students' academic performance • give students timely feedback and opportunities to show what they know	As a parent, I will support education and believe that my child can reach high goals. I will: • talk to my child about what is happening in school and about the importance of working hard in school • make sure my child goes to school every day on time • make sure my child does homework and schoolwork regularly	As a student, I will do my best and work hard. I will: • come to school on time prepared to learn • pay attention in class and ask questions when I don't understand • complete all of my assignments • follow the rules of the school
Parent-teacher conferences	As a school, we will: • hold at least one parent-teacher conference annually • assist parents in learning about ways they can help their children with homework and learning	As a parent, I will: • attend meetings about what my child is learning • ask questions about how I can help my child at home	As a student, I will: • know what is expected of me in all of my subjects • talk to my family about things I am learning in school
Communication/frequent progress reports	As a school, we will: • communicate with families about high academic standards, student progress, and the school's overall performance • communicate with families in a language that they can understand, when possible • communicate with parents and students about academic progress and behavior through interims, report cards, and parent-teacher conferences • provide frequent communication through announcements, newsletters, and the school website to keep families informed of upcoming events	As a parent, I will: • attend Back-to-School events, parent-teacher conferences, and other school-sponsored programs • communicate any concerns about my child's learning • tell the teacher or school when I do not understand something that is sent home	As a student, I will: • talk to my family about things I like about school • ask my teacher for help when I have problems with my schoolwork/homework • share all schoolwork and notices with my family

Accessibility	As a school, we will: • provide reasonable access to the school staff • make the school a friendly place for parents to meet, talk, and learn about their child's education	As a parent, I will: • attend PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time	As a student, I will: • help other students • respect all students and adults
Opportunities to be involved/volunteer	As a school, we will: • encourage all families to volunteer and be involved in the school • provide parents with opportunities to give input about the school climate and instructional program through the School Improvement Team, the Parent Involvement Committee, and school surveys • encourage parents to participate in their child's education through PTA events, Curriculum Nights, conferences, and volunteering	As a parent, I will: • volunteer for at least one activity during the school year (helping in the classroom, supporting special activities at school, chaperoning a field trip) • join school committees, such as the Parent Involvement Committee or the School Improvement Team	As a student, I will: • get involved in projects that will help my school and community

In this compact, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

Pacto 2012–2013 _____ Elementary School - Padres

Escuelas efectivas son el producto de sus familias y su plantel de empleados que se aseguran que los niños tengan éxito en la escuela. Este Pacto es un acuerdo voluntario entre dos grupos con una misión que los une firmemente. Los invitamos a participar en esta sociedad

Responsabilidades Compartidas para:	La Escuela	Los Padres	El Estudiante
Curriculum e instrucción de alto nivel	Como escuela elemental esperamos que todos los estudiantes llenen o excedan los estándares de nivel de grado de MCPS y el Currículum Voluntario del Estado de Maryland (SVC). Nosotros: • revisaremos los resultados de las evaluaciones para determinar los puntos fuertes y las necesidades de los estudiantes • usaremos el currículum de MCPS para preparar el plan de enseñanza que mejorará el desempeño académico de los estudiantes • daremos a los estudiantes comentarios oportunos sobre su desarrollo y oportunidades de demostrar lo que saben	Como padres, apoyaremos la enseñanza y creemos que nuestro estudiante puede alcanzar metas altas. Nosotros: • le hablaremos a nuestro estudiante acerca de lo que está pasando en la escuela y sobre la importancia de trabajar intensamente en la escuela • nos aseguraremos que nuestro estudiante llegue a la escuela puntualmente cada día • nos aseguraremos que nuestro estudiante haga su tarea y el trabajo de la escuela regularmente	Como estudiante, yo haré lo máximo y trabajaré fuertemente. Yo: • llegaré a la escuela a tiempo y listo para aprender • prestaré atención en la clase y haré preguntas cuando no entienda algo • completaré todas mis tareas • seguiré todas las reglas y requisitos de la escuela
Conferencias de Padres y Maestros	Como escuela, nosotros: • organizaremos por lo menos una reunión de padres y maestros al año • asistiremos a los padres enseñándoles modos de ayudar a sus hijos con sus tareas y a aprovechar su educación	Como padres: • asisteremos a reuniones acerca de lo que nuestro estudiante esta aprendiendo • haremos preguntas acerca de cómo ayudar a nuestro estudiante en la casa	Como estudiante, yo: • sabré lo que se espera de mi en todas las materias • hablaré con mi familia acerca de las cosas que estoy aprendiendo en la escuela
Comunicación/ informes de progreso frequentes	Como escuela, nosotros: • estaremos en contacto con las familias acerca de los altos estándares académicos, el progreso del estudiante y el desempeño de la escuela en general • nos comunicaremos con las familias en un lenguaje que puedan entender , cuando	Como padres: • asistiremos a eventos como Back-to-School , conferencias de padres y maestros, y cualquier otro programa de la escuela • nos comunicaremos con la escuela sobre cualquier	Como estudiante, yo: • hablaré con mi familia sobre las cosas que me gustan acerca de la escuela • pediré ayuda del maestro cuando tenga problemas con my trabajo en la escuela y con mis tareas

	sea posible nos pondremos en contacto con los padres y estudiantes acerca del progreso académico y el comportamiento del estudiante a través de 'interims', libreta de notas y conferencias de padres y maestros. • Proporcionaremos comunicación frecuente a través de anuncios, boletines y la pagina web de la escuela para mantener a las familias bien informadas sobre eventos futuros	preocupación acerca del proceso de aprendizaje de nuestro estudiante • avisaremos al maestro o a la escuela cuando no entendamos algo que llegue a nuestra casa	• compartiré con mi familia todo el trabajo de la escuela y los volantes o noticias que reciba
Accesibilidad	Como escuela, nosotros: • daremos acceso razonable al plantel de la escuela • haremos de la escuela un lugar amigable donde los padres podrán tener reuniones, podrán hablar, y podrán saber sobre la educación de sus hijos	Como padres: • asistiremos a las reuniones de PTA, a entrenamiento para padres, y cualquier otra actividad especial • nos aseguraremos que la escuela pueda encontrarnos en cualquier momento	Como estudiante, yo: • ayudaré a otros estudiantes • respetaré a todos los estudiantes y adultos
Oportunidades de participación/voluntariado	Como escuela, nosotros: • incentivaremos a todas las familias para que se ofrezcan como voluntarios y para que se involucren en la escuela • ofreceremos a los padres oportunidades para que puedan dar sus ideas acerca del ambiente de la escuela y el plan de enseñanza a través del Equipo para Mejorar la Escuela (School Improvement Team), el Comité de Padres Involucrados (the Parent Involvement Committee) y encuestas (school surveys) • incentivaremos a los padres para que participen en la educación de sus hijos a través de eventos de PTA, Noches de Currículum, conferencias y voluntariado	Como padres: • nos voluntarizaremos por lo menos para una actividad durante el año académico (ayudando en la clase, apoyando actividades especiales en la escuela, acompañando en un viaje) • nos uniremos a comités, como el Comité de Padres Involucrados, o el Equipo para Mejorar la Escuela	Como estudiante, yo: • Me uniré a proyectos que ayudarán a mi escuela y a mi comunidad

En este Pacto la palabra "padres" incluye a padres, guardianes, y miembros de la familia que estén involucrados en la supervisión de la educación del estudiante.

_____ Elementary School
2012–2013 Parent Involvement Action Plan

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
General Requirements					
1. Involve parents in the decision-making process regarding how funds reserved for family involvement are being spent.	Parent Involvement Committee (PIC) Administration Title I Specialist	Survey feedback Budgets	Sign in Agenda Notes Evaluation (SANE)	Ongoing Administration Parent Involvement Committee	
2. Review, revise, and distribute the parent involvement plan annually to meet the changing needs of the parents in the school.	PIC School Staff Administration Parent Community Coordinator (PCC)	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I schoolwide program and parental rights.	Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	
4. Involve parents in planning, reviewing, and improving the school's parent involvement program.	PIC PCC	Survey feedback	SANE	Ongoing Parent Involvement Committee	
5. Develop/revise/disseminate school-parent compact which identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student achievement.	PIC Administration Title I Specialist Parents Teachers Students	School-Parent Compact Template	School-Parent Compact Sign off from parents School Improvement Plan	November 1 Title I Specialist	
Building Capacity					
6. Plan and implement parent information meetings on the following topics: • Maryland School Assessment Program • Maryland and Montgomery County Public Schools Standards and Curriculum • How to Support Reading and Math at Home	Title I Specialist PIC School Staff	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	

_____ Elementary School
2012–2013 Parent Involvement Action Plan

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences.	Staff Development Teacher Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement.	PCC School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing PCC School Counselor	
9. Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, etc.)	Administration School Secretary Teachers PCC Division of Family and Community Partnerships Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd Translation equipment School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	
10. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting).	Administration PCC	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
Accessibility					
11. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor PCC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
Other					
12. Inform parents about the Maryland Parent Information Resource Center.	PCC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration PCC Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	

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Pacto 2012–2013 _____ Elementary School - Padres

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Pacto 2012–2013 _____ Elementary School - Padres

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	y maestros. • Proporcionaremos comunicación frecuente a través de anuncios, boletines y la pagina web de la escuela para mantener a las familias bien informadas sobre eventos futuros	escuela cuando no entendamos algo que llegue a nuestra casa	
Accesibilidad	Como escuela, nosotros: • daremos acceso razonable al plantel de la escuela • haremos de la escuela un lugar amigable donde los padres podrán tener reuniones, podrán hablar, y podrán saber sobre la educación de sus hijos	Como padres: • asistiremos a las reuniones de PTA, a entrenamiento para padres, y cualquier otra actividad especial • nos aseguraremos que la escuela pueda encontrarnos en cualquier momento	Como estudiante, yo: • ayudaré a otros estudiantes • respetaré a todos los estudiantes y adultos
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The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

The task force is asked to develop and recommend a written program plan (with a timeline, milestones, etc.) that includes:

Program elements

- academic program;
- a plan to roll out the program over in all MCPS high schools over a three-year period;
- outcomes assessment and evaluation plan (what defines success, and how do we measure it);
- tracking mechanisms for students;

Partnership elements

- a name for the program;
- a communications plan to discuss program with and gather feedback from internal constituencies within MC, MCPS, and USG institutions (e.g., principals and deans, teachers and faculty, professional and support staff, etc.)
- methods for program director and coaches to work in high schools, MC, and USG;
- mechanisms by which program director and coaches interact with existing student support systems in high schools, MC, and USG;
- operating agreement for MC/MCPS/USG roles and responsibilities;
- program budget;
- develop roles for nonprofit organizations and the business community to support the program

Participant elements

- target student populations;
- define and clarify the term "underrepresented groups"
- methods for disseminating information about college and careers to students;
- methods for coaching target students regarding college and career readiness;
- methods for coaching students' parents regarding college and career readiness;

Personnel elements

- program director job description;
- program coach job description;
- plan professional development experiences for staff, including participating coaches and mentors, teachers and faculty, etc.

Attachment M

February 28, 2012

Dear Sir or Madam:

Pursuant to the requirements of the federal *No Child Left Behind Act* and the *Maryland Bridge to Excellence Act,* Montgomery County Public Schools (MCPS) is encouraging extensive participation by nonpublic schools in the process of developing its annual update of the MCPS Master Plan. The *No Child Left Behind Act* provides benefits to private school students, teachers and other education personnel.

On April 19, 2012, a meeting will be held at MCPS to inform nonpublic school administrators of plans for federal grant programs for FY 2013 and to solicit comments on those plans from nonpublic schools. Enclosed is a copy of the agenda for the April 19, 2012, meeting.

Documents for this meeting can be found at:

http://www.montgomeryschoolsmd.org/departments/technology/nonpublic/index.shtm

Please bring this information with you on April 19.

We look forward to seeing you at the April 19, 2012, meeting. In the event you cannot attend, please indicate on the enclosed response form which programs you wish to participate in, and provide any additional comments. Return the form to:

Montgomery County Public Schools
850 Hungerford Drive
Department of Management, Budget, and Planning, Rm. 170
Attn: Mrs. Jayshree Patel
Rockville, MD 20850

Thank you very much for your interest and participation.

Sincerely,

Dr. Marshall C. Spatz, Director
Department of Management, Budget, and Planning

MCS:jp

Enclosures

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

FY 2013 Meeting with Nonpublic Schools:
No Child Left Behind
April 19, 2012
3:00 p.m. - 4:30 p.m.

Carver Educational Services Center
850 Hungerford Drive
Rockville, Maryland 20850
Cafeteria

AGENDA

3:00	Welcome & Distribution of Materials	Dr. Marshall C. Spatz, Director Management, Budget, and Planning (301) 279-3547
3:10	Title I, Part A	Ms. Joyce Colbert, Director Division of Title I Programs Federal and State Programs (301) 230-0660
3:20	Title II-A, Staff Development	Ms. Moriah Martin, Assistant to Associate Superintendent, Office of Human Resources Development (301) 279-3270
3:40	Title III, ESOL Program	Dr. Karen Woodson, Director Division of ESOL/Bilingual Programs (301) 230-0670
4:00	Questions & Answers	
4:15	**Roundtable Discussions**	

Please contact Mrs. Jayshree Patel (301) 279-3547 if you have any questions.

MONTGOMERY COUNTY PUBLIC SCHOOLS

FY 2012 Meeting with Nonpublic Schools: No Child Left Behind

NONPUBLIC SCHOOLS PARTICIPATION/RESPONSE FORM

_____ I **will attend** the nonpublic school meeting for the No Child Left Behind (NCLB) Plan of Montgomery County Public Schools on April 19, 2012

_____ I **will not attend** the meeting but am interested as indicated below.

I am interested in participating in the following programs:

_____**Title II-A, Staff Development**

_____**Title II-D, Educational Technology**

_____**Title III, English for Speakers of Other Languages (ESOL)**

Name:_____ **Position:**_____

Name of School: _____

Phone:_____ **E-Mail:**_____

Signature:_____**Date:**_____

Additional Comments: _____

Division of Title I Programs
Title I Private School Partners Meeting
Wednesday, September 21, 2011
9:00 – 10:30 a.m.

In attendance:

Carolyn Chabolla	Director of Student Services, St. Francis International School
Beverly Consilvio	Principal, St. Catherine Laboure Catholic School
Jennifer Daniels	Director Government Relations, Archdiocese of Washington
Lori Duke	Teacher, Division of Title I Programs
Esther Friedman	Teacher, Torah School of Greater Washington
Jan Guttman	Teacher, Division of Title I Programs
Denise Ligon	St. Jude Catholic School
Nichelle Owens-Jones	Instructional Specialist, Division of Title I Programs
Larry Savoy	Principal, St. Michael the Archangel School

1. Introductions
2. Outcomes
    a. recaptured topics from the 2010-2011 school year;
    b. collaborated to update communication and scheduling structures;
    c. viewed and discussed changes in our mathematics curriculum, assessment, and instruction;
    d. discussed our reading assessment;
    e. determined how we will involve families in the Title I Program;
    f. discussed suggested topics for family involvement activities for the current year;
    g. heard administrative updates – complaint policy and annual survey; and
    h. identified next steps.
3. Recap of 2010-2011
    a. ELO attendance by school
        i. St. Catherine Laboure – 6
        ii. St. Francis – 1
        iii. St. Jude – 2
        iv. St. Michael – 2
        v. Torah School – 1
    b. Considered possible reasons for decline in ELO SAIL enrollment by private school students
        i. Reduction in the number of school offering ELO SAIL from 30 in 2010 to 23 in 2011
        ii. Other summer programs made available to students
    c. Served non-public five schools (listed above)
    d. Employed two MCPS teachers at 1.5 FTE
        i. Jan works with St. Catherine Laboure and St. Jude

ii. Lori works with the Torah School of Greater Washington, St. Michael, and St. Francis

e. Held four family involvement events, one weekend field trip, and one parent conference

4. Overview of 2011-2012
   a. Continue to serve five schools (listed above)
   b. Continue employing two MCPS teachers at 1.5 FTE; teachers will have the same assignments as previous year
   c. Planning to hold four family involvement events, one weekend field trip, and one parent conference
5. 2010-2011 Feedback from Teachers (employed by private schools)
   a. DTP received four responses from teachers of students receiving Title I services. Team thinks that the reason for the small response may be because the survey was only offered online. At the end of last year the team agreed to offer the survey online and not by paper. The team will reconsider this decision at the end of the school year.
      i. Teachers thought that the strongest features of the Title I program is extra support for improving reading, mathematics, or both subjects
   b. Teachers communicated with Title I teachers primarily through one-one meetings
6. 2010-2011 Feedback from Administrators
   a. Five of the five administrators completed the feedback survey☺
   b. When asked what was the strongest feature of the Title I Program responses were favorable
      i. Regular consultation will all interested parties
      ii. The Title I teacher is outstanding. She provides the additional support needed for each student and is in ongoing communication with the classroom teacher. The additional support given to parents in the computer lab and off site was excellent.
      iii. The County people were extremely inclusive of all non-public schools.
      iv. Additional support offered to students of need
      v. Lori Duke and her ongoing collaboration with our staff.
   c. When asked about communication with Title I teachers and Title I staff, respondents thought that they were informed throughout the year; see Power Point Slide
   d. Administrators also gave feedback on performance of teachers, parent involvement efforts, assessment, and identification of students; see Power Point Slide
7. Communication and Scheduling
   a. Group decided that it would meet every 6 weeks or so.
   b. Group also agreed to venture into online meetings
      i. One online meeting per semester
      ii. One week prior to the first online meeting, group will do a trial online meeting.
      iii. Meetings will continue to take place at 9:00 a.m.
      iv. The following are proposed dates for Title I Partner meetings
         1. Wednesday, November 2 at Rocking Horse Road Center
         2. Wednesday, December 7 – online test trial (more information will follow)
         3. Wednesday, December 14 – online meeting
         4. Wednesday, February 8 at Rocking Horse Road Center
         5. Wednesday, March 7 – online test trial

6. Wednesday, April 18 at Rocking Horse Road Center
7. Wednesday, May 30 at Rocking Horse Road Center

c. Final consultation for the year will take place when Nichelle visits individual schools for end of year review and discussion

8. Mathematics Assessment
   a. Changed from last year, which was a teacher-made assessment
   b. Data from last year's TerraNova Assessment at 4 of the 5 schools indicated that students have a greater need for data than we originally thought. As a result, DTP is strengthening its math program – curriculum, instruction, and assessment.
   c. DTP will use Comprehensive Assessments of Mathematics Strategies and Strategies to Achieve Mathematics Success by Curriculum Associates.
      i. Covers topics that are aligned with the Common Core State Standards and NCTM's standards and focal points by grade level.
      ii. NCTM Focal Points
         1. Important mathematical topics for each grade level, preK-8
         2. Indispensable elements in developing problem solving, reasoning, and critical thinking skills
         3. Provide the foundations for further mathematical learning
         4. Convey knowledge and skills that are essential to educated citizens
      iii. CAMS – **C**omprehensive **A**ssessment of **M**athematics **S**trategies
         1. Published by Curriculum Associates
         2. Assesses foundational skills at student's grade level
         3. Provides benchmark assessments as well as a comprehensive assessment
         4. Assessments give us the data needed to pinpoint student needs, monitor progress and assess mastery
      iv. STAMS – **S**trategies **T**o **A**chieve **M**athematics **S**uccess
         1. Published by Curriculum Associates
         2. Builds foundational skills
         3. Focuses on specific math skills that students need to move to next grade level
         4. Mathematics Skills by Grade Level
   d. Covers foundational skills by grade level. (See PowerPoint Slide)
9. Reading Assessment
   a. Reading 3D – continue with it this year; uses Palm technology and DIBELS
   b. Teachers planned to start assessments on Thursday, September 22 after Nichelle resolves some technical issues
   c. Assessment is used to screen, diagnose, and individualize instruction
   d. Product gives a comprehensive view of each student's reading

e. Assessment focuses on basic reading skills
    i. Initial sound fluency
    ii. Letter naming fluency
    iii. Phoneme segmentation fluency
    iv. Nonsense word fluency
    v. Oral reading fluency
    vi. Word use fluency
    vii. Text reading and comprehension

10. Reading Instruction
    a. New Products
        i. Quick Words – similar to a word wall, where students will learn and record new words
        ii. Focus on Strategies
            1. Teachers thought they needed more ways to help students who struggle with comprehension but read fluently on assessments.
            2. These booklets allow students to learn and practice some higher level comprehension strategies, such as drawing conclusions, understanding main idea and details, and making inferences.
11. Referral Form
    a. DTP has updated its referral form to allow classroom teachers to identify specific math and reading skills in which a student is experiencing difficulties
12. 2011 Feedback from Families
    a. Comments indicated that children enjoyed the following parts of the Title I program
        i. Getting more help with reading and/or mathematics (4)
        ii. Learning easily because there are fewer students in the class (4)
        iii. Participating in a variety of activities (3)
        iv. Having time away from regular classroom (1)
    b. Parents also said that they were kept informed of their child's progress in the program?
        i. In-person conference (4)
        ii. Telephone conversations (0)
        iii. Progress reports (3)
        iv. Parent-teacher meeting (2)
        v. Other written communication (notes, letters, comments on student work) (2)
        vi. I was not informed (1)
13. Family Involvement
    a. Group agreed to hold one Title I information meeting at St. Michael the Archangel. This meeting will merge with the toolbox meeting and will take place on Tuesday, October 25th at 6:30 p.m.

b. Instead of tentatively scheduling parent meeting dates partners recommended that we seek input from parents about dates and topics for parent meetings.
c. Team made suggestions parent involvement meeting topics for this year
    1. Recap topics from last year and let parents give feedback
    2. Test taking skills
    3. Learning Styles
    4. Computation Skills – alternative models
    5. Organization Skills – learning inventory

14. Administrative Updates
    a. Compliant Policy
        i. DTP explained that if there are problems or concerns they can contact us directly to resolve them. If the problems are not satisfactorily address, they or anyone can go through the complaint process.
        ii. DTP distributed MCPS' policy explaining how anyone can file a complaint
            1. **Policy KLA-RA, ABA**
        iii. Also distributed "**The Complaint Process for Private School Officials**"; document explains that private schools have a right to complain when it believes that DTP has not engaged in timely and meaningful consultation
    b. Poverty survey information
        i. Reminded partners that DTP sent information to all private schools in Montgomery county
        ii. Schools have until the end of September to express their intent to participate in Title I
        iii. Schools that express interested in participating have until October 31st to submit their poverty data to DTP
15. Scheduling Issue Among Some School-based Teachers
    a. Lori and Jan were concerned about students who are penalized for receiving Title I services. Some teachers state that students have to make up work missed from their class. Some teachers state that students should be sure to complete their make-up work.
    b. We agree to resolve this by asking Lori and Jan to discuss any instances of this nature with principals.
16. Meeting Time for Administrators and Teachers
    a. Teachers and administrators/points-of contact discussed referrals, students, and assessments

Attachment O

Montgomery County Public Schools
Division of Title I Programs
Private School Timeline
2012–2013

Month	Task	Person Responsible	Completed
April 2012			
	Obtain number of private school children, who are Montgomery County residents, from low-income families who attend private schools in other LSSs	Mrs. Ana Gudiel Mrs. Nichelle Owens-Jones	
May 2012			
	Conduct Spring Assessment—student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
	Discuss use of Title I, Part A funds for the 2012–2013 school year	Ms. Nichelle Owens-Jones Private School Administrators	
	Discuss assessment materials for the upcoming school year	Mrs. Lori Duke Mrs. Jan Guttman Ms. Nichelle Owens-Jones	
	Discuss the purchase of instructional materials for the upcoming school year	Mrs. Joyce Colbert Ms. Nichelle Owens-Jones	
	Conduct parent involvement training—summer activities	Mrs. Lori Duke Mrs. Jan Guttman	
	Distribute end-of-year Title I Program evaluation for parents and school staff	Mrs. Lori Duke Mrs. Jan Guttman	
	Review all private school requirements and plan administrators' meetings	Ms. Nichelle Owens-Jones	
	Conduct consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
June 2012			
	Update all assessment data and file student folders	Mrs. Lori Duke Mrs. Jan Guttman	
	Compile end-of-year Title I Program and Participation Report data	Mr. Tung Do Ms. Nichelle Owens-Jones	
	Schedule and hold end-of-year meetings with individual private school administrators	Mrs. Lori Duke Mrs. Jan Guttman Ms. Nichelle Owens-Jones	
July 2012			
	Obtain a list of private schools—church exempt and State approved (Check MSDE website) for fiscal year 2013	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	

Month	Task	Person Responsible	Completed
	Obtain income guidelines for Free and Reduced-price Meals System lunch meals	Mrs. Ana Gudiel	
	Prepare labels for all of the private schools serving grades pre-K through Grade 5 students	Mrs. Ana Gudiel	
	Update poverty survey letter and all of the forms for final approval	Ms. Nichelle Owens-Jones	
	Review and approve survey letter and forms	Ms. Nichelle Owens-Jones	
	Develop a grid for monitoring the receipt of Title I Participation Forms from each private school	Mrs. Ana Gudiel	
	Hold a planning meeting to review all private school requirements and plan administrators' meetings	Ms. Nichelle Owens-Jones	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
August 2012			
	Send poverty survey information by certified mail to all church exempt and state approved private schools in Montgomery County	Mrs. Ana Gudiel	
	Maintain a notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel	
	Develop Title I teachers' schedules	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Instructional Specialists	
	Review all private school requirements and plan administrators' meeting	Ms. Nichelle Owens-Jones	
	Record data on monitoring grid to indicate return of survey information	Mrs. Ana Gudiel	
September 2012			
	Record data on monitoring grid to indicate return of survey information	Mrs. Ana Gudiel	
	Maintain a notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel	
	Begin providing Title I services for eligible students identified during the previous spring	Mrs. Lori Duke Mrs. Jan Guttman	
	Plan parent involvement training for session 1 (November)	Mrs. Lori Duke Mrs. Jan Guttman Instructional Specialists	
	Share the complaint process with the private school administrators	Ms. Nichelle Owens-Jones	
	Share the results of the end-of-year evaluation from the previous school year	Ms. Nichelle Owens-Jones	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	

Month	Task	Person Responsible	Completed
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
October 2012			
	Send a reminder notice to all schools that have not responded to the survey information (early October)—indicate October 31 deadline	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Submit survey information by October 31	All Montgomery County church-exempt of state approved private schools	
	Maintain a notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Instructional Specialists	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
November 2012			
	Maintain a notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel	
	Verify addresses from the notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Count the number of address eligible students from all the private schools	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Conduct Title I Parent Information Meeting	Mrs. Lori Duke Mrs. Jan Guttman Instructional Specialists	
	Consult with private school administrators about the service model for the upcoming school	Mrs. Lori Duke Mrs. Jan Guttman Ms. Nichelle Owens-Jones	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	

Month	Task	Person Responsible	Completed
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Instructional Specialists	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
December 2012			
	Maintain a notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel	
	Verify addresses from the notebook of the Classroom Summary Form from each private school	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Count the number of address eligible students from all the private schools	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Plan parent involvement trainings for session 2	Mrs. Lori Duke Mrs. Jan Guttman	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Instructional Specialists	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
January 2013			
	Share information about Title I schools for upcoming school year, if applicable	Ms. Nichelle Owens-Jones	
	Conduct mid-year winter assessments—student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Instructional Specialists	

Month	Task	Person Responsible	Completed
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
February 2013			
	Share with the administrators the result of the mid-year Title I Program evaluation	Ms. Nichelle Owens-Jones	
	Share information about the upcoming ELO-SAIL summer program for administrator and parents	Mrs. Joyce Colbert Ms. Nichelle Owens-Jones	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Plan parent involvement trainings for session 3	Mrs. Lori Duke Mrs. Jan Guttman	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
March 2013			
	Continue to share information about the upcoming ELO summer program	Mrs. Joyce Colbert Ms. Nichelle Owens-Jones	
	Notify private schools that they will be receiving Title I services and the number of students generating funds	Ms. Nichelle Owens-Jones	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	

Month	Task	Person Responsible	Completed
April 2013	Conduct parent involvement training	Mrs. Lori Duke Mrs. Jan Guttman	
	Send invitation letters to students eligible to attend ELO	Mrs. Joyce Colbert Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Plan parent involvement trainings for summer activities session	Mrs. Lori Duke Mrs. Jan Guttman Ms. Nichelle Owens-Jones	
	Review new referrals for potential students needing reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Assess eligible students to determine need for reading and/or math support	Mrs. Lori Duke Mrs. Jan Guttman	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	
	Review all private school requirements and plan administrators' meeting, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
	Hold consultation meeting with private school administrators, as scheduled	Ms. Nichelle Owens-Jones Instructional Specialists	
May 2013			
	Conduct Spring Assessment—student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
	Discuss use of Title I, Part A funds for the 2012–2013 school year	Ms. Nichelle Owens-Jones Private School Administrators	
	Discuss assessment materials for the upcoming school year	Mrs. Lori Duke Mrs. Jan Guttman Ms. Nichelle Owens-Jones	
	Discuss the purchase of instructional materials for the upcoming school year	Mrs. Joyce Colbert Dr. Felicia Lanham Tarason Ms. Nichelle Owens-Jones	
	Conduct parent involvement training—summer activities	Mrs. Lori Duke Mrs. Jan Guttman	
	Distribute end-of-year Title I Program evaluation for parents and school staff	Mrs. Lori Duke Mrs. Jan Guttman	
	Review all private school requirements and plan administrators' meetings	Ms. Nichelle Owens-Jones Instructional Specialists	
	Conduct consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	

Month	Task	Person Responsible	Completed
June 2013			
	Update all assessment data and file student folders	Mrs. Lori Duke Mrs. Jan Guttman	
	Compile end-of-year Title I Program and Participation Report data	Mr. Tung Do Instructional Specialists	
	Schedule and hold end-of-year meetings with individual private school administrators	Mrs. Lori Duke Mrs. Jan Guttman Instructional Specialists	

Attachment P

Division of Title I Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

February 6, 2012

MEMORANDUM

To: Dr. Joshua P. Starr, Superintendent of Schools

Through: Dr. Frieda K. Lacey, Deputy Superintendent of Schools

From: Joyce H. Colbert, Acting Director, Division of Title I Programs

Subject: Approval of Memorandum of Understanding with Prince George's County Public Schools for Transfer of Title I Funds

Attached for your review and signature are two copies of the Memorandum of Understanding (MOU) between Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS). A letter addressed to Dr. William R. Hite, Jr., superintendent of schools for PGCPS, requiring your signature also is attached.

Under the *No Child Left Behind Act of 2001* (NCLB), public school districts must provide services to out-of-district Title I eligible students who attend private schools in the school district and who participate in the Title I program. Thus, MCPS is responsible for providing services to Title I eligible students who reside in Prince George's County, Maryland, but attend private schools participating in the Title I program in Montgomery County, Maryland. In addition to direct services to students, MCPS also must offer parent involvement programming for eligible families based on NCLB requirements. Concurrently, PGCPS must provide these services to identified MCPS students and families.

The MOU provides the fiscal structure necessary to transfer Title I funds between PGCPS and MCPS for the Fiscal Year (FY) 2012. The appropriate per pupil allocation (PPA) used to fund direct support for students and family involvement is indicated on the attached chart. PGCPS will be responsible for transferring funds to MCPS. An invoice for the total amount will be submitted to PGCPS no later than **Friday, June 1, 2012.** The invoice must be paid within 30 days of receipt.

Please return the signed documents to Mrs. Joyce H. Colbert, acting director, Division of Title I Programs, Rocking Horse Road Center, Room 204. If you have any questions, she can be reached at 301-230-0660.

JHC:bwl
Attachments
Copy to: Ms. Austin Mrs. Callahan Mr. Doody Mrs. Owens Jones Dr. Spatz

Approved: _____
Larry A. Bowers, Chief Operating Officer

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS
www.montgomeryschoolsmd.org MARYLAND

February 7, 2012

Malcolm Baldrige National Quality Award 2010 Award Recipient

Dr. William R. Hite, Jr.
Superintendent of Schools
Prince George's County Public Schools
Sasscer Administration Building
14201 School Lane
Upper Marlboro, Maryland 20772

Dear Dr. Hite:

Under the *No Child Left Behind Act of 2001* (NCLB), public school districts must provide services to out-of-district Title I eligible students who attend private schools in the school district and who participate in the Title I program. Thus, Montgomery County Public Schools (MCPS) is responsible for providing services to Title I eligible students who reside in Prince George's County, Maryland, but attend private schools participating in the Title I program in Montgomery County, Maryland. In addition to direct services to students, MCPS also must offer parent involvement programming for eligible families based on NCLB requirements. Concurrently, Prince George's County Public Schools (PGCPS) must provide these services to identified MCPS students and families.

Enclosed for your review and signature are two copies of the Memorandum of Understanding (MOU) between MCPS and PGCPS for Fiscal Year (FY) 2012 for reciprocal services for Title I eligible students. This MOU was completed after extensive consultation between Title I staff members and legal counsel in each district and is based upon a model provided by the Maryland State Department of Education in compliance with the provisions of NCLB.

The MOU provides the fiscal structure necessary to transfer Title I funds between PGCPS and MCPS for FY 2012. The appropriate per pupil allocation (PPA) used to fund direct support for students and family involvement is indicated on the enclosed chart.

Please sign both copies of the MOU, retain one copy, and return one copy in the enclosed envelope. If you have any questions, please contact Mrs. Joyce H. Colbert, acting director, Division of Title I Programs, at 301-230-0660.

Sincerely,

Joshua P. Starr, Ed.D.
Superintendent of Schools

JPS:bwl
Enclosures
Copy to: Mr. Bowers, Dr. Lacey, Mr. Doody, Dr. Spatz

Office of the Superintendent of Schools
850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

Enclosure

Title I Eligible Students Residing in Prince George's County, Maryland
Attending Participating Title I Private Schools in Montgomery County, Maryland

Number of Title I Eligible Students by grade level:	
pre-K students	*(2 students at 0.5)* 1
K–5 students	+31
Total number of Title I Eligible Students	32
Fiscal Year 2012 PGPS Per Pupil Allocation	$700.00
	x 32
	$22,400.00
Fiscal Year 2012 PGPS Family Involvement allocation per pupil	$22.56
	x 32
	$721.92
TOTAL	$23,121.92

MEMORANDUM OF UNDERSTANDING

between the

MONTGOMERY COUNTY PUBLIC SCHOOLS

and the

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

This Memorandum of Understanding (MOU) as of this 1st day of February, 2012, by and between Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS), hereafter collectively referred to as the "Parties."

WHEREAS, the Parties enter into a MOU dated February 1, 2012, for MCPS to provide Title I services to eligible students attending private school in Montgomery County, Maryland who reside in Prince George's County, Maryland; and PGCPS to provide Title I services to eligible students attending private school in Prince George's County, Maryland who reside in Montgomery County, Maryland.

WHEREAS, the Parties wish to enter the conditions, responsibilities, and provisions of the MOU effective February 1, 2012, and ending June 30, 2012.

NOW THEREFORE, the Parties hereby set forth this February 1, 2012, the MOU as follows:

Purpose

This MOU creates a process for the provision of Title I educational instructional services to certain eligible private school children who meet established eligibility and residency criteria. This agreement describes the services to be provided, the roles and responsibilities of each Party, and funding procedures. The determination of aforementioned Title I funds is pursuant to the requirements of *No Child Left Behind Act of 2001*.

Term

The initial term of this Agreement will be for the 2011–2012 school year. Thereafter, the Agreement may be renewed annually, beginning July 1, 2012. To renew this agreement, MCPS and PGCPS must provide notice to the other of a request for renewal at least sixty (60) days prior to the end of the term. Such notice must be provided by the superintendent of MCPS or PGCPS.

1. **Consultation: Description of Services**

   A. Decisions will be made regarding the delivery of services during the consultation meetings between the two Parties and will include the following components:

1. Funding, including per pupil allocation
2. Selection of students
3. Service delivery site

B. The scope of services will include the following components:

1. The service delivery model adopted by each respective Local Education Agency.
2. The frequency and duration of weekly service instructional time.

2. Assessment

A. The assessment of services will include:

1. Pre- and post-tests
2. Student progress
3. Attendance

3. Additional Support Services

A. The support services will include the following components:

1. Parent involvement activities and funding available.
2. Professional development for teachers of eligible students, if the school system reserves funds from the Title I allocation for Title I professional development activities.

4. Responsibilities

A. The Parties' respective Title I offices will:

1. Designate a contact person for Title I services for eligible students attending private school(s).
2. Determine participating public school attendance areas and certify the number of eligible private school students.
3. Provide and review, annually, data regarding eligible students who attend private schools in the other Party's jurisdiction.
4. Provide sufficient and reliable data concerning the amount of Title I funding that is generated for services to eligible students.
5. Reserve the required amount of Title I funds for instructional services for identified students, parent involvement activities, and professional development activities, if applicable.
6. Annually consult with the designated contact person to determine the scope and nature of Title I services to eligible students who attend private schools in one local school system and reside in another.
7. Provide assessment data for eligible students receiving Title I services.

5. **Transfer of Funds**

By February 1st of the current school year, the amount of Title I funding that is owed to the other Party for Title I services will be determined. An invoice for the full amount shall be submitted no later than June 1, 2012, accompanied by appropriate documentation for payment:

- Total number of students served
- List of students by grade level and school name
- Schedule of services provided
- Name(s) of service provider(s)
- Service delivery model
- Service to students and parent involvement activities

This invoice must be paid within 30 days of receipt.

6. **Audit**

Each Party shall retain and, upon request, make available to the other Party, all accounts and records relating to this Agreement during the term of this Agreement and for five years after this Agreement ends. Each Party has the right, upon reasonable prior written notification, to audit and inspect all accounts and records maintained by the other Party in connection with this Agreement, and may do so at the other Party's offices during the Party's normal business hours.

7. **Indemnification**

Each Party shall defend, indemnify, and hold harmless the other Party against and from any and all claims, actions, damages, injuries, losses, expenses, and costs of every nature and description, including reasonable attorney's fees, litigation expenses, including the fees of expert witnesses, and court costs, up to the amount of each Board's statutory liability limits of $100,000 per occurrence, to which the other Party may be subjected as a result of, arising from, or in connection with any wrongdoing, controversies, causes of action, suits, damages, misconduct, want of care, default, or willful or negligent acts of omissions of the other Party or of any of the other Party's board members, employees, agents, servants, assigns, department affiliates, or representatives in the execution or performance of this Agreement.

8. **Civil Rights and Equal Employment Opportunity**

Each Party agrees that it shall not lawfully discriminate on the basis of race, religion, age, ancestry or national origin, gender, physical or mental disability, marital status, or veteran's status with respect to employment opportunity or access to the program pursuant to this Agreement.

9. Modifications

Modifications to this Agreement may be made only in writing signed by authorize representatives of both Parties.

10. Governing Law

The Agreement is deemed to be made under, and shall be constructed in accordance witl the laws of the State of Maryland.

11. Counterparts

This Agreement may be executed in one or more counterparts; each of which shall b deemed an original and all of which, taken together, shall constitute one and the sam instrument.

12. Approvals

The individuals designated below, by signing this Agreement, so indicate that the possess the necessary authority to bind the parties to the obligations described herein.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Joshua P. Starr, Ed.D.
Superintendent

Date 2.6.2012

Larry A. Bowers
Chief Operating Officer

Date 2/3/12

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

William R. Hite, Jr., Ed.D.
Superintendent

Date 2-28-12

Matthew E. Stanski
Chief Financial Officer

Date 3/2/12

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. Public School System must only check one.**

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

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.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

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

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

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

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

X **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: Maryland received a waiver of the requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served. (**Complete Table 7-6.2 if applying this rule.**

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2011 to complete this table along with the September 30, 2011 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

47,365 **Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2011)**	÷	**146,456** **Total LEA Student Enrollment (September 30, 2011)**	=	**32%** **District-Wide Average (percentage) of Low-Income Children**

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

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (_____)	**NA**	÷		
Middle (_____)		÷		
High (_____)		÷		

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT 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**

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.

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

Table 7-6.1 **CONTINUED ELIGIBILITY**

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

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 **ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS**

Maryland received a waiver of the requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

Name of Priority High School	MSDE ID Number

Table 7-7 **TITLE I SKIPPED SCHOOLS**

LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :		**Note:** The completed 2012-2013 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7 submission.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

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

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION[1]

Total Title I 2012-2013 Allocation		**$24,682,678.00 (Taken from the C-1-25)**	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	**ACTIVITY**	**RESERVATION**	**DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)**
	Districtwide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64, *and* District-wide Professional Development *(Not to include required PD for low performing schools)* 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	**$4,408,586.87**	**Extended Learning Opportunities-Summer Adventures in Learning (ELO-SAIL)** Substitutes: • Teacher substitutes 4 substitute teachers x 22 schools x 5 hours per day x $17.91 per hour = **$7,880.40** Professional Part-time: • Teacher salaries for summer school 526 teachers x 17 days x 5 hours per day x $45 per hour = **$2,011,950.00** • Teacher salaries for summer school setup 526 teachers x 1 day x 5 hours per day x $45 per hour = **$118,350.00** • Teacher salaries for training first time teachers teaching summer school 200 teachers x 1 day x 2 hours per day x $20 per hour = **$8,000.00**

[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 2012 ESEA Flexibility Plan.**

	1	**Districtwide Title I Instructional Program(s) – continued**		Supporting Services Part-time: • Paraeducators salaries for summer school 195 paraeducators x 17 days x 4.5 hours per day x $25 per hour = **$372,937.50** • Attendance secretary salaries for summer school 22 attendance secretaries x 17 days x 5.5 hours per day x $25 per hour = **$51,425.00** • Attendance secretary salaries for summer school setup 22 attendance secretaries x 1 day x 5 hours per day x $25 per hour = **$2,750.00** • Cafeteria manager salaries for summer school 22 cafeteria managers x 17 days x 5 hours per day x $25 per hour = **$46,750.00** • Cafeteria manager salaries for summer school setup and receiving food delivery 22 cafeteria managers x 1 day x 2 hours per day x $25 per hour = **$1,100.00** Cafeteria manager training salaries for summer school 22 cafeteria managers x 1 day x 1 hour per day x $25 per hour = **$550.00** Instructional Materials: • School materials and building supplies = **$27,823.93** Transportation: • Transportation cost for students attending summer school 22 schools x 17 days x $300 per school = **$112,200.00** Fixed Charges: • Fixed charges for substitutes, supporting services, and professional part-time salaries to support ELO-SAIL = **$209,735.43**

		Districtwide Title I Instructional Program(s) – continued		**Full-day Head Start – supplemental salary allocation to support 18 full-day classes** Position Salary: • 7.200 FTE Head Start teachers x $82,374.41 yearly salary = **$593,095.75** • 9.450 FTE Head Start paraeducators x $39,304.14 yearly salary = **$371,424.12** Fixed Charges: • Fixed charges for full-day Head Start positions = **$472,614.74**

	2	**Parent Involvement** (not less than 1%) Sec.	**$246,860.71**	**Position Salary** • Broad Acres Elementary School (ES) Parent Community Coordinator (PCC) to support parent involvement mathematics and reading instruction .1166795 PCC x $56,493.39 yearly salary = **$6,591.62** • Harmony Hills ES PCC to support parent outreach .1795428 PCC x $41,748.93 yearly salary = **$7,495.72** • Jackson Road ES Parent Outreach Paraeducator salary to support parent outreach .1963691 Parent Outreach Paraeducator x $26,570.48 yearly salary = **$5,217.62** • Kemp Mill ES PCC to support parent outreach .0247916 PCC x $34,311.74 yearly salary =**$850.64** • Rolling Terrace ES PCC to support parent involvement mathematics and reading instruction .079497 PCC x $34,311.74 yearly salary = **$2,727.68** • South Lake ES Parent resource paraeducator to support parent outreach .1458603 Parent Outreach Paraeducator x $28,888.11 yearly salary = **$4,213.63** • Wheaton Woods ES Parent outreach to support mathematics and reading instruction and parent involvement .02554 paraeducator x $38,338.86 yearly salary = **$979.17**

	2	**Parent Involvement – continued**		**Position Salary – continued** • Sargent Shriver ES PCC to support parent outreach .0581757 PCC x $37,916.66 yearly salary = **$2,205.83** • Twinbrook ES Parent outreach paraeducator to support parent involvement, mathematics and reading instruction .125 Parent Outreach Paraeducator x $40,157.56 yearly salary = **$5,019.70** • Viers Mill ES PCC to support parent outreach .050 PCC x $31,275.16 yearly salary = **$1,563.76** **Professional Part-time:** • Arcola ES Teachers for family and community academic resource night 5 teachers x 1 day x 2 hours x $20 per hour = **$200.00** Teachers for State academic standards and MCPS curricula information meetings 10 teachers x 1 day x 3 hours x $20 per hour = **$600.00** Teachers for family reading and mathematics nights 20 teachers x 2 days x 2 hours x $20 per hour = **$1,600.00** • Brookhaven ES Teachers for family learning nights 10 teachers x 6 days x 3 hours x $20 per hour = **$3,600.00** Teachers for English for Speakers of Other Languages (ESOL) Family Meeting 6 teachers x 1 day x 3 hours x $20 per hour = **$360.00** Teachers for Special Education family night 3 teachers x 1 day x 3 hours x $20 per hour = **$180.00**

		Parent Involvement – continued		**Professional Part-time – continued** • Brown Station ES Teachers for family reading and mathematics nights 6 teachers x 6 days x 1 hour x $20 per hour = **$720.00** Teachers for K–5 literacy, mathematics nights and Maryland School Assessment (MSA) information meeting 64 teachers x 1 day x 2 hours x $20 per hour = **$2,560.00** • Burnt Mills ES Teachers for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights 47 teachers x 1 day x 2 hours x $20 per hour = **$1,880.00** • Clopper Mill ES Teachers for reading and mathematics curriculum night 20 teachers x 1 day x 3 hours x $20 = **$1,200.00** Teachers Hispanic family learning nights 2 teachers x 3 days x 1.5 hours x $20 per hour = **$180.00** Teachers for MSA meeting 3 teachers x 1 day x 2 hours x $20 per hour = **$120.00** • Cresthaven ES Teachers for mathematics, science, ESOL, and third grade parent orientation nights 40 teachers x 1 day x 2 hours x $20 per hour = **$1,600.00** Teachers for curriculum/assessment workshop 10 teachers x 1 day x 3 hours x $20 per hour = **$600.00** Teachers for family reading nights 10 teachers x 2 days x 2 hours x $20 per hour = **$800.00**

		Parent Involvement – continued		**Professional Part-time – continued** • Daly ES Teachers for targeted assistance parent training and coffee nights 3 teachers x 10 days x 2 hours x $20 per hour = **$1,200.00** Teachers for MCPS curricula information meeting 3 teachers x 1 day x 2 hours x $20 per hour = **$120.00** • Gaithersburg ES Teachers for family mathematics and reading learning nights 2 teachers x 6 days x 2 hours x $20 per hour = **$480.00** Teachers for reading/mathematics educational learning family opportunities (Saturdays) 2 teachers x 5 days x 2 hours x $20 per hour = **$400.00** • Georgian Forest ES Teachers for Positive Behavioral Interventions and Supports (PBIS), Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings 69 teachers x 1 day x 1 hour x $20 per hour = **$1,380.00** • Harmony Hills ES Teachers for reading and mathematics learning nights 4 teachers x 4 days x 1.5 hours x $20 per hour = **$480.00** Teachers for educational learning opportunities for families 2 teachers x 2 days x 6 hours x $20 per hour = **$480.00** • Highland ES Teachers for data and dinner with dads 5 teachers x 1 day x 3 hours x $20 per hour = **$300.00**

		Parent Involvement – continued		**Professional Part-time – continued** • Jackson ES Teachers for reading, mathematics, and ESOL nights 25 teachers x 1 day x 1.5 hours x $20 per hour = **$750.00** Teachers for MCPS Curricula Information Meeting 4 teachers x 2 days x 1 hour x $20 per hour = **$160.00** • Kemp Mill ES Teachers for mathematics and reading night 10 teachers x 2 days x 1.5 hours x $20 per hour = **$600.00** • New Hampshire Estates ES Teachers for grade-level academic nights for families 49 teachers x 1 day x 3 hours x $20 per hour = **$2,940.00** Teachers for reading, mathematics, and science nights 42 teachers x 1 day x 2 hours x $20 per hour = **$1,680.00** Teachers for Friday morning family academic training 10 teachers x 1 day x 1 hour x $20 per hour = **$200.00** • Oak View ES Teachers for ESOL parent night 8 teachers x 1 day x 3 hours x $20 per hour = **$480.00** Teachers for teaching and learning parent nights 8 teachers x 4 days x 3 hours x $20 per hour = **$1,920.00** • Rolling Terrace ES Teachers for parent curriculum workshops 4 teachers x 8 days x 1 hour x $20 per hour = **$640.00** Teachers for reading, mathematics, science, and ESOL nights 40 teachers x 1 day x 2 hours x $20 per hour = **$1,600.00**

		Parent Involvement – continued		**Professional Part-time – continued** • Roscoe Nix ES Teachers for family reading and reading strategies for parents nights 20 teachers x 2 days x 2 hours x $20 per hour = **$1,600.00** Teacher for family mathematics night 10 teachers x 1 day x 2 hour x $20 per hour = **$400.00** Teachers for parent curriculum workshops 2 teachers x 5 days x 1 hour x $20 per hour = **$200.00** • South Lake ES Teachers for family reading/ technology, mathematics/science, reading, read, count, and move, reading, and mathematics fundamentals nights 10 teachers x 1 day x 2.5 hours x $20 per hour = **$500.00** Teachers for parent training - reading and mathematics standards 2 teachers x 3 days x 2.5 hours x $20 per hour = **$300.00** Teachers for MSA information meeting 2 teachers x 1 day x 1 hour x $20 per hour = **$40.00** Teachers for special education parent meeting 1 teacher x 1 day x 1 hour x $20 per hour = **$20.00** • Summit Hall ES Teachers for curriculum nights 12 teachers x 2 days x 3 hours x $20 per hour = **$1,440.00** Teachers for family computer night 12 teachers x 1 day x 3 hours x $20 per hour = **$720.00** Teachers for ESOL and special education families night 8 teachers x 1 day x 2 hours x $20 per hour = **$320.00**

		Parent Involvement – continued		**Professional Part-time – continued** • Sargent Shriver ES Teachers for reading and mathematics night 12 teachers x 1 day x 2 hours x $20 per hour = **$480.00** Teachers for family learning nights 6 teachers x 5 days x 2 hours x $20 per hour = **$1,200.00** Teachers for MCPS curricula information meetings 7 teachers x 12 days x 2 hours x $20 per hour = **$3,360.00** • Viers Mill ES Teachers for family learning nights 12 teachers x 5 days x 2.5 hours x $20 per hour = **$3,000.00** • Washington Grove ES Teachers for family learning nights 12 teachers x 2 days x 2 hours x $20 per hour = **$960.00** Teachers for Come Read with Me nights 3 teachers x 4 days x 2 hours x $20 per hour = **$480.00** • Weller Road ES Teachers for parent academy 4 teachers x 10 days x 2 hours x $20 per hour = **$1,600.00** Teachers for family learning nights 10 teachers x 2 days x 2 hours x $20 per hour = **$800.00** Teachers for ESOL and special education families nights 8 teachers x 1 day x 2 hours x $20 per hour = **$320.000** • Wheaton Woods ES Teachers for family learning nights 12 teachers x 6 days x 2 hours x $20 per hour = **$2,880.00** Teachers for educational learning opportunities 4 teachers x 2 days x 4 hours x $20 per hour = **$640.00**

		Parent Involvement – continued		**Supporting Services Part-time** • Arcola ES Supporting services staff for family and community academic resource night 2 paraeducators x 1 day x 2 hours x $15 per hour = **$60.00** Supporting services staff for family reading and mathematics nights 9 paraeducators x 2 days x 2 hours x $15 per hour = **$540.00** Supporting services staff to interpret for family reading and mathematics nights 4 paraeducators x 2 days x 2 hours x $20 per hour = **$320.00** Supporting services staff to interpret for family and community academic resource night 2 paraeducators x 1 day x 2 hours x $20 per hour = **$80.00** Supporting services staff to interpret for State academic standards and MCPS curricula information meeting 4 paraeducators x 1 day x 3 hours x $20 per hour = **$240.00** • Brookhaven ES Supporting services staff for family learning nights 1 paraeducator x 6 days x 3 hours x $15 per hour = **$270.00** • Brown Station ES Paraeducators for interpreters for mathematics night and MSA 3 paraeducators x 1 day x 2 hours x $20 per hour information meeting = **$120.00** • Clopper Mill ES Paraeducators for reading and mathematics curriculum night 4 paraeducators x 1 day x 3 hours x $15 per hour = **$180.00** Paraeducators for interpreters for reading and mathematics nights 2 paraeducators x 1 day x 3 hours x $20 per hour = **$120.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Clopper Mill ES Paraeducators for interpreters for Hispanic family learning nights 1 paraeducators x 3 days x 1.5 hours x $20 per hour = **$90.00** Paraeducators for MSA meeting 1 paraeducators x 1 day x 2 hours x $15 per hour = **$30.00** Paraeducators for interpreters for MSA information meeting 1 paraeducators x 1 day x 2 hours x $20 per hour = **$40.00** • Daly ES Supporting services for targeted assistance parent training and coffee nights 2 paraeducators x 10 days x 2 hours x $15 per hour = **$600.00** Supporting services staff to interpret for Targeted Assistance (TA) parent training and coffee nights 1 paraeducator x 10 days x 2 hours x $20 per hour = **$400.00** Supporting services for MCPS curricula information meeting 1 paraeducator x 1 day x 2 hours x $15 per hour = **$30.00** Supporting services staff to interpret for MCPS curricula information meeting 1 paraeducator x 1 day x 2 hours x $20 per hour = **$40.00** • Gaithersburg ES Supporting services staff to interpret for family mathematics and reading learning nights 1 paraeducator x 6 days x 2 hours x $20 per hour = **$240.00** Supporting services staff to interpret for parent educational learning opportunity (daytime meetings) 1 paraeducator x 4 days x 2 hours x $20 per hour = **$160.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Gaithersburg (ES) Supporting services staff to interpret for Back-to-School nights 6 paraeducators x 2 days x 2 hours x $20 per hour = **$480.00** Supporting services staff to interpret for reading/mathematics educational learning family opportunities (Saturdays) 1 paraeducator x 5 days x 2 hours x $20 per hour = **$200.00** • Georgian Forest ES Supporting services for PBIS, Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings 25 paraeducator x 1 day x 1 hour x $15 per hour = **$375.00** Supporting services interpreter for Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings 12 paraeducator x 1 day x 1 hour x $20 per hour = **$240.00** • Highland ES Supporting services for data and dinner with dads 4 paraeducators x 1 day x 3 hours x $15 per hour = **$180.00** • Kemp Mill ES Supporting services staff for parent English classes 1 paraeducator x 80 days x 1.5 hours x $15 per hour = **$1,800.00** Supporting services staff to provide childcare for Parent English classes 1 paraeducator x 80 days x 1.5 hours x $10 per hour = **$1,200.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Kemp Mill ES Supporting services staff to provide childcare for monthly parent meetings 1 paraeducator x 8 days x 1.5 hours x $10 per hour = **$120.00** • New Hampshire Estates ES Supporting services staff for grade level academic nights for families 5 paraeducators x 1 day x 3 hours x $15 per hour = **$225.00** Supporting services staff to interpret for grade level academic nights for families 5 paraeducators x 1 day x 3 hours x $20 per hour = **$300.00** Supporting services staff for reading, mathematics, and science nights 9 paraeducators x 1 day x 2 hours x $15 per hour = **$270.00** Supporting services staff to interpret for reading, mathematics, and science nights 15 paraeducators x 1 day x 2 hours x $20 per hour = **$600.00** • Oak View ES Supporting services staff for ESOL parent night 3 paraeducators x 1 day x 3 hours x $15 per hour = **$135.00** Supporting services staff for teaching and learning parent nights 3 paraeducators x 4 days x 3 hours x $15 per hour = **$540.00** Supporting services staff to family involvement communications and translations 1 paraeducator x 47 day x 1 hour x $20 per hour = **$940.00** • Roscoe Nix ES Supporting services child care for family reading and reading strategies for parents nights 2 paraeducators x 2 days x 2 hours x $10 per hour = **$80.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Roscoe Nix ES Supporting services staff to interpret for family reading and reading strategies for parents nights 3 paraeducators x 2 days x 2 hours x $20 per hour = **$240.00** Supporting services staff to interpret for family mathematics night 2 paraeducator x 1 day x 2 hours x $20 per hour = **$80.00** • Sargent Shriver ES Supporting services staff for reading and mathematics night 6 paraeducators x 1 day x 2 hours x $15 per hour = **$180.00** Supporting services staff for family learning nights 3 paraeducators x 5 days x 2 hours x $15 per hour = **$450.00** Supporting services staff for MCPS curricula information meeting 3 paraeducators x 12 days x 2 hours x $15 per hour = **$1,080.00** • South Lake ES Supporting services staff to interpret for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights 5 paraeducators x 1 day x 2.5 hours x $20 per hour = **$250.00** Supporting services staff to interpret for parent conferences/parent coffee nights 2 paraeducators x 2 days x 2.5 hours x $20 per hour = **$200.00** Supporting services child care for parent training—reading and mathematics standards 2 paraeducators x 3 days x 2.5 hours x $10 per hour = **$150.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • South Lake ES Supporting services staff to interpret for parent training—reading and mathematics standards 1 paraeducator x 3 days x 2.5 hours x $20 per hour = **$150.00** Supporting services staff to interpret for MSA information meeting 1 paraeducator x 1 day x 1 hour x $20 per hour = **$20.00** Supporting services child care for MSA information meeting 2 paraeducators x 1 day x 1 hour x $10 per hour = **$20.00** Supporting services for special education parent meeting 1 paraeducator x 1 day x 1 hour x $15 per hour = **$15.00** Supporting services child care for special education parent meeting 1 paraeducator x 1 day x 1 hour x $10 per hour = **$10.00** Supporting services staff to interpret for special education parent meeting 1 paraeducator x 1 day x 1 hour x $20 per hour = **$20.00** • Summit Hall ES Supporting services staff for curriculum nights 5 paraeducators x 2 days x 3 hours x $15 per hour = **$450.00** Supporting services staff for family computer night 5 paraeducators x 1 day x 3 hours x $15 per hour = **$225.00** Supporting services staff for ESOL and special education families night 6 paraeducators x 1 day x 2 hours x $15 per hour = **$180.00** • Viers Mill ES Supporting services staff for family learning nights 5 paraeducators x 5 days x 2.5 hours x $15 per hour = **$937.50**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Viers Mill ES Supporting services staff to interpret for parent Teachers conferences 3 paraeducator x 1 day x 4 hours x $20 per hour = **$240.00** • Washington Grove ES Supporting services staff for family learning nights 5 paraeducators x 2 days x 2 hours x $15 per hour = **$300.00** Supporting services staff for Come Read with Me nights 2 paraeducators x 4 days x 2 hours x $15 per hour = **$240.00** • Weller Road ES Supporting services staff for family mathematics, ESOL, and special education families nights 6 paraeducators x 1 day x 2 hours x $15 per hour = **$180.00** Supporting services staff to interpret for family mathematics, reading, ESOL, and special education families nights 11 paraeducators x 1 day x 2 hours x $20 per hour = **$440.00** Supporting services staff for parent academy 1 paraeducator x 10 days x 2 hours x $15 per hour = **$300.00** Supporting services staff to interpret for parent academy 2 paraeducators x 10 days x 2 hours x $20 per hour = **$800.00** Supporting services staff for family learning nights 4 paraeducators x 2 days x 2 hours x $15 per hour = **$240.00** Supporting services staff to interpret for family learning nights 4 paraeducators x 2 days x 2 hours x $20 per hour = **$320.00** • Wheaton Woods ES Supporting services staff for family learning nights 2 paraeducators x 6 days x 2 hours x $15 per hour = **$360.00**

		Parent Involvement – continued		**Supporting Services Part-time – continued** • Wheaton Woods ES Supporting services staff to interpret for family learning nights 1 paraeducator x 6 days x 2 hours x $20 per hour = **$240.00** Supporting services staff for educational learning opportunities 1 paraeducators x 2 days x 4 hours x $15 per hour = **$120.00** **Instructional Materials** • Arcola ES Materials for family and community academic resource, mathematics, parent coffees and training, and reading meetings = **$4,404.39** Food for family and community academic resource, mathematics, parent coffees and training, reading, and state academic standards meeting = **$1,205.00** • Broad Acres ES Materials for family reading and mathematics nights, home school connection newsletter subscription, kindergarten orientation and parent monthly meetings = **$2,310.00** Food for family reading and mathematics nights, kindergarten orientation and parent monthly meetings = **$1,300.00** • Brookhaven ES Materials for family learning nights = **$1,478.66** Food for family learning nights = **$693.00** • Brown Station ES Materials for Grades K–5 literacy, mathematics nights, and MSA information meeting = **$2,678.81** Food for family learning nights = **$700.00**

		Parent Involvement – continued		**Instructional Materials – continued** • Burnt Mills ES Materials for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights = **$4,336.28** Food for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights = **$707.40** • Clopper Mill ES Materials for mathematics/reading curriculum, Hispanic family learning, MSA parent informational nights = **$2,746.21** Food for mathematics/reading curriculum, Hispanic family learning, Maryland State assessment parent informational nights = **$673.66** • Cresthaven ES Materials for reading, mathematics, science, ESOL, and curriculum/assessment workshop nights = **$2,410.98** Food for reading, mathematics, science, ESOL, and curriculum /assessment workshop, and third grade parent orientation nights = **$635.00** • Daly ES Materials for TA parent training and MCPS curricula information meeting = **$3,228.03** Food for family mathematics and reading learning nights and parent educational learning opportunity = **$812.00** • Gaithersburg ES Materials for family mathematics and reading learning nights and educational learning family opportunities = **$3,944.80** Food for family mathematics and reading learning nights and parent educational learning opportunity = **$1,139.07**

		Parent Involvement – continued		**Instructional Materials – continued** • Georgian Forest ES Materials for Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education , Special Education Family, and Kindergarten Parent informational meetings = **$5,046.18** Food for Annual Title I information, State Academic Standards, MSA, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings = **$845.00** • Glen Haven ES Materials for curriculum academic, reading and mathematics and family involvement workshops nights = **$5,882.68** Food for curriculum academic, reading, and mathematics nights = **$820.00** • Highland ES Materials for monthly academic support meetings for parents, data and dinner with dads, family mathematics and reading, parent literacy and family reading support nights = **$6,444.58** Food for monthly academic support meetings for parents, data and dinner with dads, family mathematics and reading, and parent literacy nights = **$840.00** • Jackson Road ES Food for reading, mathematics, and ESOL nights = **$900.00** • Kemp Mill ES Materials for family reading and mathematics nights = **$1,320.00** Food for parent English classes, reading and mathematics nights, and monthly parent meetings = **$725.00**

		Parent Involvement – continued		**Instructional Materials – continued** • New Hampshire Estates ES Materials for grade-level academic nights for families, reading, mathematics, and science nights = **$2,167.00** Food for grade-level academic nights for families, reading, and science nights = **$987.28** • Oak View ES Materials for teaching and learning parent night and monthly academic topics = **$605.00** Food for ESOL parent night and monthly academic topics = **$550.52** • Rolling Terrace ES Materials for parent curriculum workshop, reading, mathematics, science, ESOL, and monthly parent meetings = **$3,411.29** Food for reading, mathematics, science, ESOL, and monthly parent meetings = **$1,090.00** • Roscoe Nix ES Materials for family reading, reading strategies for parents, family mathematics, and parent curriculum workshops = **$4,775.74** Food for family reading, reading strategies for parents, and family mathematics = **$840.00** • South Lake ES Materials for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights = **$2,756.59** Food for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights = **$1,200.00**

		Parent Involvement – continued		**Instructional Materials – continued** • Summit Hall ES Materials for curriculum, family computer, ESOL, and special education families = **$4,776.20** Food for curriculum, family computer, and special education families = **$930.00** • Sargent Shriver ES Materials for reading night = **$2,198.85** Food for reading night = **$500.00** • Twinbrook ES Materials for MCPS curricula information meeting = **$440.00** Food for MCPS curricula information meeting = **$574.20** • Viers Mill ES Materials for family learning nights = **$2,176.04** Food for family learning nights = **$1,000.00** • Washington Grove ES Materials to support family learning nights, student assignment books, and parent newsletter attachment resource = **$2,451.15** Food to support family learning nights = **$617.00** • Weller Road ES Materials for family mathematics, parent academy, and family learning nights = **$3,752.99** Food for mathematics, reading, parent academy, and family learning nights = **$1,016.00** • Wheaton Woods ES Materials for family learning nights = **$967.55** Foods to support family learning nights = **$828.41**

		Parent Involvement – continued		**Contractual** • Arcola ES Reading Academic Performance-Books: The magic is Real **$595.00** Mathematics Academic Performance–Mathematics Problem Solving Magic **$595.00** Literacy Author Workshop for Families **$1,300.00** • Clopper Mill ES Non-MCPS employees for child care, interpretation and translation for family mathematics and reading nights **$1,200.00** • Daly ES Non-MCPS employees for child care, interpretation and translation services for family involvement workshop/transform your family through achievement **$1,500.00** • Gaithersburg ES Non-MCPS employees for child care, interpretation and translation services for mathematics and reading learning nights, parent educational learning opportunity (daytime meetings and Saturdays), Back-to-School nights **$2,190.00** • Glen Haven ES Non-MCPS employees for child care, interpretation and translation services for family involvement workshop nights = **$1,500.00** • Highland ES Non-MCPS employees for child care, interpretation translation for monthly academic support meetings for parents, and parent literacy classes = **$900.00** • Washington Grove ES Non-MCPS employees for parent newsletter, flyers, and letter translations = **$960.00**

		Parent Involvement – continued		**Transportation** • Broad Acres ES Back-to-School night = **$100.00** • Cresthaven ES Transportation for Grade 3 orientation and educational learning opportunity to University of Maryland = **$90.00** • Gaithersburg ES Reading/mathematics educational learning opportunity (Saturdays) = **$2,000.00** • Georgian Forest ES Intermediate Mathematics meeting = **$424.50** • Harmony Hills ES Educational learning opportunities for families = **$500.00** • Wheaton Woods ES Educational learning opportunities = **$450.00** **Fixed Charges** • Fixed charges for positions = **$18,063.60** • Fixed charges for temporary part-time positions = **$5,836.20**
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) **If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and** Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	**No Longer Applicable, due to NCLB Highly Qualified Deadline.**	
	4	**TOTAL** reservations requiring equitable services. Lines1 & 2 **(Present this number in Table 7-10 LINE 2.)**	**$4,655,447.58**	

Reservations Not Requiring Equitable Services	5	**Administration** (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	**$1,923,928.74**	**Administration** 1.0 Director = **$142,284.90** 1.0 Supervisor = **$131,686.08** 6.0 Instructional Specialist = **$697,514.76** 1.0 Accountant = **$80,122.02** 1.0 Fiscal Assistant = **$58,121.64** 1.0 Administrative Secretary II = **$60,932.76** 1.0 Administrative Secretary I = **$52,179.12** 0.5 Data Systems Operator II = **$26,089.56** Professional Part-time = **$5,003.88** Fixed Charges for positions and part-time salaries = **$612,376.42** Audit = **$17,082.00** Contractual Maintenance = **$1,500.00** Office Materials = **$18,095.60** Local Travel = **$10,000.00** Out-of-State Travel = **$3,500.00** Dues, Fees, and Registrations = **$2,190.00** Facilities = **$250.00** Equipment = **$5,000.00**

	6	**Support for Priority Schools Not Receiving Title I 1003(g) SIG funds** MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between $50,000 and $2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. (ESEA Flexibility Plan: Principle 2.D.iii) If an LEA does not use the full 20 percent reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools. Complete line item #7 of Table 7-8. (ESEA Flexibility Plan: Principle 2.E.iii)		20 percent of LEA allocation = _____ List the Amount Per Priority School • MCPS does not have any priority schools.
	7	**Support for Focus Schools in LEAs Serving Priority Schools** Note: This line item will only be completed by LEAs that meet the requirement of line item #6. These funds may allocated as a lump sum or PPA.		List the Amount Per Focus School • MCPS does not have any priority schools. Therefore, this line item is not applicable.

	8	**Support to Low Performing Title I Schools** (priority, focus, and Title I schools that have not met all AMOs) a. **Optional**: An LEA with priority, focus, or low performing Title I schools is highly encouraged to set aside district-level Title I, Part A funds to support low-performing schools through interventions such as, locally coordinated supplemental educational services or after-school programs, technical assistance, and/or professional development. (Maryland's Flexibility Plan: Section 2.D.iii) b. **Optional**: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.		List the amount per school and describe the interventions that will be implemented. • MCPS has two focus schools—Kemp Mill and Brookhaven elementary schools. MCPS will provide ongoing technical assistance to support programs in their buildings. Both schools have extended day programs which are funded through their school-based allocations. • MCPS will use 1003(a) funds to provide technical assistance and support to both focus schools.

	9	**Services to Neglected Children** Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.	**$26,892.36**	**National Center for Children and Families** Professional Part-time: • Specialized tutoring provided by MCPS tutors $20 per hour x 30 hours = **$600.00** Contractual: • Peer-to-Peer tutoring services = **$4,455.00** Instructional Materials: • Instructional materials for textbooks (math, Spanish, history, English literature) = **$657.00** Fixed Charges: • Fixed charges for part-time salary = **$48.00** **MCPS Alternative Programs** Supporting Services Part-time: • Support instruction in the alternative education program 1 employee x 1,151 hours x $17 per hour = **$19,567.00** Fixed Charges: • Fixed charges for part-time salary = **$1,565.36**
	10	**Services for Homeless Children (must)** Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.	**$40,000.00**	**McKinney-Vento Program** Professional Part-time • Tutoring services are provided to homeless students living in shelters 12 tutors x 92 hours x $20 per hour = **$22,080.00**

	10	**Services for Homeless Children (must) – continued**		**McKinney-Vento Program – continued** Instructional Materials: • Materials for tutoring services at the homeless shelters = **$3,053.31** Transportation: • Provide transportation for students to attend the ELO-SAIL program = **$13,100.29** Fixed Charges: • Fixed charges for professional part-time salary = **$1,766.40**
	11	**Total Reservations Not requiring Equitable Services,** lines 5-11 **(Use this number in Table 7-10 LINE 4.)**	**$1,990,821.10**	
	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.)**	**$4,722,339.94**	Total Non-Equitable LINE 11 **$1,990,821.10** **Plus** Equitable Reservations LINE 4 **$4,655,447.58** **Equals** **$6,646,268.68** **Minus** Administration – LINE 5 **$1,923,928.74** **Equal:** **$4,722,339.94**

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.

District-wide Instructional Program(s) Reservation and District Professional Development

120 Total # of private school children from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) **(Use the total number reported in the Title I Allocation Worksheet.)**	÷	**11,218** Total # of public school children from low-income families (in Title I public schools) **plus** private school children from low-income families **(Use the total numbers reported in the Title I Allocation Worksheet.)**	=	**.011** Proportion of reservation
.011 Proportion of reservation	x	**$4,408,586.87** reservation **(Use # from Table 7-8, Line 1)**	=	**$48,494.46** Proportional monies available for equitable services to private school participants

Parental Involvement Reservation

120 Total # of private school children from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) **(Use the total number reported in the Title I Allocation Worksheet.)**	÷	**11,218** Total # of public school children from low-income families (in Title I public schools) **plus** private school children from low-income families **(Use the total numbers reported in the Title I Allocation Worksheet.)**	=	**.011** Proportion of reservation
.011 Proportion of reservation	x	**$246,860.71** reservation **(Use # from Table 7-8, Line 2)**	=	**$2,715.46** Proportional monies available for equitable services to parents of private school participants

TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement
(Total from Table 7-9 ADD to Table 7-10 LINE 3) **Total $51,209.92**

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)**	-----	**$24,682,678.00**
2	Total reservations **requiring** equitable services. **(Present final figure in Table 7-8, LINE 4)**	minus	**$4,655,447.58**
3.	Equitable share **Total** reported in **Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)**	minus	**$51,209.92**
4.	Total Reservations **not requiring** Equitable Services **(Use number presented in Table 7-8 LINE 11.)**	minus	**$1,990,821.10**
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	**$17,985,199.40**
6.	Total **PPA** Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet.	----	**$184,243.33**
7.	**Total Nonpublic Cost** equals line 6 plus line 3 **(Present this number in Attachment 4-A Nonpublic Cost.)**	----	**$235,453.25**

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, 2011 - September 30, 2012). **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 2011-2012 allocation: **$19,989,755.00**

2. The estimated amount of Title I funds the school system will carryover: **$27,932.51**

3. **Explain why this Carryover may occur.** Family involvement allocation was not completed spent out at the Title I schools.

4. The estimated percentage of carryover Title I funds as of **September 30, 2012 .001%(THIS IS A PROJECTION.)**

5. Within the past 3 years, has the system been granted a waiver? _____Yes _____No _____Year

LEAs with more than 15% projected carryover must contact their MSDE point of contact for further instructions.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2012-2013

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 of this submission.

Title I Excel Worksheet (located on MSDE Title I Website)
www.marylandpublicschools.org
Title I Schools in SY 2011-2012 removed from Title I in SY 2012-2013
www.marylandpublicschools.org
Highly Qualified Notifications
Parent Involvement
Targeted Assistance Selection Criteria
Equitable Services to Private School Documentation
Skipped Schools Addendum and Allocation Worksheet
www.marylandpublicschools.org
Signed Assurance Page
www.marylandpublicschools.org
Signed C-1-25
Detailed Budget Narrative

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

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

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

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

Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2012-2013

2012-2013 Focus, Priority, and Reward Schools

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Allegany	Cash Valley ES	240003001338	A*		
	Flintstone ES	240003000014	A*		
Anne Arundel	Georgetown East ES	240006000073			F
	Marley ES	240006000093	A		
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		E	
	Baltimore Civitas	240009001666		C	
	Baltimore Freedom Academy	240009001560		C	
	Baltimore IT Academy	240009000174		E	
	Baltimore Rising Star Academy	240009001664		C	
	Booker T. Washington MS	240009000160		E	
	Calverton Elem/ MS	240009000164		E	
	Charles Carroll Barrister ES	240009000153	B		
	Cherry Hill ES/MS	240009000171		E	
	Coldstream Park ES	240009000178	B		
	Commodore John Rogers	240009000180		E	
	Dallas F. Nicholas Sr. Elementary				F
	Dr. Carter Godwin Woodson PreK	240009000167	B		
	Empowerment Academy	240009001558	A		
	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Graceland Park/O'Donnel Heights ES	240009000224			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES #215	240009000243			F

	Inner Harbor East Academy	240009001528	B		
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At Bentalou	240009000158	A**		
	Benjamin Franklin High School @ Masonville Cove	240009000157		E	
	Moravia Park	240009000282			F
	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Robert W. Coleman	240009000303			F
	Southwest Baltimore Charter School	240009001527			F
	Steuart Hill Academic Academy	240009000319		C	
	The Crossroads School	240009001291	B		
	Westport Academy	240009000331	B		
	William C. March MS	240051001568		E	
Baltimore County	Berkshire ES	240012000349	A*		
	Chadwick ES	240012000357	A*		
	Deer Park ES	240012000371	A		
	Dogwood ES	240012002945	A**		
	Featherbed Lane ES	240012000385			F
	Powhatan ES	240012000455	A*		
	Randallstown ES	240012000457	A		
	Riverview Elementary	240012000464			F
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
	Winfield ES	240012000498			F
Carroll	Robert Moton ES	240021000544			F
Charles	C. Paul Barnhart ES	240027000380			F
	Dr. Samuel A. Mudd ES	240027000585			F
	Mt Hope/Nanjemoy ES	240027001492			F
Dorchester	Choptank ES	240030000841			F
Garrett	Crellin ES	240036000665	A*		
Harford	William Paca/Old Post Road ES	240039000716			F
Howard	Bryant Woods ES	240042000720			F
	Guilford ES	240042000733			F
	Laurel Woods ES	240042000761			F
	Swansfield ES	240042000755			F
Kent	Kent County MS	240045000766			F

Montgomery	Brookhaven ES	240048000789			F
	Kemp Mill ES	240048000858			F
Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Carrollton ES	240051001000			F
	Charles Carroll MS	240051001004			F
	Concord ES	240051001013	A**		
	Drew Freeman MS	240051001034		E	
	G. James Gholson MS	240051001211		E	
	Gaywood ES	240051001041			F
	Lewisdale ES	240051001093	A**		
	Oxon Hill MS	240051001471		E	
	Robert Frost ES	240051001142	A**		
	Robert R. Gray ES	240051001183	B		
	Seat Pleasant ES	240051001155	A**		
	Thomas Johnson MS	240051001175		E	
	Thurgood Marshall MS	240051001465		E	
	William Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		
St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	Easton ES	240063001244			F
Washington	Eastern ES	240066000418			F
Wicomico	Prince Street School	240069001314			F
	West Salisbury Elementary	240069001322	A*		
Worcester	Buckingham ES	240072001325	A*		
	Pocomoke ES	240072001328	A**		
	Snow Hill ES	240072001332	A*		

Total # of Reward Schools: 30
Total # of Priority Schools: 21
Total # of Title I schools in the State in 2010: 412
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0

Key

Reward School Criteria:

A. Highest-performing school (See definition below)

B. High-progress school (See definition below)

Highest Performing Title I Reward Schools- A (4)

1. Title I School making AYP or AMOs foe the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing

Distinguished Highest Performing Title I Reward Schools - A*(10)

1. Title I School making AYP or AMOs foe the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.

Superlative Highest Performing Title I Reward Schools - A (8)**

1. Title I School making AYP or AMOs foe the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group by at least 18 percentage points over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.
6. Have a FARMs rate of 50% or higher.

High Progress Title I Schools-B (8)

1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years.
2. A Title I high school making the most progress in increasing graduation rates.
3. No significant achievement gaps across subgroups that are not closing.

Note: In Maryland, Increased gap closure by 18% points or more

Priority School Criteria:

C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group

D-1. Title I-participating high school with graduation rate less than 60% over a number of years

D-2. Title I-eligible high school with graduation rate less than 60% over a number of years

E. Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate

G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate

H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Title I FY 13 Allocation Worksheet
School Year 2012-2013

MONTGOMERY
Local School System

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

	Notations		D	E	F	G	H	I	J	K	L	M	N	O
	N or C or R 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)**	Percent of Poverty (I/H=G)	**Public** School Enrollment (as of 9/30/11)	Number of Low Income- **Public** School Children (as of 10/31/11)	FTE Low Income Public School Children (10/31/11)	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 (J x M =N)	Allocation for **Private** School Children (L x M =O)
1		SW	02304	Broad Acres	PreK-5	94.62%	651	616	581.50	2	2.0	$1,677.99	$975,751.19	$3,355.98
2		SW	02791	New Hampshire Estates	PreK-2	89.88%	484	435	424.00	2	2.0	$1,677.99	$711,467.76	$3,355.98
3		SW	02797	Harmony Hills	PreK-5	88.91%	640	569	546.00	5	3.7	$1,677.99	$916,182.54	$6,208.56
4		SW	02774	Highland	PreK-5	81.86%	485	397	374.00	5	3.8	$1,677.99	$627,568.26	$6,376.36
5		SW	02779	Sargent Shriver	PreK-5	81.12%	731	593	570.50	11	9.5	$1,677.99	$957,293.30	$15,940.91
6		SW	02788	Wheaton Woods	PreK-5	78.96%	480	379	356.00	12	11.5	$1,677.99	$597,364.44	$19,296.89
7		SW	02790	Arcola	PreK-5	78.93%	655	517	517.00	8	6.0	$1,677.99	$867,520.83	$10,067.94
8		SW	02563	Summit Hall	PreK-5	78.40%	537	421	400.00	1	0.5	$1,677.99	$671,196.00	$839.00
9		SW	02553	Gaithersburg	PreK-5	78.29%	654	512	489.50	1	1.0	$1,677.99	$821,376.11	$1,677.99
10		SW	02777	Weller Road	PreK-5	78.23%	588	460	437.00	4	3.5	$1,677.99	$733,281.63	$5,872.97
11		SW	02564	South Lake	PreK-5	77.86%	691	538	518.50	0	0.0	$1,677.99	$870,037.82	$0.00
12		SW	02805	Kemp Mill	PreK-5	73.80%	458	338	315.00	22	21.1	$1,677.99	$528,566.85	$35,405.59
13		SW	02772	Viers Mill	PreK-5	73.14%	618	452	430.50	3	3.0	$1,677.99	$722,374.70	$5,033.97
14		SW	02100	Clopper Mill	PreK-5	72.13%	427	308	289.50	12	2.0	$1,677.99	$485,778.11	$3,355.98
15		SW	02552	Washington Grove	PreK-5	72.08%	394	284	265.00	0	0.0	$1,677.99	$444,667.35	$0.00
16		SW	02766	Oak View	3-5	71.73%	329	236	236.00	1	1.0	$1,677.99	$396,005.64	$1,677.99
17		SW	02786	Georgian Forest	PreK-5	71.53%	541	387	364.00	1	0.7	$1,677.99	$610,788.36	$1,174.59
18		SW	02767	Glen Haven	PreK-5	70.17%	533	374	352.50	2	1.5	$1,677.99	$591,491.48	$2,516.99
19		SW	02305	Jackson Road	PreK-5	68.29%	637	435	415.00	2	2.0	$1,677.99	$696,365.85	$3,355.98
20		SW	02206	Twinbrook	PreK-5	67.90%	567	385	365.00	0	0.0	$1,677.99	$612,466.35	$0.00
21		SW	02808	Cresthaven	3-5	67.65%	405	274	274.00	5	5.0	$1,677.99	$459,769.26	$8,389.95
22		SW	02309	Burnt Mills	PreK-5	67.08%	483	324	304.00	2	11.5	$1,677.99	$510,108.96	$19,296.89
23		SW	02807	Brookhaven	PreK-5	66.53%	478	318	298.00	3	3.0	$1,677.99	$500,041.02	$5,033.97
24		SW	02307	Roscoe Nix	PreK-2	66.06%	548	362	362.00	13	12.5	$1,677.99	$607,432.38	$20,974.88
25		SW	02771	Rolling Terrace	PreK-5	65.34%	753	492	472.00	0	0.0	$1,677.99	$792,011.28	$0.00
26		TAS	02111	Capt. James E. Daly	PreK-5	65.19%	566	369	349.00	0	0.0	$1,677.99	$585,618.51	$0.00
27		SW	02559	Brown Station	PreK-5	65.12%	496	323	303.00	3	3.0	$1,677.99	$508,430.97	$5,033.97
								11,098	10608.5	120	109.8		**$17,800,956.95**	**$184,243.33**
								Table 7-9		Table 7-9			Table 4 A & B	Table 4 A & B Table 7-10 /6

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Substitutes	Extended Learning Opportunities-Summer Adventures in Learning (ELO-SAIL)—Teacher substitute cost	DIST	4 substitute teachers x 22 schools x 5 hours per day x $17.91 per hour	$ 7,880.40
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Substitutes	DIST	8% benefits	$ 630.43
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO-SAIL—Professional part-time teacher salaries for summer school	DIST	526 teachers x 17 days x 5 hours per day x $45 per hour	$ 2,011,950.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 160,956.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO-SAIL—Professional part-time teacher salaries for summer school setup	DIST	526 teachers x 1 day x 5 hours per day x $45 per hour	$ 118,350.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 9,468.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO-SAIL—Professional part-time salaries for training first time teachers teaching summer school	DIST	200 teachers x 1 day x 2 hours per day x $20 per hour	$ 8,000.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 640.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time paraeducators salaries for summer school	DIST	195 paraeducators x 17 days x 4.5 hours per day x $25 per hour	$ 372,937.50
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 29,835.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time attendance secretary salaries for summer school	DIST	22 attendance secretaries x 17 days x 5.5 hours per day x $25 per hour	$ 51,425.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 4,114.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time attendance secretary salaries for summer school setup	DIST	22 attendance secretaries x 1 day x 5 hours per day x $25 per hour	$ 2,750.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 220.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time cafeteria manager salaries for summer school	DIST	22 cafeteria managers x 17 days x 5 hours per day x $25 per hour	$ 46,750.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 3,740.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time cafeteria manager salaries for summer school setup and receiving food delivery	DIST	22 cafeteria managers x 1 day x 2 hours per day x $25 per hour	$ 1,100.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 88.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO-SAIL—Supporting services part-time cafeteria manager training salaries for summer school	DIST	22 cafeteria managers x 1 day x 1 hour per day x $25 per hour	$ 550.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 44.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 District-wide (Line 1)	03 Supplies & Materials	Instructional materials	ELO-SAIL school-based materials	DIST	Total expense	$ 24,708.04
Table 7-8 District-wide (Line 1)	03 Supplies & Materials	Instructional materials	ELO-SAIL—Building supplies for the summer program at the Title I schools	DIST	Total expense	$ 3,115.89
Table 7-8 District-wide (Line 1)	209 Student Transportation	Transportation	ELO-SAIL—Transportation cost for students attending summer school	DIST	22 schools x 17 days x $300	$ 112,200.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Salary	Supplemental salary allocation to support 18 full-day Head Start classes	DIST	7.200 FTE Head Start teachers x $82,374.41 yearly salary	$ 593,095.75
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Salaries	DIST	49% benefits	$ 290,616.92
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Salary	Supplemental salary allocation to support 18 full-day Head Start classes	DIST	9.450 FTE Head Start paraeducators x $39,304.14 yearly salary	$ 371,424.12
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Salaries	DIST	49% benefits	$ 181,997.82
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Director, Division of Title I Programs (DTP)	DIST	1.0 FTE x $142,284.90	$ 142,284.90
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Supervisor, DTP	DIST	1.0 FTE x $131,686.08	$ 131,686.08
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Instructional Specialist, DTP	DIST	6.0 FTE x $116,252.46	$ 697,514.76

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Administrative Secretary II, DTP	DIST	1.0 FTE x $60,932.76	$ 60,932.76
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Administrative Secretary I, DTP	DIST	1.0 FTE x $52,179.12	$ 52,179.12
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Data Systems Operator II, DTP	DIST	.5 FTE x $52,179.12	$ 26,089.56
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Fiscal Assistant II, DTP	DIST	1.0 FTE x $58,121.64	$ 58,121.64
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Accountant, DTP	DIST	1.0 FTE x $80,122.02	$ 80,122.02
Table 7-8 Administration (Line 5)	212 Fixed Charges	Benefits	Salaries	DIST	49% benefits	$ 611,976.11
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Professional part-time	Provide assistance to the Title I office and schools	DIST	1 temporary part-time person x $54.39 per hour x 92 hours	$ 5,003.88
Table 7-8 Administration (Line 5)	212 Fixed Charges	Benefits	Salaries	DIST	8% benefits	$ 400.31
Table 7-8 Administration (Line 5)	03 Contract Services	Contractual maintenance	Office equipment service—1 fax machine and 2 copiers	DIST	Total expense	$ 1,500.00
Table 7-8 Administration (Line 5)	01 Contract Services	Audit	General accounting audit	DIST	Total expense	$ 17,082.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Administration (Line 5)	03 Supplies & Materials	Instructional materials	Office supplies, parent notification for ELO-SAIL and focus schools	DIST	Total expense	$ 19,966.60
Table 7-8 Administration (Line 5)	04 Other Charges	Local Travel	Mileage reimbursement for DTP professional and support staff members	DIST	Total expense	$ 10,000.00
Table 7-8 Administration (Line 5)	04 Other Charges	Out-of-State Travel	National Title I Conference	DIST	2 staff x $1,750 per person = $3,500	$ 3,500.00
Table 7-8 Administration (Line 5)	04 Other Charges	Dues, Fees, and Registration	National Title I Conference National Association Federal Program Administrators	DIST	2 staff x $595 per person = $1,190 2 staff x $500 per person = $1,000	$ 2,190.00
Table 7-8 Administration (Line 5)	04 Other Charges	Facilities	Title I meetings	DIST	Total expense	$ 250.00
Table 7-8 Administration (Line 5)	04 Other Charges	Equipment	Replacement of office equipment (2 laptops)	DIST	2 laptops x $2,500 = $5,000	$ 5,000.00
Table 7-8 Services to Neglected Children (Line 9)	03 Salaries & Wages	Professional part-time	National Center for Children and Families Center—specialized tutoring provided by Montgomery County Public Schools (MCPS) tutors	DIST	$20 per hour x 30 hours	$ 600.00
Table 7-8 Services to Neglected Children (Line 9)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 48.00
Table 7-8 Services to Neglected Children (Line 9)	03 Contract Services	Contractual	National Center for Children and Families Center—Peer-to-Peer tutoring services	DIST	Total expense	$ 4,455.00
Table 7-8 Services to Neglected Children (Line 9)	03 Supplies & Materials	Instructional materials	National Center for Children and Families Center—instructional materials for textbooks (mathematics, spanish, history, english literature)	DIST	Total expense	$ 657.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Services to Neglected Children (Line 9)	03 Salaries & Wages	Supporting services part-time	Alternative Programs—Support instruction in the alternative education program	DIST	1 employee x 1,151 hours x $17 per hour	$ 19,567.00
Table 7-8 Services to Neglected Children (Line 9)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 1,565.36
Table 7-8 Services for Homeless Children (Line 10)	03 Salaries & Wages	Professional part-time	Services for Homeless Children—Tutoring services are provided to homeless students living in shelters	DIST	12 tutors x 92 hours x $20 per hour	$ 22,080.00
Table 7-8 Services for Homeless Children (Line 10)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 1,766.40
Table 7-8 Services for Homeless Children (Line 10)	03 Supplies & Materials	Instructional materials	Services for Homeless Children—Materials for tutoring services at the homeless shelters	DIST	Total expense	$ 3,053.31
Table 7-8 Services for Homeless Children (Line 10)	209 Student Transportation	Transportation	Services for Homeless Children—Provide transportation for students to attend the ELO-SAIL program	DIST	Total expense	$ 13,100.29
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Salary	Private school—Provide instruction to eligible private school students in reading and mathematics	DIST	1.6 teachers x $84,310.05 yearly salary	$ 134,896.08
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Private school teachers salary	DIST	49% benefits	$ 66,099.08
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Materials to support mathematics and reading curriculum	DIST	Total expense	$ 9,626.25
Allocation worksheet (allocation for private schools)	08 Transfer	Contractual	Private School—Cost for Prince George's County serving Montgomery County Public Schools (MCPS)students	DIST	$1,677.00 Per Pupil Allocation (PPA) x 13 students = $21,813.87 $23.27 Parent Involvement PPA x 13 students = $302.51	$ 22,116.38

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Professional part-time	Private school—teachers for mathematics and reading nights (Parent Involvement)	DIST	2 teachers x 2 hours x 3 days x $20 per hour	$ 240.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 19.20
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Professional part-time	Private school—teachers for educational learning opportunities (Parent Involvement)	DIST	2 teachers x 6 hours x 1 day x $20 per hour	$ 240.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	$ 19.20
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Supporting services part-time	Private school—MCPS interpreters for reading and mathematics nights (Parent Involvement)	DIST	1 staff x 2 hours x 3 days x $20 per hour	$ 120.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 9.60
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Supporting services part-time	Private school—MCPS interpreters for educational learning opportunities (Parent Involvement)	DIST	1 staff x 6 hours x 1 day x $20 per hour	$ 120.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	$ 9.60
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Materials for reading/mathematics nights, educational learning opportunities, end of year parent conference, and annual Title I information meetings (Parent Involvement)	DIST	Total expense	$ 1,512.86
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Food for Title I information meetings (Parent Involvement)	DIST	Total expense	$ 125.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (allocation for private schools)	209 Student Transportation	Transportation	Private school—Transportation for educational learning opportunities (Parent Involvement)	DIST	Total expense	$ 300.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	AES	5.8 teachers x $85,996.25 yearly salary	$ 498,778.25
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	AES	49% benefits	$ 244,401.34
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	AES	1.0 paraeducators x $39,479.09 yearly salary	$ 39,479.09
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	AES	49% benefits	$ 19,344.75
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	AES	Total expense	$ 2,645.54
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for quarterly planning days and Curriculum 2.0 with data analysis	AES	111 days x 1 substitute x $125.37 per day	$ 13,916.07
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	AES	8% benefits	$ 1,113.29
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support data analysis and guided reading practices	AES	Total expense	$ 573.37
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Mobile Promethean Board	AES	1 Promethean Board x $4,897.25	$ 4,897.25

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent Community Coordinator (PCC) to support parent involvement mathematics and reading instruction (Parent Involvement)	AES	.750 PCC x $37,916.66 yearly salary	$ 28,437.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	AES	49% benefits	$ 13,934.38
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family reading and mathematics nights	AES	20 teachers x 2 days x 2 hours x $20 per hour	$ 1,600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family reading and mathematics nights	AES	9 paraeducators x 2 days x 2 hours x $15 per hour	$ 540.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	$ 43.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family reading and mathematics nights	AES	4 paraeducators x 2 days x 2 hours x $20 per hour	$ 320.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	$ 25.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family and community academic resource night	AES	5 teachers x 1 day x 2 hours x $20 per hour	$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	$ 16.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family and community academic resource night	AES	2 paraeducators x 1 day x 2 hours x $15 per hour	$ 60.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	$ 4.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family and community academic resource night	AES	2 paraeducators x 1 day x 2 hours x $20 per hour	$ 80.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	$ 6.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for State academic standards and MCPS curricula information meetings	AES	10 teachers x 1 day x 3 hours x $20 per hour	$ 600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for State academic standards and MCPS curricula information meetings	AES	4 paraeducators x 1 day x 3 hours x $20 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Reading Academic Performance-Books: *The Magic Is Read*	AES	Total expense	$ 595.00
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Mathematics Academic Performance-Mathematics Problem Solving Magic	AES	Total expense	$ 595.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Literacy Author Workshop for Families	AES	Total expense	$ 1,300.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family and community academic resource, mathematics, parent coffees and training, and reading meetings	AES	Total expense	$ 4,404.39
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family and community academic resource, mathematics, parent coffees and training, reading, and State academic standards meetings	AES	Total expense	$ 1,205.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BAES	6.1 teachers x $85,996.25 yearly salary	$ 524,577.13
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	BAES	49% benefits	$ 257,042.79
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement, mathematics and reading instruction	BAES	.575 pcc x $48,329.20 yearly salary	$ 27,789.29
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BAES	49% benefits	$ 13,616.75
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BAES	Total expense	$ 41,252.30
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day homework club	BAES	2 teachers x 26 weeks x 1 day per week x 1 hour per day x $21 per hour	$ 1,092.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	$ 87.36

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day reading club	BAES	3 teachers x 26 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 3,276.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	$ 262.08
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day Maryland State Assessment (MSA) Club A, Club B, and Club C	BAES	3 teachers x 8 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 1,008.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	$ 80.64
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day reading club	BAES	Total expense	$ 1,000.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitues to support Curriculum 2.0 planning	BAES	6 substitues x 1 day x $125.37 per day	$ 752.22
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BAES	8 % benefits	$ 60.18
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards includes wands, cables, and installation	BAES	27 x $3,583.16	$ 96,745.32
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Professional books for Curriculum and Instruction	BAES	Total expense	$ 2,200.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	BAES	.0583205 PCC x $56,493.39 yearly salary	$ 3,294.72

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	BAES	49% benefits	$ 1,614.41
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction	BAES	.1166795 PCC x $56,493.39 yearly salary	$ 6,591.62
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	BAES	49% benefits	$ 3,229.89
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family reading and mathematics nights, home school connection newsletter subscription, kindergarten orientation and parent monthly meetings	BAES	Total expense	$ 2,310.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family reading and mathematics nights, kindergarten orientation and parent monthly meetings	BAES	Total expense	$ 1,300.00
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for Back-to-School night	BAES	Total expense	$ 100.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, Reading Recovery, and to reduce class size in the upper grades	BES	3.5 teachers x $85,996.25 yearly salary	$ 300,986.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	BES	49% benefits	$ 147,483.57
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BES	.750 paraeducator x $39,479.09 yearly salary	29,609.32

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BES	49% benefits	$ 14,508.57
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BES	Total expense	$ 45.99
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Commonwealth Partnership	BES	Total expense	$ 3,600.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for quarterly planning and curriculum training	BES	7 substitutes x 3 days x $125.37 per day	$ 2,632.77
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BES	8% benefits	$ 210.62
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for quarterly planning and curriculum training	BES	1 substitutes x 1 day x $125.37 per day	$ 125.37
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BES	8% benefits	$ 10.03
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for leadership team planning	BES	2 teachers x 3 days x 6 hours x $20 per hour	$ 720.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	$ 57.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Training materials	BES	Total expense	$ 50.30

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	BES	10 teachers x 6 days x 3 hours x $20 per hour	$ 3,600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	$ 288.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	BES	1 paraeducator x 6 days x 3 hours x $15per hour	$ 270.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	BES	8% benefits	$ 21.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for English Speakers of Other Languages (ESOL) family meeting	BES	6 teachers x 1 day x 3 hours x $20 per hour	$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	$ 28.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for Special Education family night	BES	3 teachers x 1 day x 3 hours x $20 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	BES	Total expense	$ 1,478.66
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	BES	Total expense	$ 693.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BSES	3.5 teachers x $85,996.25 yearly salary	$ 300,986.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	BSES	49% benefits	$ 147,483.57
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BSES	.900 paraeducator x $39,479.09 yearly salary	$ 35,531.18
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BSES	49% benefits	$ 17,410.28
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BSES	Total expense	$ 249.08
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for teaching and learning planning/development	BSES	5 substitutes x 10 days x $125.37 per day	$ 6,268.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BSES	8% benefits	$ 501.48
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family reading and mathematics nights	BSES	6 teachers x 6 days x 1 hour x $20 per hour	$ 720.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	$ 57.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for k–5 literacy, mathematics nights and MSA information meeting	BSES	64 teachers x 1 day x 2 hours x $20 per hour	$ 2,560.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	$ 204.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for interpreters for mathematics night and MSA information meeting	BSES	3 paraeducators x 1 day x 2 hours x $20 per hour	$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	BSES	8% benefits	$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for Grades k–5 literacy, mathematics nights, and MSA information meeting	BSES	Total expense	$ 2,678.81
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	BSES	Total expense	$ 700.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BMES	2.9 teachers x $85,996.25 yearly salary	$ 249,389.13
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	BMES	49% benefits	$ 122,200.67
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BMES	2.125 paraeducator x $39,479.09 yearly salary	$ 83,893.09
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BMES	49% benefits	$ 41,107.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	BMES	.125 PCC x $48,329.20 yearly salary	$ 6,041.15

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	BMES	49% benefits	$ 2,960.16
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day mathematics and reading clubs	BMES	3 teachers x 20 weeks x 3 days per week x 1 hour per day x $21 per hour	$ 3,780.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BMES	8% benefits	$ 302.40
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day mathematics and reading clubs	BMES	Total expense	$ 434.76
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights	BMES	47 teachers x 1 day x 2 hours x $20 per hour	$ 1,880.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BMES	8% benefits	$ 150.40
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights	BMES	Total expense	$ 4,336.28
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights	BMES	Total expense	$ 707.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	CMES	3.0 teachers x $85,996.25 yearly salary	$ 257,988.75
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	CMES	49% benefits	$ 126,414.49

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	CMES	.625 paraeducator x $39,479.09 yearly salary	$ 24,674.43
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	CMES	49% benefits	$ 12,090.47
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	CMES	Total expense	$ 9,261.64
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development—mathematics content coach	CMES	0.4 teacher x $66,778.38 yearly salary	$ 26,711.35
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	CMES	49% benefits	$ 13,088.56
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for grade level planning reading, mathematics, and Curriculum 2.0	CMES	26 substitutes x 3 days x $125.37 per day	$ 9,778.86
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	CMES	8% benefits	$ 782.31
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Mobile Promethean Board	CMES	1 Promethean Board x $4,987.25	$ 4,987.25
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading and mathematics curriculum night	CMES	20 teachers x 1 day x 3 hours x $20 per hour	$ 1,200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CMES	8% benefits	$ 96.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for reading and mathematics curriculum night	CMES	4 paraeducators x 1 day x 3 hours x $15 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	CMES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for interpreters for reading and mathematics nights	CMES	2 paraeducators x 1 day x 3 hours x $20 per hour	$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	CMES	8% benefits	$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers Hispanic family leanring nights	CMES	2 teachers x 3 days x 1.5 hours x $20 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CMES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for interpreters for Hispanic family learning nights	CMES	1 paraeducators x 3 days x 1.5 hours x $20 per hour	$ 90.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	CMES	8% benefits	$ 7.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for MSA meeting	CMES	3 teachers x 1 day x 2 hours x $20 per hour	$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CMES	8% benefits	$ 9.60

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for MSA meeting	CMES	1 paraeducators x 1 day x 2 hours x $15 per hour	$ 30.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	CMES	8% benefits	$ 2.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting Services part-time	Paraeducators for interpreters for MSA information meeting	CMES	1 paraeducators x 1 day x 2 hours x $20 per hour	$ 40.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting Services part-time	CMES	8% benefits	$ 3.20
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation for family mathematics and reading nights	CMES	Total expense	$ 1,200.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for mathematics/reading curriculum, Hispanic family learning, MSA parent informational nights	CMES	Total expense	$ 2,746.21
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for mathematics/reading curriculum, Hispanic family learning, MSA parent informational nights	CMES	Total expense	$ 673.66
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention and acceleration	CES	3.2 teachers x $85,996.25 yearly salary	$ 275,188.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	CES	49% benefits	$ 134,842.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics instruction and reading	CES	.5 paraeducator x $39,479.09 yearly salary	$ 19,739.55

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	CES	49% benefits	$ 9,672.37
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	CES	Total expense	$ 15,093.91
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day mathematics and reading peer tutoring, assessment booster, and technology clubs	CES	6 teachers x 6 weeks x 1 day per week x 1 hour per day x $21 per hour	$ 756.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	CES	8% benefits	$ 60.48
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Extended day coordinator for mathematics and reading enrichment, MSA booster, and technology clubs	CES	1 teacher x 12 weeks x 1 day per week x 1 hour per day x $14 per hour	$ 168.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	CES	8% benefits	$ 13.44
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transporation for extended day mathematics, reading peer tutoring and MSA booster clubs	CES	Total expense	$ 715.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for team planning and data analysis	CES	26 substitutes x 1 day x $125.37 per day	$ 3,259.62
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	CES	8% benefits	$ 260.77

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family reading nights	CES	10 teachers x 2 days x 2 hours x $20 per hour	$ 800.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	$ 64.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for mathematics, science, ESOL, and Grade 3 parent orientation nights	CES	40 teachers x 1 day x 2 hours x $20 per hour	$ 1,600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for curriculum/assessment workshop	CES	10 teachers x 1 day x 3 hours x $20 per hour	$ 600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for reading, mathematics, science, ESOL, and curriculum/assessment workshop nights	CES	Total expense	$ 2,410.98
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for reading, mathematics, science, ESOL, and curriculum/assessment workshop, and third grade parent orientation nights	CES	Total expense	$ 635.00
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for family field trip for third grade orientation and University of Maryland. Transporation for Grade 3 orientation and educational learning opportunity to University of Maryland.	CES	Total expense	$ 90.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention	DES	3.6 teachers x $85,996.25 yearly salary	$ 309,586.50

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	DES	49% benefits	$ 151,697.39
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	DES	2.0 paraeducators x $39,479.09 yearly salary	$ 78,958.18
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary to support mathematics and reading instruction	DES	49% benefits	$ 38,689.51
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day mathematics and literacy clubs	DES	18 teachers x 6 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 4,536.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	DES	8% benefits	$ 362.88
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading extended day clubs	DES	Total expense	$ 1,269.05
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day mathematics and reading clubs	DES	Total expense	$ 519.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for Target Assistance (TA) parent training and coffee nights	DES	3 teachers x 10 days x 2 hours x $20 per hour	$ 1,200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	DES	8% benefits	$ 96.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for TA parent training and coffee nights	DES	2 paraeducators x 10 days x 2 hours x $15 per hour	$ 600.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	DES	8% benefits	$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for TA parent training and coffee nights	DES	1 paraeducator x 10 days x 2 hours x $20 per hour	$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	DES	8% benefits	$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for MCPS curricula information meeting	DES	3 teachers x 1 day x 2 hours x $20 per hour	$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	DES	8% benefits	$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for MCPS curricula information meeting	DES	1 paraeducator x 1 day x 2 hours x $15 per hour	$ 30.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	DES	8% benefits	$ 2.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MCPS curricula information meeting	DES	1 paraeducator x 1 day x 2 hours x $20 per hour	$ 40.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	DES	8% benefits	$ 3.20
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation services for family involvement workshop/transform your family through achievement	DES	Total expense	$ 1,500.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for TA parent training and MCPS curricula information meeting	DES	Total expense	$ 3,228.03
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family mathematics and reading learning nights and parent educational learning opportunity	DES	Total expense	$ 812.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GES	4.9 teachers x $85,996.25 yearly salary	$ 421,381.63
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	GES	49% benefits	$ 206,477.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics instruction and reading	GES	1.125 paraeducators x $39,479.09 yearly salary	$ 44,413.98
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	GES	49% benefits	$ 21,762.85
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GES	Total expense	$ 8,058.28
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day mathematics, reading and technology clubs	GES	12 teachers x 10 weeks x 2 days a week x 1 hour per day x $21 per hour	$ 5,040.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	GES	8% benefits	$ 403.20
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Peer-2-Peer Tutoring for extended day clubs	GES	Total expense	$ 4,000.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for extended day mathematics, reading and technology clubs	GES	Total expense	$ 2,400.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for data analysis sessions - first and second semester	GES	66 substitutes x 2 days x $125.37 per day	$ 16,548.84
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	GES	8% benefits	$ 1,323.91
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards	GES	9 promethean boards x $4,697.17	$ 42,274.53
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for schoolwide initiatives mindset (book)	GES	Total expense	$ 1,000.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development—data discussion coordinator	GES	0.4 teacher x $77,670.96 yearly salary	$ 31,068.38
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	GES	49% benefits	$ 15,223.51
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family mathematics and reading learning nights	GES	2 teachers x 6 days x 2 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	GES	8% benefits	$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family mathematics and reading learning nights	GES	1 paraeducator x 6 days x 2 hours x $20 per hour	$ 240.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent educational learning opportunity (daytime meetings)	GES	1 paraeducator x 4 days x 2 hours x $20 per hour	$ 160.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GES	8% benefits	$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for Back-to-School nights	GES	6 paraeducators x 2 days x 2 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GES	8% benefits	$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading/mathematics eductional learning family oportunities (Saturdays)	GES	2 teachers x 5 days x 2 hours x $20 per hour	$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	GES	8% benefits	$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for reading/mathematics educational learning family oportunities (Saturdays)	GES	1 paraeducator x 5 days x 2 hours x $20 per hour	$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GES	8% benefits	$ 16.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation services for mathematics and reading learning nights, parent educational learning opportunity (daytime meetings and Saturdays), Back-to-School nights	GES	Total expense	$ 2,190.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family mathematics and reading learning nights and educational learning family opportunities	GES	Total expense	$ 3,944.80
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family mathematics and reading learning nights and parent educational learning opportunity	GES	Total expense	$ 1,139.07
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for reading/mathematics educational learning opportunity (Saturdays)	GES	Total expense	$ 2,000.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GFES	3.6 teachers x $85,996.25 yearly salary	$ 309,586.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	GFES	49% benefits	$ 151,697.39
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	GFES	2.125 paraeducators x $39,479.09 yearly salary	$ 83,893.07
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	GFES	49% benefits	$ 41,107.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GFES	Total expense	$ 1,574.23

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day number crunchers and SOAR to Success clubs	GFES	3 teachers x 25 weeks x 2 days a week x 1 hour per day x $21 per hour	$ 3,150.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	GFES	8% benefits	$ 252.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly curricular planning	GFES	1 substitute x 64 days x $125.37 per day	$ 8,023.68
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitute	GFES	8% benefits	$ 641.89
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards with activotes and slates	GFES	2 Promethean boards x $5,431.00	$ 10,862.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for Positive Behavioral Interventions and Supports, Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Eduction Family, and Kindergarten Parent informational meetings	GFES	69 teachers x 1 day x 1 hour x $20 per hour	$ 1,380.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	GFES	8% benefits	$ 110.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for PBIS, Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings	GFES	25 paraeducator x 1 day x 1 hour x $15 per hour	$ 375.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	$ 30.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services interpreter for Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings	GFES	12 paraeducator x 1 day x 1 hour x $20 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for Annual Title I information, State Academic Standards, MSA, ESOL, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings	GFES	Total expense	$ 5,046.18
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for Annual Title I information, State Academic Standards, MSA, Intermediate/Primary Reading & Mathematics, Science Education, Special Education Family, and Kindergarten Parent informational meetings	GFES	Total expense	$ 845.00
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for Intermediate Mathematics meeting	GFES	Total expense	$ 424.50
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GHES	1.5 teachers x $85,996.25 yearly salary	$ 128,994.38
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	GHES	49% benefits	$ 63,207.25

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	GHES	5.974 paraeducators x $39,479.09 yearly salary	$ 235,848.08
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	GHES	49% benefits	$ 115,565.56
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GHES	Total expense	$ 25,766.06
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for data, vertical/horizontal team planning, and professional learning communities (PLC)	GHES	41 substitutes x 3 days x $125.37 per day	$ 15,420.51
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	GHES	8% benefits	$ 1,233.64
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for team planning for curriculum 2.0 and data analysis for instruction	GHES	32 teachers x 1 day x 5 hours x $20 per hour	$ 3,200.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	GHES	8% benefits	$ 256.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for school/home communication logs (Parent Involvement)	GHES	Total expense	$ 2,000.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for curriculum academic, reading and mathematics and family involvement workships nighs	GHES	Total expense	$ 5,882.68
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for curriculum academic, reading and mathematics nights	GHES	Total expense	$ 820.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation services for family involvement workshop nights	GHES	Total expense	$ 1,500.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	HHES	5.0 teachers x $85,996.25 yearly salary	$ 429,981.25
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	HHES	49% benefits	$ 210,690.81
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	HHES	2.750 paraeducators x $39,479.09 yearly salary	$ 108,567.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	HHES	49% benefits	$ 53,198.08
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	HHES	Total expense	$ 5,910.58
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for School Improvement Team Meetings	HHES	9 substitutes x 7 days x $125.37 per day	$ 7,898.31
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	$ 631.86
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for teachers PLC-quarterly and reading Grades 3–5	HHES	35 substitutes x 11.5 days x $125.37 per day	$ 50,461.43

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	$ 4,036.91
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for organizational planning (June 2013)	HHES	2 teachers x 5 days x 6 hours x $20 per hour	$ 1,200.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	$ 96.00
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Desk top computers	HHES	8 computers x $1,003.00	$ 8,024.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	HHES	.5704572 PCC x $41,748.93 yearly salary	$ 23,815.98
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	HHES	49% benefits	$ 11,669.83
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	HHES	.1795428 PCC x $41,748.93 yearly salary	$ 7,495.72
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	HHES	49% benefits	$ 3,672.90
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading and mathematics learning nights	HHES	4 teachers x 4 days x 1.5 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	$ 38.40

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for educational learning opportunities for families	HHES	2 teachers x 2 days x 6 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	$ 38.40
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for educational learning opportunities for families	HHES	Total expense	$ 500.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	HES	3.8 teachers x $85,996.25 yearly salary	$ 326,785.75
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	HES	49% benefits	$ 160,125.02
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	HES	1.0 paraeducators x $39,479.09 yearly salary	$ 39,479.09
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	HES	49% benefits	$ 19,344.75
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development position	HES	0.5 teacher x $54,547.58 yearly salary	$ 27,273.79
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salary	HES	49% benefits	$ 13,364.16
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	HES	Total expense	$ 41,195.70

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for data and dinner with dads	HES	5 teachers x 1 day x 3 hours x $20 per hour	$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HES	8% benefits	$ 24.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for data and dinner with dads	HES	4 paraeducators x 1 day x 3 hours x $15 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	HES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation translation for monthly academic support meetings for parents, and paretn literacy classes	HES	Total expense	$ 900.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for monthly academic support meetings for parents, data and dinner with dads, family mathematics and reading, parent literacy and family reading support nights	HES	Total expense	$ 6,444.58
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for monthly academic support meetings for parents, data and dinner with dads, family mathematics and reading, and parent literacy nights	HES	Total expense	$ 840.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	JRES	5.1 teachers x $85,996.25 yearly salary	$ 438,580.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	JRES	49% benefits	$ 214,904.63
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	JRES	.625 paraeducators x $39,479.09 yearly salary	$ 24,674.43

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	JRES	49% benefits	$ 12,090.47
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	JRES	Total expense	$ 116.79
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for Grades K-5 curriculum planning	JRES	9 substitutes x 1 day x $125.37 per day	$ 1,128.33
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	JRES	8% benefits	$ 90.27
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for School Improvement Plan (SIP) planning and data analysis	JRES	2 teachers x 3 days x 6 hours x $20 per hour	$ 720.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	JRES	8% benefits	$ 57.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for SIP planning and data analysis	JRES	1 teacher x 2 days x 6 hours x $20 per hour	$ 240.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	JRES	8% benefits	$ 19.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for grade 3 curriculum 2.0 reading and mathematics planning	JRES	5 teachers x 3 days x 5 hours x $20 per hour	$ 1,500.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	JRES	8% benefits	$ 120.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent Outreach Paraeducator salary to support parent outreach (Parent Involvement)	JRES	.0536309 Paraeducator x $26,570.48 yearly salary	$ 1,425.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeductor salary	JRES	49% benefits	$ 698.25
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent Outreach Paraeducator salary to support parent outreach	JRES	.1963691 PCC x $26,570.48 yearly salary	$ 5,217.62
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Paraeductor salary	JRES	49% benefits	$ 2,556.63
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading, mathematics, and ESOL nights	JRES	25 teachers x 1 day x 1.5 hours x $20 per hour	$ 750.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	JRES	8% benefits	$ 60.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for MCPS Curricula Information Meeting	JRES	4 teachers x 2 days x 1 hour x $20 per hour	$ 160.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	JRES	8% benefits	$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for reading, mathematics, and ESOL nights	JRES	Total expense	$ 900.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	KMES	3.2 teachers x $85,996.25 yearly salary	$ 275,188.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	KMES	49% benefits	$ 134,842.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	KMES	.125 paraeducators x $39,479.09 yearly salary	$ 4,934.89
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	KMES	49% benefits	$ 2,418.10
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	KMES	Total expense	$ 3,201.46
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day reading, science, and chess clubs	KMES	4 teachers x 21 weeks x 2 days a week x 1 hour per day x $21 per hour	$ 3,528.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	KMES	8% benefits	$ 282.24
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day mathematics and reading clubs	KMES	6 teachers x 7 weeks x 2 days a week x 1 hour per day x $21 per hour	$ 1,764.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	KMES	8% benefits	$ 141.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Extended day coordinator for reading, mathematics, science, and chess clubs	KMES	1 teacher x 21 weeks x 2 days per week x 1 hour per day x $14 per hour	$ 588.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	KMES	8% benefits	$ 47.04

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for extended day clubs	KMES	Total expense	$ 1,900.00
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day reading, mathematics, science, and chess clubs	KMES	Total expense	$ 4,158.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for long term curriculum planning and curriculum planning-dual language	KMES	102 substitutes x 1 day x $125.37 per day	$ 12,787.74
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes (Professional Development)	KMES	8% benefits	$ 1,023.02
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean Boards	KMES	5 Promethean Boards x $3,449.58	$17,247.90
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for professional development reading and mathematics training	KMES	12 substitutes x 4 days x $125.37 per day	$ 6,017.76
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes (Professional Development)	KMES	8% benefits	$ 481.42
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for reading and mathematics professional development books	KMES	Total expense	$ 660.00
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Contractual for professional development reading and mathematics training	KMES	Total expense	$ 7,499.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement, mathematics, and reading instruction (Parent Involvement)	KMES	.9752084 PCC x $34,311.74 yearly salary	$ 33,461.10

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	KMES	49% benefits	$ 16,395.94
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	KMES	.0247916 PCC x $34,311.74 yearly salary	$ 850.64
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	KMES	49% benefits	$ 416.81
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for parent English classes	KMES	1 paraeducator x 80 days x 1.5 hours x $15 per hour	$ 1,800.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	KMES	8% benefits	$ 144.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to provide chidcare for Parent English classes	KMES	1 paraeducator x 80 days x 1.5 hours x $10 per hour	$ 1,200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	KMES	8% benefits	$ 96.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for mathematics and reading night	KMES	10 teachers x 2 days x 1.5 hours x $20 per hour	$ 600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	KMES	8% benefits	$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to provide childcare for monthly parent meetings	KMES	1 paraeducator x 8 days x 1.5 hours x $10 per hour	$ 120.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	KMES	8% benefits	$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family reading and mathematics nights	KMES	Total expense	$ 1,320.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for parent English classes, reading and mathematics nights, and monthly parent meetings	KMES	Total expense	$ 725.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	NHEES	4.5 teachers x $885,996.25 yearly salary	$ 386,983.13
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	NHEES	49% benefits	$ 189,621.73
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	NHEES	1.0 paraeducator x $39,479.20 yearly salary	$ 39,479.09
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	NHEES	49% benefits	$ 19,344.75
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	NHEES	Total expense	$ 16,039.10
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for grade level training and planning for Curriculum 2.0 with data analysis	NHEES	45 substitutes x 3 days x $125.37 per day	$ 16,924.95
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	NHEES	8% benefits	$ 1,354.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for articulation and instructional group sessions	NHEES	8 substitutes x 1 days x $125.37 per day	$ 1,002.96
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	NHEES	8% benefits	$ 80.24
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support Curriculum 2.0	NHEES	Total expense	$ 2,468.14
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Technology Promethean boards includes LCD projectors, cables, and installation	NHEES	7 Promethean boards x $5,452.81	$38,169.67
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for grade level academic nights for families	NHEES	49 teachers x 1 day x 3 hours x $20 per hour	$ 2,940.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	NHEES	8% benefits	$ 235.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for grade level academic nights for families	NHEES	5 paraeducators x 1 day x 3 hours x $15 per hour	$ 225.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	$ 18.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for grade level academic nights for families	NHEES	5 paraeducators x 1 day x 3 hours x $20 per hour	$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	$ 24.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading, mathematics, and science nights	NHEES	42 teachers x 1 day x 2 hours x $20 per hour	$ 1,680.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	NHEES	8% benefits	$ 134.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for reading, mathematics, and science nights	NHEES	9 paraeducators x 1 day x 2 hours x $15 per hour	$ 270.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	$ 21.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for reading, mathematics, and science nights	NHEES	15 paraeducators x 1 day x 2 hours x $20 per hour	$ 600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for Friday morning family academic training	NHEES	10 teachers x 1 day x 1 hour x $20 per hour	$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	NHEES	8% benefits	$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for grade level academic nights for families, reading, mathematics, and science nights	NHEES	Total expense	$ 2,167.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for grade level academic nights for families, reading, and science nights	NHEES	Total expense	$ 987.28

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	OVES	1.1 teachers x $85,996.25 yearly salary	$ 94,595.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	OVES	49% benefits	$ 46,351.98
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	OVES	2.750 paraeducators x $39,479.09 yearly salary	$ 108,567.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	OVES	49% benefits	$ 53,198.08
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	OVES	1.0 PCC x $48,329.20 yearly salary	$ 48,329.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	OVES	49% benefits	$ 23,681.31
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	OVES	Total expense	$ 7,861.71
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day academic homework club	OVES	1 teacher x 23 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 966.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	OVES	8% benefits	$ 77.28
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for academic homework club	OVES	Total expense	$ 3,956.72

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for grade level training/work session on curriculum 2.0/teaching and learning	OVES	25 substitutes x 2 days x $125.37 per day	$ 6,268.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	OVES	8% benefits	$ 501.48
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for professional books for PLC	OVES	Total expense	$ 1,650.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for ESOL parent night	OVES	8 teachers x 1 day x 3 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	OVES	8% benefits	$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for ESOL parent night	OVES	3 paraeducators x 1 day x 3 hours x $15 per hour	$ 135.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	OVES	8% benefits	$ 10.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for teaching and learning parent nights	OVES	8 teachers x 4 days x 3 hours x $20 per hour	$ 1,920.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	OVES	8% benefits	$ 153.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for teaching and learning parent nights	OVES	3 paraeducators x 4 days x 3 hours x $15 per hour	$ 540.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	OVES	8% benefits	$ 43.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to family involvement communications and translations	OVES	1 paraeducator x 47 day x 1 hour x $20 per hour	$ 940.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	OVES	8% benefits	$ 75.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for teaching and learning parent night and monthly academic topics	OVES	Total expense	$ 605.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for ESOL parent night and monthly academic topics	OVES	Total expense	$ 550.52
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	RTES	4.6 teachers x $85,996.25 yearly salary	$ 395,582.75
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	RTES	49% benefits	$ 193,835.55
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	RTES	2.5 paraeducators x $39,479.09 yearly salary	$ 98,697.73
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	RTES	49% benefits	$ 48,361.89
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	RTES	Total expense	$ 7,297.34

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for curriculum 2.0 planning days	RTES	20 substitutes x 2 days x $125.37 per day	$ 5,014.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	RTES	8% benefits	$ 401.18
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for articulation days	RTES	6 substitutes x 2.5 days x $125.37 per day	$ 1,880.55
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	RTES	8% benefits	$ 150.44
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for leadership team meetings	RTES	5 teachers x 2 days x 6 hours x $20 per hour	$ 1,200.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	RTES	8% benefits	$ 96.00
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Netbooks and cart	RTES	1 Netbook and Cart x $6,590.28	$6,590.28
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards with cables and installation	RTES	5 Promethean boards x $4,837.18	$24,185.90
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	RTES	.170503 PCC x $34,311.74 yearly salary	$ 5,850.25
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	RTES	49% benefits	$ 2,866.62

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction	RTES	.079497 PCC x $34,311.74 yearly salary	$ 2,727.68
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	RTES	49% benefits	$ 1,336.56
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for parent curriculum workshops	RTES	4 teachers x 8 days x 1 hour x $20 per hour	$ 640.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RTES	8% benefits	$ 51.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading, mathematics, science and ESOL nights	RTES	40 teachers x 1 day x 2 hours x $20 per hour	$ 1,600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RTES	8% benefits	$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for parent curriculum workship, reading, mathematics, science, ESOL, and monthly parent meetings	RTES	Total expense	$ 3,410.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for reading, mathematics, science, ESOL, and monthly parent meetings	RTES	Total expense	$ 1,090.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	RNES	4.0 teachers x $85,996.25 yearly salary	$ 343,985.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	RNES	49% benefits	$ 168,552.65

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	RNES	1.5 paraeducators x $39,479.09 yearly salary	$ 59,218.64
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	RNES	49% benefits	$ 29,017.13
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	RNES	Total expense	$ 950.97
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day mathematics and reading enrichment clubs	RNES	3 teachers x 20 weeks x 1 day a week x 1 hour per day x $21 per hour	$ 1,260.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	RNES	8% benefits	$ 100.80
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for extended day mathematics and reading enrichment clubs	RNES	Total expense	$ 89.20
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for mathematics and reading enrichment clubs	RNES	Total expense	$ 1,550.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for MCPS curriculum 2.0 instructional planning and walkthroughs	RNES	40 substitutes x 0.5 day x $125.37 per day	$ 2,507.40
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	RNES	8% benefits	$ 200.59
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family reading and reading strategies for parents nights	RNES	20 teachers x 2 days x 2 hours x $20 per hour	$ 1,600.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	8% benefits	$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for family reading and reading strategies for parents nights	RNES	2 paraeducators x 2 days x 2 hours x $10 per hour	$ 80.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	RNES	8% benefits	$ 6.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family reading and reading strategies for parents nights	RNES	3 paraeducators x 2 days x 2 hours x $20 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	RNES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family mathematics night	RNES	10 teachers x 1 day x 2 hour x $20 per hour	$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	8% benefits	$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family mathematics night	RNES	2 paraeducator x 1 day x 2 hours x $20 per hour	$ 80.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	RNES	8% benefits	$ 6.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for parent curriculum workshops	RNES	2 teachers x 5 days x 1 hour x $20 per hour	$ 200.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	8% benefits	$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family reading, reading strategies for parents, family mathematics, and parent curriculum workshops	RNES	Total expense	$ 4,775.74
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family reading, reading strategies for parents, and family mathematics	RNES	Total expense	$ 840.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SHE'S	4.5 teachers x $85,996.25 yearly salary	$ 386,983.13
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	SHES	49 % benefits	$ 189,621.73
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	SHES	1.438 paraeducators x $39,479.09 yearly salary	$ 56,770.93
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SHES	49% benefits	$ 27,817.76
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SHES	Total expense	$ 6,211.26
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for curriculum planning	SHES	28 substitutes x 1 day x $125.37 per day	$ 3,510.36
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SHES	8% benefits	$ 280.83

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for curriculum nights	SHES	12 teachers x 2 days x 3 hours x $20 per hour	$ 1,440.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	$ 115.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for curriculum nights	SHES	5 paraeducators x 2 days x 3 hours x $15 per hour	$ 450.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	$ 36.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family computer night	SHES	12 teachers x 1 day x 3 hours x $20 per hour	$ 720.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	$ 57.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family computer night	SHES	5 paraeducators x 1 day x 3 hours x $15 per hour	$ 225.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	$ 18.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for ESOL and special education families night	SHES	8 teachers x 1 day x 2 hours x $20 per hour	$ 320.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	$ 25.60

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for ESOL and special education families night	SHES	6 paraeducators x 1 day x 2 hours x $15 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for curriculum, family computer, ESOL and special education families	SHES	Total expense	$ 4,776.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for curriculum, family computer, and special education families	SHES	Total expense	$ 930.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SLES	3.0 teachers x $85,996.25 yearly salary	$ 257,988.75
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	SLES	49% benefits	$ 126,414.49
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	SLES	5.850 paraeducators x $39,479.09 yearly salary	$ 230,952.68
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	49% benefits	$ 113,166.81
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SLES	Total expense	$ 36,301.20

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for planning/data chats & data analysis/articulation	SLES	18 substitutes x 7 days x $125.37 per day	$ 15,796.62
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	$ 1,263.73
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for planning/data chats & data analysis/articulation	SLES	1 substitute x 3 days x $125.37 per day	$ 376.11
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	$ 30.09
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for reading and mathematics content training	SLES	18 substitutes x 4 days x $125.37 per day	$ 9,026.64
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	$ 722.13
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for SIP meetings	SLES	9 substitutes x 2 days x $125.37 per day	$ 2,256.66
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	$ 180.53
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for leadership team meetings	SLES	11 teachers x 6 days x 6 hours x $20 per hour	$ 7,920.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	$ 633.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for Association for Supervision and Curriculum Development/National Council of Teachers of Mathematics to support professional development activities	SLES	Total expense	$ 2,200.00
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards	SLES	8 promethean boards x $5,635.25	$ 45,082.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for professional development training for reading and mathematics	SLES	11 substitutes x 3 days x $125.37 per day	$ 4,137.21
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	$ 330.98
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Consultant for reading and mathematics training	SLES	Total expense	$ 7,499.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for professional books for leadership team and professional library	SLES	Total expense	$ 2,200.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent resource paraeducator to support parent involvement, mathematics and reading instruction (Parent Involvement)	SLES	.1291397 Paraeducator x $28,888.11 yearly salary	$ 3,730.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	49% benefits	$ 1,827.99

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent resource paraeducator to support parent outreach	SLES	.1458603 Paraeducator x $28,888.11 yearly salary	$ 4,213.63
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	49% benefits	$ 2,064.68
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights	SLES	10 teachers x 1 day x 2.5 hours x $20 per hour	$ 500.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	$ 40.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights	SLES	5 paraeducators x 1 day x 2.5 hours x $20 per hour	$ 250.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 20.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent conferences/parent coffee nights	SLES	2 paraeducators x 2 days x 2.5 hours x $20 per hour	$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for parent training-reading and mathematics standards	SLES	2 teachers x 3 days x 2.5 hours x $20 per hour	$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	$ 24.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for parent training - reading and mathematics standards	SLES	2 paraeducators x 3 days x 2.5 hours x $10 per hour	$ 150.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 12.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent training - reading and mathematics standards	SLES	1 paraeducator x 3 days x 2.5 hours x $20 per hour	$ 150.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 12.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for MSA information meeting	SLES	2 teachers x 1 day x 1 hour x $20 per hour	$ 40.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	$ 3.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for MSA information meeting	SLES	2 paraeducators x 1 day x 1 hour x $10 per hour	$ 20.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 1.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MSA information meeting	SLES	1 paraeducator x 1 day x 1 hour x $20 per hour	$ 20.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 1.60

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for special education parent meeting	SLES	1 teacher x 1 day x 1 hour x $20 per hour	$ 20.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	$ 1.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for special education parent meeting	SLES	1 paraeducator x 1 day x 1 hour x $15 per hour	$ 15.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 1.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for special education parent meeting	SLES	1 paraeducator x 1 day x 1 hour x $10 per hour	$ 10.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 0.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for special education parent meeting	SLES	1 paraeducator x 1 day x 1 hour x $20 per hour	$ 20.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	$ 1.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights	SLES	Total expense	$ 2,756.59
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family reading/technology, mathematic/science, reading, read, count, and move, reading, and mathematics fundamentals nights	SLES	Total expense	$ 1,200.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SSES	5.3 teachers x $85,996.25 yearly salary	$ 455,780.13
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	SSES	49% benefits	$ 223,332.26
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	SSES	2.0 paraeducators x $39,479.09 yearly salary	$ 78,958.18
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SSES	49% benefits	$ 38,689.51
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SSES	Total expense	$ 5,955.34
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipends for extended day MSA prep clubs	SSES	6 teachers x 12 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 3,024.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	SSES	8% benefits	$ 241.92
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to extended day MSA prep clubs	SSES	Total expense	$ 2,500.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for quarterly planning/curriculum training	SSES	33 substitutes x 3 days x $125.37 per day	$ 12,411.63
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes (Professional Development)	SSES	8% benefits	$ 992.93

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards includes activotes, activslates, activwands, installtion, and stand up rails	SSES	18 promethean boards x $4,566.57	$ 82,198.26
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	SSES	.9418243 PCC x $37,916.66 yearly salary	$ 35,710.83
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	SSES	49% benefits	$ 17,498.31
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	SSES	.0581757 PCC x $37,916.66 yearly salary	$ 2,205.83
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	SSES	49% benefits	$ 1,080.86
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for reading and mathematics night	SSES	12 teachers x 1 day x 2 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for reading and mathematics night	SSES	6 paraeducators x 1 day x 2 hours x $15 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SSES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	SSES	6 teachers x 5 days x 2 hours x $20 per hour	$ 1,200.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	$ 96.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	SSES	3 paraeducators x 5 days x 2 hours x $15 per hour	$ 450.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SSES	8% benefits	$ 36.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for MCPS curricula information meeting	SSES	7 teachers x 12 days x 2 hours x $20 per hour	$ 3,360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	$ 268.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for MCPS curricula information meeting	SSES	3 paraeducators x 12 days x 2 hours x $15 per hour	$ 1,080.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SSES	8% benefits	$ 86.40
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for reading night	SSES	Total expense	$ 2,198.85
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for reading night	SSES	Total expense	$ 500.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	TES	4.2 teachers x $85,996.25 yearly salary	$ 361,184.25

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	TES	49% benefits	$ 176,980.28
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	TES	.625 paraeducators x $39,479.09 yearly salary	$ 24,674.43
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	TES	49% benefits	$ 12,090.47
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	TES	Total expense	$ 21,851.93
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Field trips to Aviation Museum, Sharps Farm, Brighton Dam, Newseum, Brookside Gardens, National Building Museum, Imagination Stage, Croyden Creek, Smith Center, and University of Maryland	TES	Total expense	$ 2,136.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for K-5 curriculum planning	TES	22 substitutes x 1 day x $125.37 per day	$ 2,758.14
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	TES	8% benefits	$ 220.65
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for summer leadership meetings	TES	4 teachers x 2 days x 6 hours x $20 per hour	$ 960.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	TES	8% benefits	$ 76.80

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for summer leadership meetings	TES	1 paraeducator x 2 days x 6 hours x $15 per hour	$ 180.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	$ 14.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for leadership and school improvement	TES	4 teachers x 10 days x 1.5 hours x $20 per hour	$ 1,200.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	TES	8% benefits	$ 96.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for leadership and school improvement	TES	1 paraeducator x 10 days x 1.5 hours x $15 per hour	$ 225.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	$ 18.00
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean Board	TES	2 Promethean Board x $3,900	$ 7,800.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent outreach paraeducator to support parent involvement, mathematics and reading instruction	TES	.125 Paraeducator x $40,157.56 yearly salary	$ 5,019.70
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	TES	49% benefits	$ 2,459.65
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for MCPS curricula information meeting	TES	Total expense	$ 440.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for MCPS curricula information meeting	TES	Total expense	$ 574.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	VMES	3.6 teachers x $85,996.25 yearly salary	$ 309,586.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	VMES	49% benefits	$ 151,697.39
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	VMES	3.126 paraeducators x $39,479.09 yearly salary	$ 123,411.64
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	VMES	49% benefits	$ 60,471.70
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	VMES	Total expense	$ 1,954.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day fall fluency Clubs	VMES	3 teachers x 7 weeks x 1 day per week x 1 hour per day x $21 per hour	$ 441.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	VMES	8% benefits	$ 35.28
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day Basic Constructed Response Clubs	VMES	8 teachers x 7 weeks x 2 day per week x 1 hour per day x $21 per hour	$ 2,352.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	VMES	8% benefits	$ 188.16

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly planning days	VMES	1 substitute x 78 days x $125.37 per day	$ 9,778.86
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitute	VMES	8% benefits	$ 782.31
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean Boards K-4	VMES	18 Promethean Boards x $3,426.43	$ 61,675.74
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	VMES	.050 PCC x $31,275.16 yearly salary	$ 1,563.76
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	VMES	49% benefits	$ 766.24
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	VMES	12 teachers x 5 days x 2.5 hours x $20 per hour	$ 3,000.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	VMES	8% benefits	$ 240.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	VMES	5 paraeducators x 5 days x 2.5 hours x $15 per hour	$ 937.50
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	VMES	8% benefits	$ 75.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent/teachers conferences	VMES	3 paraeducator x 1 day x 4 hours x $20 per hour	$ 240.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	VMES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	VMES	Total expense	$ 2,176.04
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	VMES	Total expense	$ 1,000.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WGES	3.4 teachers x $85,996.25 yearly salary	$ 292,387.25
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	WGES	49% benefits	$ 143,269.75
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WGES	Total expense	$ 1,117.97
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers stipend for extended day academic support clubs	WGES	5 teachers x 6 weeks x 1 day per week x 1 hour per day x $21 per hour	$ 630.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	WGES	8% benefits	$ 50.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for quarterly grade-level collaborative planning	WGES	12 substitutes x 4 days x $125.37 per day	$ 6,017.76
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	WGES	8% benefits	$ 481.42

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for summer leadership trainings	WGES	2 teachers x 2 days x 6 hours x $20 per hour	$ 480.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	WGES	8% benefits	$ 38.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for summer leadership trainings	WGES	1 paraeducator x 2 days x 6 hours x $15 per hour	$ 180.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	WGES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	WGES	12 teachers x 2 days x 2 hours x $20 per hour	$ 960.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WGES	8% benefits	$ 76.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	WGES	5 paraeducators x 2 days x 2 hours x $15 per hour	$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WGES	8% benefits	$ 24.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for Come Read with Me nights	WGES	3 teachers x 4 days x 2 hours x $20 per hour	$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WGES	8% benefits	$ 38.40

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for Come Read with Me nights	WGES	2 paraeducators x 4 days x 2 hours x $15 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WGES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for parent newsletter, flyers, and letter translations	WGES	Total expense	$ 960.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials to support family learning nights, student assignment books, and parent newsletter attachment resource	WGES	Total expense	$ 2,451.15
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food to support family learning nights	WGES	Total expense	$ 617.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WRES	4.0 teachers x $85,996.25 yearly salary	$ 343,985.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salaries	WRES	49% benefits	$ 168,552.65
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	WRES	2.0 paraeducators x $39,479.09 yearly salary	$ 78,958.18
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WRES	49% benefits	$ 38,689.51
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	WRES	1.0 PCC x $48,329.20 yearly salary	$ 48,329.20

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	WRES	49% benefits	$ 23,681.31
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WRES	Total expense	$ 10,411.81
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for professional development quarterly team planning and training	WRES	42 substitutes x 2 days x $125.37 per day	$ 10,531.08
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	WRES	8% benefits	$ 842.49
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for team summer planning	WRES	42 teachers x 1 day x 6 hours x $20 per hour	$ 5,040.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	$ 403.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for SIT summer meetings	WRES	5 teachers x 3 days x 6 hours x $20 per hour	$ 1,800.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	$ 144.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for SIT summer meetings	WRES	2 paraeducators x 3 days x 6 hours x $15 per hour	$ 540.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 43.20

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Curriculum Planning and training	WRES	Total expense	$ 780.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Professional development books	WRES	Total expense	$ 550.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family mathematics, ESOL, and special education families nights	WRES	6 paraeducators x 1 day x 2 hours x $15 per hour	$ 180.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family mathematics, reading, ESOL, and special education families nights	WRES	11 paraeducators x 1 day x 2 hours x $20 per hour	$ 440.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 35.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for parent academy	WRES	4 teachers x 10 days x 2 hours x $20 per hour	$ 1,600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for parent academy	WRES	1 paraeducator x 10 days x 2 hours x $15 per hour	$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 24.00

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent academy	WRES	2 paraeducators x 10 days x 2 hours x $20 per hour	$ 800.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 64.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	WRES	10 teachers x 2 days x 2 hours x $20 per hour	$ 800.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	$ 64.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	WRES	4 paraeducators x 2 days x 2 hours x $15 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family learning nights	WRES	4 paraeducators x 2 days x 2 hours x $20 per hour	$ 320.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WRES	8% benefits	$ 25.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for ESOL and special education families nights	WRES	8 teachers x 1 day x 2 hours x $20 per hour	$ 320.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	$ 25.60

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Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family mathematics, parent academy, and family learning nights	WRES	Total expense	$ 3,752.99
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for mathematics, reading, parent academy, and family learning nights	WRES	Total expense	$ 1,016.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teachers salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WWES	3.5 teachers x $85,996.25 yearly salary	$ 300,986.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teachers salary	WWES	49% benefits	$ 147,483.57
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	WWES	1.875 paraeducators x $39,479.09 yearly salary	$ 74,023.29
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WWES	49% benefits	$ 36,271.41
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WWES	Total expense	$ 4,980.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teachers for extended day mathematics clubs in the fall (fall and winter)	WWES	8 teachers x 8 weeks x 2 days per week x 1 hour per day x $21 per hour	$ 2,688.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	WWES	8% benefits	$ 215.04
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support extended day mathematics clubs	WWES	Total expense	$ 1,000.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for curriculum training and quarterly planning meetings	WWES	17 substitutes x 3 days x $125.37 per day	$ 6,393.87
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	WWES	8% benefits	$ 511.51
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teachers for leadership meeting	WWES	5 teachers x 1 day x 6 hours x $20 per hour	$ 600.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	WWES	8% benefits	$ 48.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Professional development materials for reading and mathematics	WWES	Total expense	$ 2,200.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent outreach to support mathematics, and reading instruction and parent involvement (Parent Involvement)	WWES	.34946 paraeducator x $38,338.86 yearly salary	$ 13,397.90
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WWES	49% benefits	$ 6,564.97
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent outreach to support mathematics, and reading instruction and parent involvement	WWES	.02554 paraeducator x $38,338.86 yearly salary	$ 979.17
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Paraeducator salary	WWES	49% benefits	$ 479.79
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for family learning nights	WWES	12 teachers x 6 days x 2 hours x $20 per hour	$ 2,880.00

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WWES	8% benefits	$ 230.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	WWES	2 paraeducators x 6 days x 2 hours x $15 per hour	$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WWES	8% benefits	$ 28.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family learning nights	WWES	1 paraeducator x 6 days x 2 hours x $20 per hour	$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WWES	8% benefits	$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teachers for educational learning opportunities	WWES	4 teachers x 2 days x 4 hours x $20 per hour	$ 640.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WWES	8% benefits	$ 51.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for educational learning opportunities	WWES	1 paraeducators x 2 days x 4 hours x $15 per hour	$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WWES	8% benefits	$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	WWES	Total expense	$ 967.55

2012 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/ District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Foods to support family learning nights	WWES	Total expense	$ 828.41
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for educational learning opportunities	WWES	Total expense	$ 450.00
	Total Allocated					$ 24,684,549.00
	Title I Total					$ 24,684,549.00
	Remaining Funds					$ 0.00

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

ORIGINAL GRANT BUDGET	$24,684,549	AMENDED BUDGET #		REQUEST DATE	07/11/12
GRANT NAME	Title I Grant to Local Scholl System	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Title I Grant to Local School System	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2012 FROM	6/30/2014 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support		17,082.00					17,082.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	1,253,934.72						1,253,934.72
203-205 Instruction Categories							
Prog. 01 Regular Prog.	15,383,542.80	36,473.00	461,945.57	20,940.00	450,740.10	22,116.38	16,375,757.85
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.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation				147,234.27			147,234.27
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				6,888,669.16			6,888,669.16
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	16,637,477.52	53,555.00	461,945.57	7,056,843.43	450,740.10	22,116.38	24,682,678.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Dr. Marshall C. Spatz		7/23/12	301-279-3547
Supt./Agency Head Approval	Dr. Joshua P. Starr		7.24.2012	301-279-3381
MSDE Grant Manager Approval				

Title I, Part A
GENERAL 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 will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

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

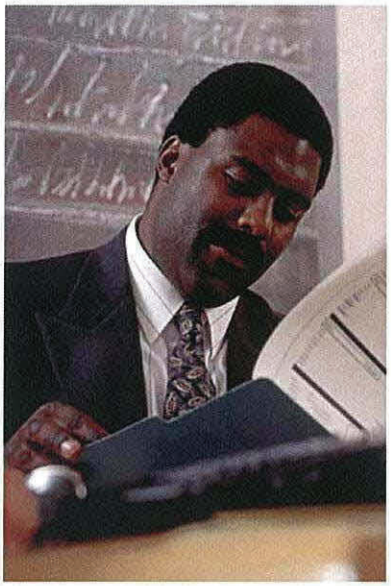
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

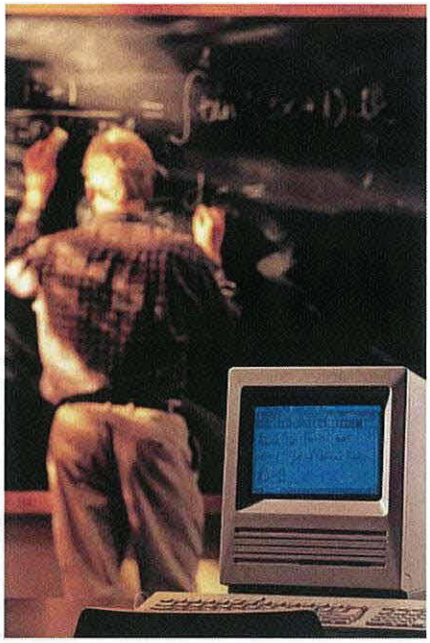
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations,** MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

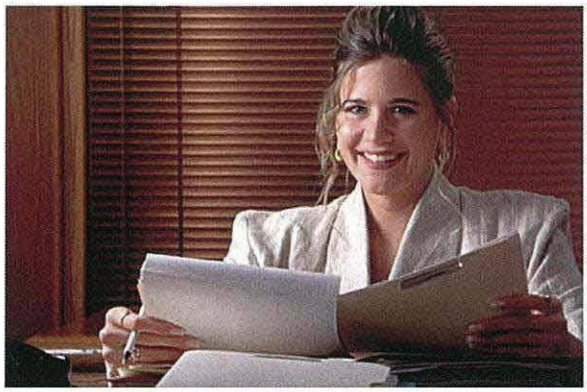
I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	7.24.2012
Superintendent of Schools/Head of Grantee Agency	**Date**

Attachment 8







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

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

Local School System: Montgomery County Public Schools Fiscal Year 2013

Title II-A Coordinator: Carole C. Goodman

Telephone: 301-279-3300 E-mail: Carole_C_Goodman@mcpsmd.org

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

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

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

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

Local School System: _Montgomery County Public Schools_____ Fiscal Year 2013

B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. ***Use separate pages as necessary for descriptions.***

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.**	**Public School Costs**	**Nonpublic Costs**
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Montgomery County Public Schools (MCPS) is committed to hiring and developing a diverse teacher work force that is reflective of its student population. An important tool used by the Department of Recruitment and Staffing (DRS) is the teacher recruitment trip. During the 2011-2012 schools year DRS went on 26 recruitment trips to universities and colleges in eleven states. Hiring in the state of Maryland is an important candidate pool to hire from. A challenge we have is in-state competition for diverse candidates. To meet this challenge MCPS is looking to expand recruiting options. The option funded by this grant will be recruitment trips to Texas and the southwest in order to identify and recruit teachers with Hispanic or Latino backgrounds; as is allowable under BTE Guidance E-4.	$10,000	
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].			

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

Local School System: __ Montgomery County Public Schools _____ Fiscal Year 2013

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 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: ***(a) Content knowledge.*** Providing training in one or more of the core academic subjects that the teachers teach; ***(b) Classroom practices.*** Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	**Skillful Teacher**: a 36 hour course offered in part through a contractor, *Research for Better Teaching*, to all of MCPS teachers. The coursework focuses on research-based strategies that address both the science and the art of the teaching practice and on meeting the goal of a quality teacher in every classroom. These courses are offered to teachers, paraprofessionals and administrators for public and nonpublics. Nonpublics are also offered the opportunity to take any of our locally funded CPD courses as well as any MCPS approved professional development courses, workshops or conferences.	232,744.97	90,735.30
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].	**The Center for Skillful Teaching** will also offer opportunities for the professional development of teachers, administrators and paraprofessionals through various contract speakers to include topics such as: *Collaborating and Sharing Leadership, Multiplication is for White People, Global Achievement Gap, Leading and Managing a Differentiated Classroom, Best Nuts and Bolts for Improving Teaching and Learning, 5 Dysfunctions of a Team, Conversations and Dialogues: Developing Accountability Conversations Strategies to use with Latinos and African American students (grouping, collective learning, increasing involvement)* Professional development through consultants will also be provided to A and S meetings which include all principals, assistant principals, associate superintendents and the superintendent of schools.	83,465.25	

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

Local School System: _ Montgomery County Public Schools _____ Fiscal Year 2013

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.**	**Public School Costs**	**Nonpublic Costs**
2.3 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)].			
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	**The Consulting Teacher** team is comprised of highly qualified teachers certified to support teachers in pre-K through Grade 12 in various content areas. Consulting Teacher support, provided within the Teacher Peer Assistance and Review Program, follows a prescribed model outlined in the *MCPS Teacher Professional Growth System Handbook*. The school system has implemented the program to provide intensive, job-embedded support to novice and identified underperforming teachers. 25 FTE Consulting Teachers for FY13 and a .5 FTE Consulting Teacher for the FY12 Rescission Restoration	3,127,367.00 33,044.00	

3.2 Continued	**Onboarding/New Teacher Induction** MCPS will provide mentor support for classroom educators who have experience in teaching but are new to MCPS, or current MCPS staff returning to the classroom from non-classroom positions. There will be focus groups to evaluate new teacher progress and to evaluate mentor practice. The Onboarding team will attend conferences at the Induction Institute and the Disney Institute	187,977.48	
3.3 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)].			
3.4 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
TOTAL TITLE II-A FUNDING AMOUNTS		**3,674,598.70**	**90,735.30**

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

Local School System: __ Montgomery County Public Schools _____ Fiscal Year 2013

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.
   See attachment A

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.
   See attachment B

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:

   a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

   All non-public schools are invited to an orientation in the spring. In August of each year each school receives by certified mail, a package which contains their allocation and information pertaining how to access and utilize their allocation. We also follow up with monthly reminders and support by telephone as needed. In FY13 we will be including remaining balances from the FY12 grant on our allocation letters.

   b) The basis for determining the professional development needs of private school teachers and other staff;

   Non-public schools do their own needs assessment and submit a professional development plan to the LEA for review. Subsequent to approval, each non-public school may submit requests for reimbursement consistent with their professional development plan.

   c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

   Non-public schools do their own needs assessment and submit a professional development plan to the LEA for review. Subsequent to approval, each non-public school may submit requests for reimbursement consistent with their professional development plan.

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.)

The Title II allocation is computed on a per-pupil basis determined by enrollment data reported at the MSDE website. Montgomery Public Schools invites the non-public schools to participate in the continuing professional development (CPD) courses offered to MCPS teachers and administrator. Non-publics are also invited to enroll for the courses offered through the Center for Skillful Teaching and Leading. Nonpublic participants are offered equal access to all MCPS professional development courses.

E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 1.2

Salaries and Wages (include fixed charges here)			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 01			0.00

Contracted Services			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 02			0.00

Supplies and Materials			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 03			0.00

Other Instructional Costs			
	Item description	Calculation	Amount
Special Program	Recruiting Trips to increase workforce diversity	8 staffers x 1250.00 in travel	10,000.00
SUBTOTAL OBJECT 04			10,000.00

Transfer			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 08			0.00

TOTAL for Activity **10,000.00**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 2.1

Salaries and Wages (include fixed charges here)			
	Item description	Calculation	Amount
Instructional Staff Development	Substitutes for Skillful Teacher Programs	119.81per day x 321 days (teachers)	38,459.01
		15.70 per hr x 90hrs (paraeducators)	1,413.00
	Stipends for paraeducators	3 classes x 4hrs x $15per hr x 50 paras	9,000.00
	Support Part time to administer grant	1000 hrs x 17.79 per hr	17,790.00
SUBTOTAL OBJECT 01			66,662.01

Contracted Services			
	Item description	Calculation	Amount
Instructional Staff Development	Research for Better Teaching License	790 participants x $100.00 each	79,000.00
	Master Teacher - Para PD now	240 participants x $30.00 each	7,200.00
SUBTOTAL OBJECT 02			86,200.00

Supplies and Materials			
	Item description	Calculation	Amount
Instructional Staff Development	Skillful Teacher Books and materials for Para PD Now	700 participants x $76.50 each	53,550.00
SUBTOTAL OBJECT 03			53,550.00

Other Instructional Costs			
	Item description	Calculation	Amount
Instructional Staff Development	Kagan Cooperative Learning	200 participants x $105.00 each	21,000.00
Fixed Charges	Benefits	Fica 66,662.01 x 8%	5,332.96
SUBTOTAL OBJECT 04			26,332.96

Transfer			
	Item description	Calculation	Amount
Non Public Transfers	Non-Public allocations	* 25,065 students @ $3.62 per student = 90,735.30	90,735.30
		* Based on MSDE enrollment data as of 9/30/11	
SUBTOTAL OBJECT 08			90,735.30

TOTAL for Activity **323,480.27**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 2.2

Salaries and Wages (include fixed charges here)			
	Item description	Calculation	Amount
Instructional Staff Development	Substitutes for workshops/speakers	205 sub days x 119.81 per day	24,561.05
SUBTOTAL OBJECT 01			24,561.05

Contracted Services			
	Item description	Calculation	Amount
Instructional Staff Development	Consultant/Contract speaker fees for various topics listed in application	400 participants 3 speakers (6320.08+6320.08+6320.07)	18,960.23
	Speakers for A and S meetings	400 participants 4 speakers (6469.77x3 + 6469.78)	25,879.09
SUBTOTAL OBJECT 02			44,839.32

Supplies and Materials			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 03			0.00

Other Instructional Costs			
	Item description	Calculation	Amount
Special Program	ASDC Conference	Registration and travel 3 x 1,700	5,100.00
	National Resource Center for Paras	Registration and travel 5 x 1,400	7,000.00
Fixed Charges	Benefits	FICA 24,561.05 x 8%	1,964.88
SUBTOTAL OBJECT 04			14,064.88

Transfer			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 08			0.00

TOTAL for Activity **83,465.25**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 3.1

Salaries and Wages (include fixed charges here)			
	Item description	Calculation	Amount
Instructional Staff Development	Consulting Teachers Salary	25 FTE Teachers at FY13 actual salaries	2,159,450.00
	FY12 Rescission Consulting Teacher	.5 FTE at FY13 actual salary	33,044.00
	Substitutes for Mentor Teacher focus groups	24 sub days at $119.81	2,875.44
	Mentor Teachers	$700 per 212 teachers	148,400.00
SUBTOTAL OBJECT 01			2,343,769.44

Contracted Services			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 02			0.00

Supplies and Materials			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 03			0.00

Other Instructional Costs (show fixed charges with salaries and wages)			
	Item description	Calculation	Amount
Special Program	Onboarding/NEO coordinator to attend the Induction Institute	2pl x 2,700 in travel/registration	5,400.00
	Team of six including Onboarding Coordinator, Paraeducator Coordinator, to the Disney Institute to study the Traditions Onboarding program	6pl x 3200 in travel and registration	19,200.00
Fixed Charges			
	Benefits for CTs	FICA at 8% x (2,159,450+33,044)	175,399.52
		Retirement at 20.24%x(2,159,450+33,044)	443,760.79
		EBP at 13,668 per 25.5FTE	348,534.00
		Wkrscomp 8.733 per 25.5FTE	222.69
	Benefits for Subs	FICA at 8%x2875.44	230.04
	Benefits for Mentor Teachers	FICA at 8%148,400	11,872.00
SUBTOTAL OBJECT 04			1,004,619.04

Transfer			
	Item description	Calculation	Amount
SUBTOTAL OBJECT 08			0.00

TOTAL for Activity **3,348,388.48**

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

ORIGINAL GRANT BUDGET	3,765,334.00	AMENDED BUDGET #		REQUEST DATE	07/14/11
GRANT NAME	Improving Teacher Quality Title IIa	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	8339 & 8307 & 8338		
REVENUE SOURCE	Bridge to Excellence Title II A funds	RECIPIENT AGENCY NAME	Office of Human Resources and Development		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012 FROM	6/30/2014 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.				46,700.00			46,700.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						90,735.30	90,735.30
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	2,434,992.50	131,039.32	53,550.00	21,000.00			2,640,581.82
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				987316.88			987,316.88
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	2,434,992.50	131,039.32	53,550.00	1,055,016.88	0.00	90,735.30	3,765,334.00

	Name	Signature	Date	Telephone #
Finance Official Approval	r. Marshall C Spatz		7/20/12	301-279-35
Supt./Agency Head Approval	. Joshua P Starr		7-24-2012	301-279-33
MSDE Grant Manager Approval				

Title II
GENERAL 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 will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater.* Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

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

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations,** MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	7.24.2012
Superintendent of Schools/Head of Grantee Agency	**Date**

Attachment 10

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

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Montgomery County Public Schools **Fiscal Year 2013**

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

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers. ***Use separate pages as necessary for descriptions.***

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects [Section 3115(c)(1)].

Authorized Activities	Descriptions Please address each item (a–d) in your activity descriptions. a) Brief description of the services. b) Timelines or target dates. c) Specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) Services to nonpublic schools.	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [Section 3115(d)(1)].	**Totals:**	**$0**	**$0**
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [Section 3115(d)(2)].	Provide a high school ESOL instructional specialist to support and create enhanced resources for older high school ESOL students with interrupted formal education who are in jeopardy of not graduating before the age of 21 (ongoing).	$110,954	
	Hire ESOL teachers to develop final exams for ESOL Levels 1 and 2 high school courses; develop writing placement assessments for ESOL students in the Multidisciplinary Educational Training and Support (METS) Program; and develop instructional resources for the middle and high school levels (July 2012–March 2013).	$9,000	
	Provide a stipend for high school ESOL department heads to attend high school ESOL Resource Teacher Week (July 2012).	$1,350	

Item Description for Salaries Full-time Equivalents (FTEs) and Wages (non-FTEs) on Activity 1.2	Calculation	Amount
High school ESOL instructional specialist	1.0 FTE x $110,954	$110,954
Professional part-time wages for teachers	10 teachers x 36 hours x $25 per hour	$9,000

Stipends for high school ESOL department heads	3 teachers x 6 hours x 3 days x $25 per hour	$1,350			
Employee benefits	FTEs: $110,954 x 44% = $48,819.76 Non-FTEs: $10,350 x 8.05% = $833.18 $48,819.76 + $833.18 = $49,652.94	$49,653			
Total Salaries and Wages Including Fixed Charges:		**$170,957**			
			Employee benefits (ongoing).	$49,653	
			Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing).	$99,056	
			Nonpublic Schools: Purchase of instructional materials and software to support the English language development needs of ESOL students (ongoing).		$20,282
			Totals:	**$270,013**	**$20,282**
1.3 Providing intensified instruction for ELL children [Section 3115(d)(3)(B)].					
			Totals:	**$0**	**$0**
1.4 Improving the English proficiency and academic achievement of ELL children [Section 3115(d)(5)].			Provide ESOL transition teachers to accelerate ELL into honors, advanced placement, and other upper level courses by providing transition services at two high schools (August 2012–June 2013).	$160,258	
			Provide supplemental summer employment (SSE) for ESOL teachers to continue English language instruction for ESOL and Students Engaged in Pathways to Achievement (SEPA) students through the summer months (July 2012–August 2013).	$143,721	
			Employee benefits (ongoing)	$82,083	

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 1.4	Calculation	Amount
ESOL transition teachers	2.0 FTEs x $80,129	$160,258
SSE (ESOL summer school) teachers	10 elementary school teachers x 5 hours x 20 days x $58.30 per hour = $58,300 11 high school teachers x 5 hours x 30 days x $51.77 per hour = $85,420.50 ($58,300 + $85,420.50 = $143,720.50)	$143,721
Employee benefits	FTEs: $160,258 x 44% = $70,513.52 Non-FTEs: $143,721 x 8.05% = $11,569.54 $70,513.52 + $11,569.54 = $82,083.06	$82,083
Total Salaries and Wages Including Fixed Charges:		**$386,062**

Provide transportation for ESOL students with interrupted formal education enrolled in the summer ESOL SEPA Program (July 2–27, 2012).	$6,256	
Totals:	**$392,318**	**$0**

ATTACHMENT 10

TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Montgomery County Public Schools **Fiscal Year 2013**

A. REQUIRED ACTIVITIES [Section 3115(c)] continued:

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

Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [Section 3115(c)(2)(D)].	**Please address each item (a–d) in your activity descriptions.** **a) Brief description of the services.** **b) Timelines or target dates.** **c) Specific goals, objectives, and/or strategies detailed in the 2013 Master Plan.** **d) Services to nonpublic schools.**		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [Section 3115(c)(2)(A)].	Provide a K–12 instructional specialist to support the professional development needs of content teachers and to support professional development for K–12 ESOL teachers in implementing the ESOL curriculum (ongoing).	$110,954	
	Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings on the instruction and assessment of ESOL students (September 2012–June 2013).	$54,912	
	Employee benefits (ongoing)	$53,240	
	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of ELL (ongoing).		$20,281
	Totals:	**$219,106**	**$20,281**

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 2.1	Calculation	Amount
K–12 ESOL instructional specialist	1.0 FTE x $110,954	$110, 954
Substitutes for ESOL teachers	438 x $125.37 per day = $54,912.06	$54,912
Employee benefits	FTEs: $110,954 x 44% = $48,819.76 Non-FTEs: $54,912 x 8.05% = $4,420.42 $48,819.76 + $4,420.42 = $53,240.18	$53,240
Total Salaries and Wages Including Fixed Charges:		**$219,106**

2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [Section 3115(c)(2)(B)].			
	Totals:	**$0**	**$0**
2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [Section 3115(c)(2)(C)].	Registration fee for 35 ESOL and non-ESOL central office staff members to attend the WIDA Fall Academy in Baltimore (October 2012).	$14,000	
	Totals:	**$14,000**	**$0**

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Montgomery County Public Schools **Fiscal Year 2013**

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

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under Section 3114(a) may use the funds to achieve one or more of the following activities:

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

Authorized Activities	Descriptions **Please address each item (a–d) in your activity descriptions.** **a) Brief description of the services.** **b) Timelines or target dates.** **c) Specific goals, objectives, and/or strategies detailed in the 2013 Master Plan.** **d) Services to nonpublic schools.**	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [Section 3115(d)(6)(A)].	**Totals:**	**$0**	**$0**
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [Section 3115(d)(6)(B)].	Use parent community coordinators to provide parent outreach and training opportunities so that ESOL parents will learn how to navigate the school system and to support the academic achievement of ELL (ongoing).	$1,014,310	
	Use a communication specialist to provide translation services in Korean to ESOL families.	$64,938	
	Provide professional part-time interpretation and translation services to involve non-English-speaking parents in school activities (ongoing).	$50,000	
	Employee benefits (ongoing).	$478,894	
	Provide contractual interpretation and translation services to involve non-English-speaking parents in school activities (ongoing).	$77,500	

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 3.2	Calculation	Amount
Parent community coordinators	15.0 FTEs x $67,620.67 = $1,014,310.05	$1,014,310
Communication specialist	1.0 FTE x $64,938	$64,938

Professional part-time wages to provide interpretation and translation services	2,000 hours x $25 per hour	$50,000	Provide access to a translation memory system to enable schools and offices to produce multilingual translations for frequently used parent communications, such as newsletters, flyers, and notes (ongoing).	$13,000	
Employee benefits	FTEs: $1,079,248 x 44% = $474,869.12 Non-FTEs: $50,000 x 8.05% = $4,025 $474,869.12 + $4,025 = $478,894.12	$478,894			
Total Salaries and Wages Including Fixed Charges:		**$1,608,142**	**Totals:**	**$1,698,642**	**$0**

4. Improving the instruction of Limited English Proficient children by providing the following [Section 3115(d)(2)(3)]:

4.1 Providing tutorials and academic and vocational education for ELL children [Section 3115(d)(3)(A)].	**Totals:**	**$0**	**$0**
4.2 Acquisition or development of educational technology or instructional materials [Section 3115(d)(7)(A)].	**Totals:**	**$0**	**$0**
4.3 Providing for access to, and participation in electronic networks for materials, training, and communication [Section 3115(d)(7)(B)].	**Totals:**	**$0**	**$0**
4.4 Incorporation of educational technology and electronic networks into curricula and programs [Section 3115(d)(7)(C)].			
	Totals:	**$0**	**$0**

4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [Section 3115(d)(4)].			Use a coordinator of ESOL/Bilingual support programs to develop and implement extended school day and extended school year programs to support ESOL students by working with established and relevant community-based organizations and the ESOL parent outreach and counseling teams (ongoing).	$127,190	
			Employee benefits (ongoing).	$55,964	
			Totals:	**$183,154**	**$0**

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 4.5	**Calculation**	**Amount**
Coordinator of ESOL/ Bilingual support programs	1.0 FTE x $127,190	$127,190

Employee benefits	FTEs: $127,190 x 44% = $55,963.60	$55,964
Total Salaries and Wages Including Fixed Charges:		**$183,154**

5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind* [Section 3115(d)(8)]. (Specify and describe below.):

5.1 Carrying out other activities that are consistent with the purposed of this Section [Section 3115(d)(8)].

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.1	**Calculation**	**Amount**
ESOL transition counselors	8.1 FTE x $66,721 = $540,440.10	$540,440
Provide data collections systems	2,880 hours x $25 per hour	$72,000
Employee benefits	FTEs: $540,440 x 44% = $237,793.60 Non-FTEs: $72,000 x 8.05% = $5,796 $237,793.60 + $5,796 = $243,589.60	$243,590
Total Salaries and Wages Including Fixed Charges:		**$856,030**

Descriptions	**Public School Costs**	**Nonpublic Costs**
Use ESOL transition counselors to provide supplemental multilingual counseling services to ESOL students, including those with limited formal education, at the elementary, middle, and high school levels (ongoing).	$540,440	
Provide data collection systems to document ELP entry test data, as well as ESOL counseling, parent outreach, and interpretation services data (ongoing).	$72,000	
Employee benefits	$243,590	
Send 18 ESOL parent community coordinators and counselors to a face-to-face training on Mental Health First Aid from the Mental Health Association of Montgomery County (June 2012–March 2012). Activity 5.1	$2,124	
Totals:	**$858,154**	**$0**

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

6. Administrative Expenses	Descriptions	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)].	Allowable administrative costs not more than 2 percent.		
Fiscal assistant	Fiscal assistant to conduct all financial transactions and prepare budget (ongoing).	$53,100	
Employee benefits	Employee benefits (ongoing).	$20,858	
Audit fees (ongoing).		$1,042	
Totals:		**$75,000**	**$0**
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		**$3,710,387**	**$40,563**

Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 6.1	Calculation	Amount
Fiscal Assistant	0.7 FTE x $75,857 = $53,099.90	$53,100
Employee benefits	FTEs: $53,100 x 44% = $23,364* (*benefits charged to grant will be limited to $20,858 due to 2% requirement)	$20,858
Total Salaries and Wages Including Fixed Charges:		**$73,958**

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Montgomery County Public Schools **Fiscal Year 2013**

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

D. IMMIGRANT ACTIVITIES [Section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under Section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth [Section (e)(1)].

Authorized Activities	Descriptions Please address each item (a–d) in your activity descriptions. a) Brief description of the services. b) Timelines or target dates. c) Specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) Services to nonpublic schools.	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [Section 3115(e)(1)(A)].			
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [Section (1)].	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL students enrolled in the SEPA program through the summer months (July–August 2012).	$20,708	
	Employee benefits (ongoing).	$1,667	
	Totals:	**$22,375**	

Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 1.2	Calculation	Amount
SSE (ESOL summer school) teachers	4 SEPA teachers x 5 hrs x 20 days x $51.77 per hour = $20,708.	$20,708
Employee benefits	Non-FTEs: $20,708 x 8.05% = $1,666.99	$1,667
Total Salaries and Wages including Fixed Charges:		**$22,375**

1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [Section 3115(e)(1)(C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [Section 3115(e)(1)(D)].	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing).	$23,340	$215
	Totals:	**$23,340**	**$215**
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation, or such other costs [Section 3115(e)(1)(E)].			
1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [Section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [Section 3115(e)(1)(G)].			

E. ADMINISTRATIVE EXPENSES [Section 3115(b)]: Each eligible entity receiving funds under Section 3114(a) for a fiscal year may not use more than 2percent 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)].	Allowable administrative costs not more than 2 percent.		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		**$45,715**	**$215**

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

Name of School	Number of LEP Students	Number of Immigrant Students	Total
Mother of God	13	2	15
St. Andrew Apostle	14	1	15
St. Bernadette	9	1	10
St. Catherine Laboure	30	1	31
St. Francis International School	83	11	94
St. John the Baptist	26	0	26
St. Martin's School	23	3	26
St. Michael	27	3	30
Totals	225	22	247

2. Describe the school system's process for providing equitable participation to students in private schools:

a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services.

All private schools in Montgomery County were invited to a nonpublic schools consultation meeting convened by staff members from the MCPS budget office on April 19, 2012, to learn about available resources. During this meeting, an invitation to consult on Title III was distributed to all nonpublic schools in attendance and mailed to all nonpublic schools not in attendance by the budget office. The invitation to consult on Title III invited all nonpublic schools to a June 14, 2012, meeting, convened by the ESOL office specifically for those schools interested in consulting on Title III. The Division of ESOL/Bilingual Programs office staff members met with all interested nonpublic schools during the June 14, 2012, meeting to review and provide input into the fiscal year (FY) 2013 Title III grant. Subsequent e-mails ensured that nonpublic schools fully understood the allowable activities under Title III and the reporting requirements that were discussed during the June meeting.

b) The basis for determining the needs of private school children and teachers.

All interested nonpublic schools staff members are able to be trained, as needed, on administering a test of English language proficiency to determine the number of LEP students enrolled. The number of eligible LEP

students in nonpublic schools was added to the number of LEP students in MCPS. The number of eligible immigrant students in nonpublic schools was added to the number of immigrant students in MCPS. The total number was divided into the grant award, yielding a per pupil amount for all nonpublic and MCPS LEP and immigrant students. Based on this amount, nonpublic schools staff members were trained on submitting a budget narrative to request funds at a nonpublic consultation meeting convened by the Division of ESOL/Bilingual Programs.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon.
The agenda, e-mails, and materials used at the consultation meeting are filed in the Division of ESOL/Bilingual Programs. This meeting was held to assist nonpublic schools in deciding which services they would access under Title III.

d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

The nonpublic schools participating in Title III have decided to use their allotment for training and instructional materials. All nonpublic schools were informed that they are eligible to participate in the same activities that MCPS participates in at the consultation meetings.

3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/forms) for the school year 2012–2013 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

C. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants" (pp. 11–13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use 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.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
All LEP Activities

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide a high school ESOL instructional specialist to support and create enhanced resources for older high school ESOL students with interrupted formal education who are in jeopardy of not graduating before the age of 21 (ongoing). Activity 1.2	1.0 Full-time Equivalent (FTE) instructional specialist x $110,954	$110,954
Special Programs	Hire ESOL teachers to develop final exams for ESOL Levels 1 and 2 high school courses; develop writing placement assessments for ESOL students in the Multidisciplinary Educational Training and Support (METS) Program; and develop instructional resources for the middle and high school levels. (July 2012–March 2013). Activity 1.2	10 teachers x 36 hours x $25 per hour	$9,000
Special Programs	Provide a stipend for high school ESOL department heads to attend high school ESOL resource teacher week (July 2012). Activity 1.2	3 teachers x 6 hours x 3 days x $25 per hour	$1,350
Special Programs	Provide ESOL transition teachers to accelerate ELL into honors, advanced placement, and other upper level courses by providing transition services at two high schools (August 2012–June 2013). Activity 1.4	2.0 FTE ESOL transition teachers x $80,129	$160,258
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL students through the summer months (July–August 2012). Activity 1.4	10 elementary school teachers x 5 hours x 20 days x $58.30 per hour = $58,300 11 high school teachers x 5 hours x 30 days x $51.77 per hour = $85,420.50 ($58,300 + $85,420.50 = $143,720.50)	$143,721
Special Programs	Provide a K–12 instructional specialist to support the professional development needs of content teachers and to support professional development for K–12 ESOL teachers in implementing the ESOL curriculum (ongoing). Activity 2.1	1.0 FTE instructional specialist x $110,954	$110,954
Special Programs	Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings on the instruction and assessment of ESOL students (September 2012–June 2013). Activity 2.1	438 substitutes x $125.37 per day = $54,912.06	$54,912
Special Programs	Use parent community coordinators (PCC) to provide parent outreach and training opportunities so that ESOL parents will learn how to navigate the school system and to support the academic achievement of ELL (ongoing). Activity 3.2	15.0 FTE PCC x $67,620.67 = $1,014,310.05	$1,014,310
Special Programs	Use a communication specialist to provide translation services in Korean to ESOL families (ongoing). Activity 3.2	1.0 FTE communication specialist x $64,938	$64,938
Special Programs	Provide professional part-time interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	2,000 hours x $25 per hour	$50,000

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
All LEP Activities

	Special Programs	Use a coordinator of ESOL/Bilingual support programs to develop and implement extended school day and extended school year programs to support ESOL students by working with established and relevant community-based organizations and the ESOL parent outreach and counseling teams (ongoing). Activity 4.5	1.0 FTE coordinator x $127,190	$127,190
	Special Programs	Use ESOL transition counselors to provide supplemental multilingual counseling services to ESOL students, including those with limited formal education, at the elementary, middle, and high school levels (ongoing). Activity 5.1	8.1 FTE ESOL transition counselors x $66,721 = $540,440.10	$540,440
	Special Programs	Provide data collection systems to document ELP entry test data, as well as ESOL counseling, parent outreach, and interpretation services data (ongoing). Activity 5.1	2,880 hours x $25 per hour	$72,000
	Business Support	Use a fiscal assistant to conduct the financial transactions and prepare budget (ongoing). Activity 6.1	0.7 FTE fiscal assistant x $75,857 = $53,099.90	$53,100
	Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97078% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% ($8.50 per person) Non-FTEs—8.05% of wages	Benefits for FTEs: $2,182,144 x 44% = $960,143.36 Workmen's Compensation $8,728.58 Social Security $166,934.01 Employee Health Benefit $370,326.87 Retirement $413,903.61 Unemployment Compensation $250.29 Total benefits for FTEs = $960,143.36* *Note: benefits for fiscal assistant will be limited to $20,858 to stay within allowable 2% administrative costs—subtracting $2,506 (44% x $53,100 = $23,364 -$ 2,506 = $20,858; $960,143.36 - $2,506 = $957,637.36) Benefits for Non-FTEs: $330,983 x 8.05% = $26,644.13 ($957,637.36 + $26,644.13 = $984,281.49 rounding up to next whole dollar due to rounding issues)	$984,282
SUBTOTAL OBJECT 01				$3,497,409

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs Transfer	Nonpublic Schools (all): Provide professional development to teachers on supporting the linguistic and academic needs of ELL (ongoing). Activity 2.1	TBD	$20,281
Special Programs	Provide contractual interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	3,100 hours x $25 per hour	$77,500
Special Programs	Provide access to a translation memory system to enable schools and offices to produce multilingual translations for frequently used parent communications, such as newsletters, fliers, and notes (ongoing). Activity 3.2	WorldServer annual maintenance and support for 1 server, and up to 2 CPUs. Includes 1 non-production server and 1 SQL database connector. Licenses for 300 named users, unlimited licenses for Desk Workbench and Desk Users.	$13,000
Business Support	Audit fees (ongoing). Activity 6.1	Actual cost	$1,042
SUBTOTAL OBJECT 02			$111,823

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
All LEP Activities

Supplies and Materials

Cat.	Item description	Calculation	Amount
Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD—based on enrollment	$99,056
Special Programs Transfer	Nonpublic Schools (all): Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD	$20,282
SUBTOTAL OBJECT 03			$119,338

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
Special Programs	Provide transportation for ESOL students with interrupted formal education enrolled in the summer ESOL SEPA Program (July 2, 2012–July 27, 2012). Activity 1.4	Mileage cost = $2,456.47; Labor Cost = $3,800. Total cost = $6,256.47 (Quote from MCPS Department of Transportation: $1.20 per mile; labor rate of $25.00 per hour. Minimum of 4 hour labor charge per bus. Transportation to be provided for a total of 19 days.)	$6,256
Special Programs	Send 18 ESOL parent community coordinators and counselors to a face-to-face training on Mental Health First Aid from the Mental Health Association of Montgomery County (July 2012). Activity 5.1	18 employees x $118 workshop fee	$2,124
Special Programs	Send 35 ESOL and non-ESOL central office staff members to the WIDA Fall Academy in Baltimore to learn about collaboration and co-planning around instruction and assessments in the WIDA framework (October 2012). Activity 2.3	Registration fee for 35 central office staff members x $400	$14,000
SUBTOTAL OBJECT 04			$22,380

Equipment

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 05			$0

Total for all LEP Activities **$3,750,950**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 1.2

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide a high school ESOL instructional specialist to support and create enhanced resources for older high school ESOL students with interrupted formal education who are in jeopardy of not graduating before the age of 21 (ongoing). Activity 1.2	1.0 Full-time Equivalent (FTE) instructional specialist x $110,954	$110,954
Special Programs	Hire ESOL teachers to develop final exams for ESOL Levels 1 and 2 high school courses; develop writing placement assessments for ESOL students in the Multidisciplinary Educational Training and Support (METS) Program; and develop instructional resources for the middle and high school levels. (July 2012–March 2013). Activity 1.2	10 teachers x 36 hours x $25 per hour	$9,000
Special Programs	Provide a stipend for high school ESOL department heads to attend high school ESOL resource teacher week (July 2012). Activity 1.2	3 teachers x 6 hours x 3 days x $25 per hour	$1,350
Fixed Charges Other Charges	Employee Benefits:	Benefits for FTEs: $110,954 x 44% = $48,819.76 Benefits for Non-FTEs: $10,350 x 8.05% = $833.18 ($48,819.76 + $833.18 =$49,652.94)	$49,653
SUBTOTAL OBJECT 01			$170,957

Contracted Services

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 02			$0

Supplies and Materials

Cat.	Item description	Calculation	Amount
Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD—based on enrollment	$99,056
Special Programs Transfer	Nonpublic Schools (all): Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD	$20,282
SUBTOTAL OBJECT 03			$119,338

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 04			$0

Equipment

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 05			$0

Total for Activity 1.2 **$290,295**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 1.4

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide ESOL transition teachers to accelerate ELL into honors, advanced placement, and other upper level courses by providing transition services at two high schools (August 2012–June 2013). Activity 1.4	2.0 FTE ESOL transition teachers x $80,129	$160,258
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL students through the summer months (July–August 2012). Activity 1.4	10 elementary school teachers x 5 hours x 20 days x $58.30 per hour = $58,300 11 high school teachers x 5 hours x 30 days x $51.77 per hour = $85,420.50 ($58,300 + $85,420.50 = $143,720.50)	$143,721
Fixed Charges Other Charges	Employee Benefits	Benefits for FTEs: $160,258 x 44% = $70,513.52 Benefits for Non-FTEs: $143,721 x 8.05% = $11,569.54 ($70,513.52 + $11,569.54 = $82,083.06)	$82,083

SUBTOTAL OBJECT 01 $386,062

Contracted Services

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 02 $0

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
Special Programs	Provide transportation for ESOL students with interrupted formal education enrolled in the summer ESOL SEPA Program (July 2, 2012–July 27, 2012). Activity 1.4	Mileage cost = $2,456.47; Labor Cost = $3,800. Total cost = $6,256.47 (Quote from MCPS Department of Transportation: $1.20 per mile; labor rate of $25.00 per hour. Minimum of 4 hour labor charge per bus. Transportation to be provided for a total of 19 days.)	$6,256

SUBTOTAL OBJECT 04 $6,256

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 1.4 **$392,318**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 2.1

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide a K–12 instructional specialist to support the professional development needs of content teachers and to support professional development for K–12 ESOL teachers in implementing the ESOL curriculum (ongoing). Activity 2.1	1.0 FTE instructional specialist x $110,954	$110,954
Special Programs	Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings on the instruction and assessment of ESOL students (September 2012–June 2013). Activity 2.1	438 substitutes x $125.37 per day = $54,912.06	$54,912
Fixed Charges Other Charges	Employee Benefits	Benefits for FTEs: $110,954 x 44% = $48,819.76 Benefits for Non-FTEs: $54,912 x 8.05% = $4,420.42 ($48,819.76 + $4,420.42 = $53,240.18)	$53,240

SUBTOTAL OBJECT 01 $219,106

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs Transfer	Nonpublic Schools (all): Provide professional development to teachers on supporting the linguistic and academic needs of ELL (ongoing). Activity 2.1	TBD	$20,281

SUBTOTAL OBJECT 02 $20,281

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 04 $0

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 2.1 **$239,387**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 2.3

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 01 $0

Contracted Services

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 02 $0

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
Special Programs	Send 35 ESOL and non-ESOL central office staff members to the WIDA Fall Academy in Baltimore to learn about collaboration and co-planning around insrtruction and assments in the WIDA framework (October 2012). Activty 2.3	Registration fee for 35 central office staff members x $400 = $14,000	$14,000

SUBTOTAL OBJECT 04 $14,000

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 2.3 **$14,000**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 3.2

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Use parent community coordinators (PCC) to provide parent outreach and training opportunities so that ESOL parents will learn how to navigate the school system and to support the academic achievement of ELL (ongoing). Activity 3.2	15.0 FTE PCC x $67,620.67 = $1,104,310.05	$1,014,310
Special Programs	Use a 1.0 FTE communication specialist to provide translation services in Korean to ESOL families (ongoing). Activity 3.2	1.0 FTE communication specialist x $64,938	$64,938
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	3,000 hours x $25 per hour	$50,000
Fixed Charges Other Charges	Employee Benefits	Benefits for FTEs: $1,079,248 x 44% = $474,869.12 Benefits for Non-FTEs: $50,000 x 8.05% = $4,025 ($474,869.12 + $4,025 = $478,894.12)	$478,894

SUBTOTAL OBJECT 01 $1,608,142

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	3,100 hours x $25 per hour	$77,500
Special Programs	Provide access to a translation memory system to enable schools and offices to produce multilingual translations for frequently used parent communications, such as newsletters, flyers, and notes (ongoing). Activity 3.2	WorldServer annual maintenance and support for 1 server, and up to 2 CPUs. Includes 1 non-production server and 1 SQL database connector. Licenses for 300 named users, unlimited licenses for Desk Workbench and Desk Users.	$13,000

SUBTOTAL OBJECT 02 $90,500

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 04 $0

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 3.2 **$1,698,642**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 4.5

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Use a coordinator of ESOL/Bilingual support programs to develop and implement extended school day and extended school year programs to support ESOL students by working with established and relevant community-based organizations and the ESOL parent outreach and counseling teams (ongoing). Activity 4.5	1.0 FTE coordinator x $127,190	$127,190
Fixed Charges Other Charges	Employee Benefits	Benefits for FTEs: $127,190 x 44% = $55,963.60	$55,964

SUBTOTAL OBJECT 01 $183,154

Contracted Services

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 02 $0

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 04 $0

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 4.5 **$183,154**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 5.1

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Use ESOL transition counselors to provide supplemental multilingual counseling services to ESOL students, including those with limited formal education, at the elementary, middle, and high school levels (ongoing). Activity 5.1	8.1 FTE ESOL transition counselors x $66,721 = $540,440.10	$540,440
Special Programs	Provide data collection systems to document ELP entry test data, as well as ESOL counseling, parent outreach, and interpretation services data (ongoing). Activity 5.1	2,880 hours x $25 per hour	$72,000
Fixed Charges Other Charges	Employee Benefits	Benefits for FTEs: $540,440 x 44% = $237,793.60 Benefits for Non-FTEs: $72,000 x 8.05% = $5,796 ($237,793.60 + $5,796 = $243,589.60)	$243,590

SUBTOTAL OBJECT 01 $856,030

Contracted Services

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 02 $0

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
Special Programs	Send 18 ESOL parent community coordinators and counselors to a face-to-face training on Mental Health First Aid from the Mental Health Association of Montgomery County (July 2012). Activity 5.1	18 employees x 118.00 workshop fee	$2,124

SUBTOTAL OBJECT 04 $2,124

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activities 5.1 **$858,154**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
Activity 6.1

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Business Support	Use a fiscal assistant to conduct the financial transactions and prepare budget (ongoing). Activity 6.1	0.7 FTE fiscal assistant x $75,857 = $53,099.90	$53,100
Fixed Charges Other Charges	Employee Benefits	FTEs: $53,100 x 44% = $23,364* *Note: benefits will be limited to $20,858 to stay within allowable 2% administrative costs.	$20,858

SUBTOTAL OBJECT 01 $73,958

Contracted Services

Cat.	Item description	Calculation	Amount
Business Support	Audit fees (ongoing). Activity 6.1	Actual cost	$1,042

SUBTOTAL OBJECT 02 $1,042

Supplies and Materials

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 03 $0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 04 $0

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 6.1 **$75,000**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
All Immigrant Activities

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL students enrolled in the SEPA program through the summer months (July–August 2012). Activity 1.2	4 SEPA teachers x 5 hrs x 20 days x $51.77 per hour	$20,708
Special Programs	Benefits	Benefits for Non-FTEs: $20,708 x 8.05% = $1,666.99	$1,667
SUBTOTAL OBJECT 01			$22,375

Contracted Services

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 02			$0

Supplies and Materials

Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	Reading resources for METS and ESOL level 1 and 2 students (Reading A–Z, Reading Advantage, Read About). Calculation TBD	$23,340
Special Programs Transfer	Nonpublic Schools: Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	TBD based on enrollment	$215
SUBTOTAL OBJECT 03			$23,555

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 04			$0

Equipment

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 05			$0

Total for all Immigrant Activities **$45,930**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
Activity 1.2

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL students enrolled in the SEPA program through the summer months (July–August 2012). Activity 1.2	4 SEPA teachers x 5 hrs x 20 days x $51.77 per hour	$20,708
Special Programs	Benefits	Non-FTEs: $20,708 x 8.05% = $1,666.99	$1,667
SUBTOTAL OBJECT 01			$22,375

Contracted Services

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 02			$0

Supplies and Materials

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 03			$0

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 04			$0

Equipment

Cat.	Item description	Calculation	Amount
SUBTOTAL OBJECT 05			$0

Total for Activity 1.2 **$22,375**

FY 2013 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
Activity 1.4

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 01 $0

Contracted Services

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 02 $0

Supplies and Materials

Cat.	Item description	Calculation	Amount
Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	Reading resources for METS and ESOL level 1 and 2 students (Reading A–Z, Reading Advantage, Read About). Calculation TBD	$23,340
Special Programs Transfer	Nonpublic Schools: Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	TBD based on enrollment	$215

SUBTOTAL OBJECT 03 $23,555

Other Instructional Costs (show fixed charges with salaries and wages)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 04 $0

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 $0

Total for Activity 1.4 **$23,555**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET

Proposed Original Grant Budget	$3,750,950	**Proposed Amended Grant Budget**		**Request Date**	7/15/2012
Grant Name	ESEA Title III, Part A (LEP Portion)	**Grant Recipient**	Montgomery County Public Schools		
MSDE Grant #		**Grant Recipient Grant #**	8327		
Revenue Source	ESEA Title III	**School Name**	Division of ESOL/Bilingual Programs		
Fund Source Code		**Grant Period**	July 1, 2012 - September 30, 2014		

CATEGORY/PROGRAM	OBJECT						
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 -Transfers	Budget by Cat./Prog.
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support	$ 53,100	$ 1,042					$ 54,142
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	$ 2,460,027	$ 90,500	$ 99,056	$ 16,124	$ -	$ 40,563	$ 2,706,270
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation				$ 6,256			$ 6,256
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				$ 984,282			$ 984,282
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	$ 2,513,127	$ 91,542	$ 99,056	$ 1,006,662	$ -	$ 40,563	$ 3,750,950

	Name	Signature	Date	Telephone #
Finance Official Approval	Dr. Marshall C. Spatz		7/23/12	301-279-3547
Superintendent/Agency Head Approval	Dr. Joshua P. Starr		7.24.2012	301-279-3381
MSDE Grant Manager Approval				

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET

Proposed Original Grant Budget	$45,930	**Proposed Amended Grant Budget**		**Request Date**	7/15/2012
Grant Name	ESEA Title III, Part A (Immigrant Portion)	**Grant Recipient**	Montgomery County Public Schools		
MSDE Grant #		**Grant Recipient Grant #**	8301		
Revenue Source	ESEA Title III	**School Name**	Division of ESOL/Bilingual Programs		
Fund Source Code		**Grant Period**	July 1, 2012 - September 30, 2014		

CATEGORY/PROGRAM	OBJECT						
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 -Transfers	Budget by Cat./Prog.
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	$ 20,708		$ 23,340			$ 215	$ 44,263
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				$ 1,667			$ 1,667
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	$ 20,708	$ -	$ 23,340	$ 1,667	$ -	$ 215	$ 45,930

	Name	Signature	Date	Telephone #
Finance Official Approval	Dr. Marshall C. Spatz		7/20/12	301-279-3547
Superintendent/Agency Head Approval	Dr. Joshua P. Starr		7.24.2012	301-279-3381
MSDE Grant Manager Approval				

Title III
GENERAL 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 will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

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

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations,** MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	7.24.2012
Superintendent of Schools/Head of Grantee Agency	**Date**

Attachment 7

Affirmation of Consultation with Nonpublic Schools

Montgomery County Public Schools
Division of ESOL/Bilingual Programs
Rocking Horse Road Center
4910 Macon Road
Rockville, Maryland 20852-2228

301-230-0670

Meaningful Consultation Meeting with Non-Public Schools on Accessing Services Under Title III of the No Child Left Behind Act

June 14, 2012
3:00 – 4:30pm

Outcomes: By the end of this meeting we will have:

- Discussed identification of eligible students
- Discussed funding levels and accessing services under Title III
- Reviewed the eligible activities under Title III (Bridge to Excellence [BTE] Attachment 10)
- Reviewed the current status of funding
- Discussed a calendar of important reporting dates and future meetings

Time	Content	Process	Leader
3:00 – 3:10	Welcome and Introductions	Present	Sonja Bloetner
3:10 – 3:30	Identification of eligible students & reporting requirements	Present/Discuss	EunHee Cho
3:30 – 3:40	Determining funding levels	Present/Discuss	Sonja Bloetner
3:40 – 3:55	BTE attachment 10 (eligible activities) and budget narrative	Present/Discuss	Nina Khouri
3:55 – 4:10	Current status of funding and participating schools	Present/Discuss	Zorina Bisset
4:10 – 4:25	Calendar of important reporting deadlines & future meeting dates	Discuss/Agree	Nina Khouri
4:25 – 4:30	Meeting evaluation	Complete	Sonja Bloetner

LEP and Immigrant Programs under Title III
Non-Public Schools

Key Contact Information

Montgomery County Public Schools
Division of ESOL/Bilingual Programs
4910 Macon Road
Rockville, Maryland 20852-2228

301-230-0670

Concern	Contact	E-mail
Overall Title III questions	Nina Khouri, Coordinator Mrs. Sonja M Bloetner Supervisor,	Nina_Y_Khouri@mcpsmd.org Sonja_M_Bloetner@mcpsmd.org
Ordering IPT materials and submission of IPT scores; LEP and immigrant student counts; data for MSDE ELL Survey and Title III reporting	Ms. EunHee Cho, ESOL Achievement Specialist	EunHee_Cho@mcpsmd.org
Submission of required budget items; spending funds; following up on orders, etc.	Ms. Zorina Bisset, ESOL Fiscal Assistant	Zorina_Bisset@mcpsmd.org

NOTE: Spending Title III funds should be ongoing throughout the year. Submit all requests for materials, equipment, contracts, invoices, etc. directly to Zorina Bisset, Fiscal Assistant. She will process your request right away.

Identification of Eligible ESOL Students & Reporting Requirements for Non Public Schools

June 14, 2012

Identification of Eligible ELL Students and Immigrant Students

- Use the Home Language Survey to identify students who speak a language other than English at home (ELLs) and immigrant students

Testing Information

- Order and pick up the IPT testing materials from Rocking Horse Road Center
  - Complete and e-mail the *Request for IPT Materials-Entry Testing Non-Public Schools* to order materials
  - Pick up testing materials when they are ready (e-mail notifications will be sent to schools)
- Non-public schools new to Title III should make arrangements to receive the IPT test administration training from non-public schools who are not new
- Administer the IPT in the fall to identify students who are eligible for ESOL services

Reporting Requirements: IPT Data

- Individual Student Level IPT Data
  - Name
  - Grade
  - Raw scores for each section of the test
  - IPT Oral Level
  - IPT Reading Score
  - IPT Writing Score
  - IPT Level
- Submit data by e-mail
- Due on October 31, 2012

Reporting Requirements: ELL & Immigrant Data

- Individual Student Level Data
  - Last Name
  - First Name
  - Middle Initial
  - Date Of Birth
  - Grade
  - Gender
  - Country Of Birth
  - Home Language
  - Overall Proficiency Level
  - ELL Indicator
  - ELL Begin Date
  - ELL End Date
  - Immigrant
  - Entry In US (Date)
  - School Name
  - Race
- Submit data by e-mail
- Due on October 31, 2012

NCLB Parent Notification Letters

- For students who are eligible for ESOL services, send the NCLB parent notification letter home according to *Distribution the NCLB Parent Notification Letters.*

Questions?

- Contact EunHee Cho at EunHee_Cho@mcpsmd.org or 301-230-0670.
- Updated data file information and template from MSDE will be e-mailed in to participating non-public schools in the fall.

DIVISION OF ESOL/BILINGUAL PROGRAMS
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Request for IPT Materials-Entry Testing Non-Public Schools

Directions: Consult the IPT Administration Guides for the information regarding the types and number of materials you will need. Please indicate below your school's current inventory needs of the following IPT testing materials. Do not leave any fields blank. Email this completed form as an attachment to EunHee_Cho@mcpsmd.org.

School	**Date**
Contact Person _____ (Name) _____ (Title)	**Email**
Address _____ (Street Address) _____ (City) (State) (Zip Code)	**Phone**
	Fax

Grade Bands (color)	IPT Materials	Reusable or Consumable	# Requested
Pre K ORAL (purple)	Pre-IPT Oral Examiner's Manual	Reusable	
	Pre-IPT Oral Test Story Pieces	Reusable	
	Pre-IPT Oral Test Story Board	Reusable	
	Pre-IPT Oral Test Student Booklet	Consumable	
K-6 ORAL (dark green)	IPT I Oral English Examiner's Manual	Reusable	
	IPT I Oral English, Form E Pictures	Reusable	
	IPT I Oral English, Form E Test Booklet	Consumable	
K-1 R & W (light green)	IPT Early Literacy-English Reading & Writing Examiner's Manual	Reusable	
	IPT Early Literacy-English Reading Test Booklet	Consumable	
	IPT Early Literacy-English Writing Test Booklet	Consumable	
2-3 R & W (dark green)	IPT 1A-English Reading & Writing Examiner's Manual	Reusable	
	IPT 1A English, Form 1A Reading Test Booklet	Consumable	
	IPT 1A English, Form 1A Writing Test Student Booklet	Consumable	
4-6 R & W (blue)	IPT 2A English Reading & Writing Examiner's Manual	Reusable	
	IPT 2A-English, Form 2A Reading Test Booklet	Reusable	
	IPT 2A-English, Form 2A Reading Test Answer Sheet	Consumable	
	IPT 2A-English, Form 2A Reading Test Scoring Template	Reusable	
	IPT 2A-English, Form 2A Writing Test Booklet	Consumable	
7-12 Oral (red)	IPT II Oral English Examiner's Manual	Reusable	
	IPT II Oral English, Form C Pictures	Reusable	
	IPT II Oral English, Form C Test Booklet	Consumable	
7-12 R & W (red)	IPT 3A-English Reading & Writing Examiner's Manual	Reusable	
	IPT 3A-English, Form 3A Reading Test Booklet	Reusable	
	IPT 3A-English, Form 3A Reading Test Scoring Template	Reusable	
	IPT 3A-English, Form 3A Reading Test Answer Sheet	Consumable	
	IPT 3A-English, Form 3A Writing Test Booklet	Consumable	
For ESOL Office Use	Received on: _____ Filled by _____		
	Picked up on: _____ Picked up on _____		

These materials must be kept in a single, secure, and locked area to which teachers and students do not have access.

ESOL Testing and Achievement Center
Rev. 06/22/09

Home Language Survey

Last Name	First Name	Sex (M or F)	Grade	Language	Country	How many yrs. in U.S.?	Entry in U.S. (Date - YYYYMMDD)

Non-Public School ELL Data Collection Information - 2011

October Enrollment Collection - Nonpublic School ELLs (to include nonpublic ELL immigrants)
Collection time frame: October 31, 2011 snapshot
Due date: Noon, November 1, 2011

Data Submission Procedures:
The enrollment count is for K-12 nonpublic ELLs and ELL immigrants. **Do not submit nonpublic Pre-K counts**

The LEP Student Data Collection files are membership files and all LEP students reflecting the specified data collection time periods. This data will be submitted to USDOE.

All records are to be submitted in a single spreadsheet file, regardless of size or record count and saved as Excel 97-2003.

1) Dates: Should be in a text format (not custom, not date, and not general) in the proper format YYYYMMDD – no punctuation, /, or format masks and with a leading zero.
2) Grades: Need to have a leading zero – 1st graders need to be reported as 01 rather than 1, 2nd graders as 02, etc. 91=Kindergarten, 01-12=Grades
3) Proficiency level: Reported as a single digit with a leading zero 1-5 (For example, 03)
4) Gender: 1= male; 2= female

5) Hispanic/Latino: Y = Yes; N = No (Column W)
6) (New) Race -- One or more races may be selected from the 5 racial groups listed below:

American Indian/Alaska Native	1 or 0
Asian	2 or 0
Black or African American	3 or 0
Native Hawaiian or Other Pacific Islander	4 or 0
White	5 or 0

Each entry is 5 digits:
e.g. Am. Ind./Alaskan = 10000
Asian = 02000
Black or African American = 00300
Hawaiian = 00040
White = 00005
Example of student with multiple selections:
Asian & White = 10005; Black & White = 00305

A Language and Country code is submitted for every Nonpublic ELL and nonpublic ELL immigrant student. Some languages may not be found. For example, the Maay language is reported as Cushitic language.
Country and language code website:
http://www.loc.gov/standards/iso639-2/php/code_list.php

Information/Questions
Which students do I include for nonpublic ELLs?
All nonpublic ELLs enrolled and ELL immigrants (K-12) on October 31, 2011 snapshot. **Do not include any Pre-K students (code 92)**

Who is an immigrant students?
Immigrant students are defined as individuals who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than 3 full academic years.

Status of Funding for FY 2013

Estimated amount of LEP Award for FY 2013: $3,750,950 (based on October 2011 enrollment)
Estimated amount of Immigrant Award for FY 2013: $45,930 (based on October 2011 enrollment)

MCPS LEP enrollment:	20,581
Non-public LEP enrollment:	225
Total LEP enrollment:	20,806
Title III funding total:	$3,750,950
Per pupil LEP allocation:	$180.28
MCPS immigrant enrollment:	4,679
Non-public immigrant enrollment:	22
Total immigrant enrollment:	4,701
Immigrant funding total:	$45,930
Per pupil immigrant allocation:	$9.77

Participating Schools FY 2013 (based on October 2011 enrollment)

Name of School	Total LEP (ELL=Y)	Amount of LEP funding	Immigrant (ELL=Y)	Amount of Immigrant funding
Mother of God	13	$2,343.67	2	$19.54
Saint Andrew Apostle	14	$2,523.95	1	$9.77
Saint Bernadette	9	$1,622.54	1	$9.77
Saint Catherine	30	$5,408.46	1	$9.77
Saint Francis International Schoo	83	$14,963.42	11	$107.47
Saint John the Baptist	26	$4,687.34	0	$0.00
Saint Jude	0	$0.00	0	$0.00
Saint Martins	23	$4,146.49	3	$29.31
Saint Michael	27	$4,867.62	3	$29.31
Grand Total	225	$40,563.48	22	$215

MEANINGFUL CONSULTATION MEETING WITH NON-PUBLIC SCHOOLS

JUNE 14, 2012
DIVISION OF ESOL/BILINGUAL PROGRAMS

ATTACHMENT 10
TITLE III, PART A

A. Required Activities

1. To increase the English Proficiency of ELL children by providing high-quality language instruction educational programs (1.1-1.4)

2. To provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel. (2.1-2.3)

SAMPLE (1.3)

- Nonpublic Schools: Provide tutors for ELL (August 2011–June 2012). (St. John the Baptist)
- Nonpublic Schools: Hire one part-time teacher to provide small group and individual pull-out ELL support services for Limited English Proficiency (LEP) students on a regular basis (ongoing). (St. Francis)

SAMPLE (2.3)

- Nonpublic Schools: Provide online workshops for teachers on supporting ELL (August 2011–June 2012). (Mother of God)
- Nonpublic Schools: Membership and conference attendance fees for two teachers in the International Reading Association, or a similar Association that will enable the teachers of St. Martin's to gain more insights so that they can continue to integrate effective practices into the teaching/learning process in order to empower ELL to become more successful. (July 2011–June 2012). (Saint Martin)

ATTACHMENT 10
TITLE III, PART A

B. Allowable Activities

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. (3.1-3.2)

4. Improving the instruction of limited English Proficient children by providing the following: 4.1-4.5

5. To carry out other activities that are consistent with the purpose of Title III, Part A. (5.1)

ATTACHMENT 10
TITLE III, PART A

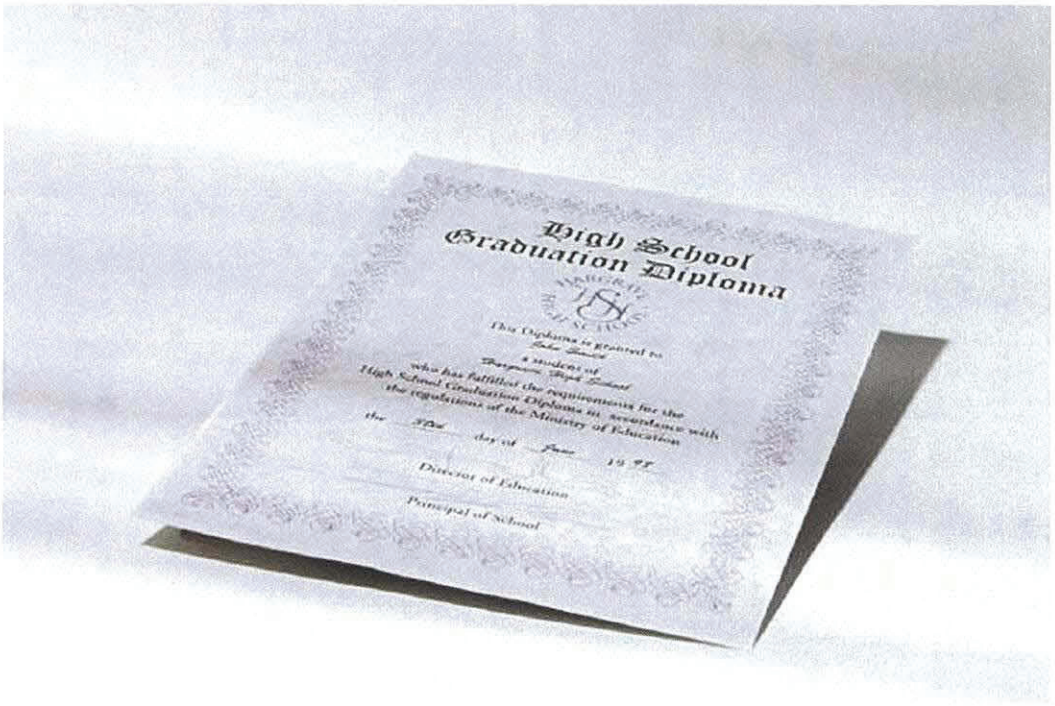
C. Administrative Expenses (6.1)

D. Immigrant Activities

1. An eligible entity receiving funds shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (1.1-1.7).

E. Administrative Expenses (2.1)

Attachment 12



Title I, Part D
Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

APPLICATION COVER SHEET

Prevention and Intervention
Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Name of Local School System: Montgomery County Public Schools

LEA DUNS Number: 15

Address: 850 Hungerford Drive, Rockville, MD 20850

Telephone Number: **Fax Number:**

E-mail Address:

Project Manager: Dr. Ira K. Thomas

Address: 14501 Avery Road, Rockville, MD 20853

Telephone Number: 301-279-4920 **Fax Number:** 301-279-4962

E-mail Address: Ira_K_Thomas@mcpsmd.org

Amount Requested: $170,520

Project Statement (100-word limit):

Alternative Programs, which serves approximately 400 secondary at-risk students throughout Montgomery County, requests funds to provide social work support to the students and their families. In addition, funds will be used to support Positive Behavioral Interventions and Supports (PBIS), educational field trips, fine arts enrichment, instructional support at the Montgomery County Correctional Facility, and school liaison services for residents of the National Center for Children and Families. By providing these additional supports, more of these students will stay in school and improve their academic achievement.

DR. JOSHUA P. STARR — 6.14.2012

Superintendent/CEO of LEA's Name **Signature** **Date**

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3.2. Goals, Objectives, and Milestones

3.3. Plan of Operation

3.4. Evaluation and Dissemination Plan

3.5. Management Plan/Key Personnel

3.5.1. Management Worksheet

3.5.2. Project Timeline

3.6. Integration with Education Reform

3.7. Future Plans

PROJECT NARRATIVE

3.1. Extent of Need

Graduation from high school is a critical first step toward employment and higher education. Dropping out of high school has lasting and extremely detrimental consequences on any young person's future. For this reason, Montgomery County Public Schools (MCPS) has implemented far-reaching reforms and programs to ensure that its students graduate. Today, MCPS has an overall dropout rate of 2.0 percent. The dropout rate among the district's students in alternative education, however, is much higher; by the end of the 2010–2011 school year the dropout rate among alternative education students reached 16.17 percent.

Students are referred to Alternative Programs because of their low academic achievement, poor attendance, and/or behavioral issues that place them at greater risk for dropping out of school. A snapshot of the students sent to alternative education from other MCPS schools shows that 36 percent were habitual truants, students who missed 20 percent or more of school. A third of the alternative education students had been recommended for expulsion as a result of violent behavior, drugs, weapons, and committing serious bodily harm to others. Before a student is referred to alternative programs, he/she is given over an extended period of time supports and interventions at his/her home school, including the support of a level one alternative program located within the school. The supports and interventions provided to these students are detailed in the referral packet that accompanies students when they enter Alternative Programs.

The increased number of students entering alternative education stems from several factors. As poverty and gang activity have increased in Montgomery County, more youth have become involved with the juvenile justice system. An increasing number of students have been

suspended for serious behavioral issues such as possession of a weapon on school property, serious assault on another student or staff member, or drug distribution. Furthermore, many students are now being placed in Alternative Programs in lieu of expulsion.

MCPS strives to ensure that it offers high-quality services that give students opportunities to practice the skills they need to be successful in their home schools after they leave alternative education. The three student transition targets are a grade point average (GPA) of 2.0 or better, an attendance rate of 80 percent or better, and no suspensions. A survey conducted in 2008 and findings from focus group interviews sponsored by an alternative programs work group showed that students in alternative education lacked both a program that would develop their social skills and access to mental health supports. In response, MCPS consolidated three small alternative high school programs into one countywide program known as Needwood Academy, allowing for a concentration of resources.

Alternative Programs includes social workers who help coordinate the mental health services and social skills development activities these students need. These programs also provide enhanced course offerings, individual academic assistance, and behavior management supports through Positive Behavioral Interventions and Supports (PBIS). This model of services addresses the reasons that alternative education students have dropped out of school in the past. MCPS is requesting grant funds to continue serving the students in these programs.

3.2. Goals, Objectives, and Milestones

The goal of this project is to decrease the rate of dropout among students in alternative education programs to 15 percent or less by June of 2015. Objectives supporting this goal in year one of its implementation are: **(1a)** By June 30, 2013, one hundred percent of middle school students in alternative education programs will be promoted to the next grade, which will

maintain the pass rates established in previous years; **(1b)** By June 2013, 85 percent of high school students who have been in alternative programs for two semesters will have grade point averages of 2.0 or better and school attendance rates of 80 percent or higher, which will be an increase over the 2011 baseline. **(2)** By June 2013, 90 percent of all secondary students who are enrolled in alternative education programs will demonstrate age-appropriate problem solving skills and positive behaviors that are consistent with emotional health and academic achievement. Baseline data will differ among students according to the reasons that they were referred to alternative education programs. **(3)** Assistance will be provided to the agencies that support neglected and delinquent youth to earn credits toward high school diplomas.

Quarterly milestones that measure progress toward these goals reflect the facts that students enter alternative education programs at different points throughout the year and that incarcerated students may be released at any time.

Milestones -

1. At least 80 percent of students enrolled in alternative programs (for one or more consecutive marking periods) will improve by a full grade in two or more subjects by the end of two semesters in alternative programs (with improvement based upon the student's grade at entry or at the end of the previous academic year).

2. By the end of the first marking period, 100 percent of the students who were identified as having the most immediate and intense needs for mental health support will have received initial counseling services provided on site.

3. By the end of marking periods 2 through 4, all of the remaining students (those with less acute needs) will have received counseling and family support, as needed, by on-site mental health providers.

4. By the end of each marking period, all students will have participated in educational enrichment activities that address their individual needs and reflect their particular interests.

5. By the end of each semester, the MCPS staff working with incarcerated youth will report that at least 33 percent of the students who were enrolled for the entire semester will have earned at least one credit toward graduation.

3.3. Plan of Operation

MCPS is using a variety of research-based approaches to achieve the goals of this program. To increase the number of students in its alternative education programs meeting graduation requirements, MCPS strives to support students in meeting all such requirements. Because the number of students in need of assistance to prepare for High School Assessments (HSA), to pursue the Bridge Plan for Academic Validation, and to complete student service learning requirements changes throughout the school year, MCPS will use grant funds to provide students with the individual attention and differentiated instruction they need. These staff members will be selected from a pool of qualified candidates who have the necessary content knowledge, interpersonal skills, and sensitivity to work effectively with at-risk youth.

MCPS also will use grant funds to support the school liaison who works for the National Center for Children and Families (NCCF), a Bethesda-based nonprofit organization that operates a residential facility for neglected and delinquent children and youth who are not enrolled in alternative programs but are, instead, attending regular schools. The NCCF liaison monitors the academic progress of residents and connects them to additional services and support they need to maintain levels of achievement that prevent their being placed in alternative education programs.

MCPS also will support the ongoing efforts of the teaching staff at the Montgomery County Correctional Facility (MCCF) who provide instructional support to incarcerated youth who are earning credits toward a high school diploma.

Furthermore, MCPS will address the emotional issues that underlie the behavior challenges that cause students to be enrolled in alternative education programs in several ways. (1) As many as 70 percent of the youth in alternative education have behavioral and mental health problems resulting from the neglect and/or involvement with the juvenile justice system. While these behavioral and emotional problems have affected success in school or led to involvement with the juvenile justice system, because the problems are not chronic in nature, the provision of special education services is not required. For various reasons, a great number of the families of students in alternative education programs are unable to arrange for their children to receive appropriate mental health services or compel their children to attend counseling meetings with the consistency needed to improve outcomes. The solution that grant funds will enable MCPS to offer is the provision, within the school, of a team of mental health providers qualified to provide counseling and mental health referral services 'in situ'.

MCPS also will address the emotional and academic needs of students in alternative education programs by offering a rich array of educational and cultural experiences that promote problem solving and positive peer interaction and will serve to reconnect youth to the larger community. MCPS will use grant funds to hire an artist-in-residence to work with students individually and in groups. Because the majority of students have identified music as their favorite art form, MCPS plans to hire a professional musician. If student interests call for a different kind of artist, MCPS will adjust these plans accordingly in future years.

In addition, MCPS will take ten to thirty students each quarter on educational field trips. The trips will be used as incentives for positive behavior changes in some cases; in other cases, students will be selected on the basis of the learning objective of the trip or the student's individual challenges. The outdoor education trips will provide challenging physical activities that will require students to work collaboratively toward goals. These programs are designed to boost self-esteem and to promote the development of problem solving skills that are applicable both in and out of the school environment.

Perhaps the single most important protective factor for development among at-risk youth is a positive relationship with at least one caring adult (Scales and Gibson, 1996)[i]. Students with caring and supportive interpersonal relationships in school report more positive academic attitudes and values, and more satisfaction with school. In a study of over 700 low-income urban adolescents, Zimmerman, Bigenheimer, and Notaro (2002) found that youth who had relationships with caring adults had more favorable attitudes toward school and were less likely to use alcohol, smoke marijuana, and become delinquent than those without mentors. Nonparent adults who function as mentors provide exposure to positive social norms, increase children's sense of efficacy and 'mattering', and help youth realize their full potential. These students also are more engaged academically (Klem and Connell. 2004). A substantial body of research shows that school engagement is critical to school completion. Students' engagement with school and learning includes their *behavior* (e.g., attendance, participation), *cognition* (e.g., understanding the value of education, its relevance to their future, and the importance of self-regulation), and *psychological/interpersonal experiences* (e.g., feeling that he or she belongs at school, having relationships with teachers and peers) (Anderson, Christenson, and Lehr, 2004).

already exists to evaluate the impact of these activities, and an outside evaluator is not required. Dr. Christopher S. Garran, community superintendent, is responsible for supervising the staff that will implement this program to ensure that they achieve all project objectives on time and within budget. All students attending Alternative Programs, will be included in the summary progress reports that Dr. Ira K. Thomas, principal, Alternative Programs, submits to Dr. Garran. Dr. Thomas will aggregate data from reports about each student that are prepared by their resource teachers and social workers. The fiscal specialist assigned to the Office of School Support and Improvement will monitor project-related expenditures and ensure that all financial reporting is submitted on time. Dr. Garran will assign staff to verify findings in the quarterly reports he receives from Dr. Thomas. This creates an additional way of assuring that reports required by the funder and shared with outside organizations are comprehensive and accurate.

In addition, each semester, the NCCF liaison will report on the performance of students living in the group home. The goals for these students vary, depending upon the reasons for which they have been placed in a residential facility. MCPS academic and behavior-related performance averages (grades, tests, attendance, etc.) will be the yardsticks with which the performance of the residents of NCCF will be measured.

Within the strict confines of confidentiality restrictions, Dr. Thomas will share the results of this project with staff and representatives from partner organizations that are direct stakeholders. The outcome evaluation results will be shared among MCPS principals who may wish to replicate features of this program with students attending their comprehensive schools.

3.5. Management Plan/Key Personnel

Key personnel for this project include: (1) Dr. Christopher S. Garran, community superintendent, who will manage the project and be responsible for financial and programmatic oversight. (2) Dr. Ira K. Thomas, principal, Alternative Programs, will manage the day-to-day operations and maintain direct contact with service providers. Assisting Dr. Thomas with administrative, financial, and programmatic monitoring will be Mrs. Joy Jackson and Ms. Katie Rossini, central services teachers, Alternative Programs. Dr. Thomas and Ms. Rossini will meet monthly with the Instructional Leadership Team to monitor grant implementation. The resource teacher from the Montgomery County Correctional Facility is invited to these meetings as well. Dr. Thomas will meet with National Center for Children and Families staff at least once per semester to review their school liaison services.

3.5.1 Management Worksheet

Action Description	Action Completion Date	Person Responsible
Based on anticipated enrollment, plans for service delivery finalized by Alternative Programs Instructional Leadership Team (ILT)	7/20/2012	Dr. Ira K.Thomas (IT)
Staff meetings and training dates for upcoming school year planned and disseminated to key personnel	8/15/2012	IT and Ms. Katie Rossini (KR)
Information about alternative programs, including staff changes, disseminated	8/15/2012	IT
Training and orientation for all consultants and contract mental health providers completed	8/30/2012	IT and KR
Personnel hired and contracts for the implementation of components of program (fine arts, support for the MCCF, etc.) finalized	8/30/2012	OSSI Fiscal Assistant and Mrs. Joy Jackson (JJ)
Grant funds disbursed to NCCF and MCCF, as per existing agreements	10/1/2012	JJ
Quarterly Report # 1 submitted, including data from resource teachers and social workers, and discussed with ILT and staff	11/21/2012	IT and KR
Quarterly Report # 2 submitted and discussed	2/8/2013	IT and KR

Quarterly Report # 3 submitted and discussed	4/19/2013	IT and KR
Quarterly Report #4 submitted and discussed	6/28/2013	IT and KR
Final Year-End Report completed and disseminated to leadership team	7/1/2010	IT and KR

3.5.2. Project Timeline

The following timeline, which describes the period July 1, 2012, through June 30, 2013, reflects the timing and sequence of program activities that take place annually.

Month:	1	2	3	4	5	6	7	8	9	10	11	12
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Ma	Jun
	12	12	12	12	12	12	13	13	13	13	13	13
Management												
Information about alternative programs, including staff changes, disseminated *(IT)*		X										
Support personnel hired *(JJ)*		X										
Staff meetings and trainings dates for upcoming school year set and disseminated to key personnel *(IT and KR)*		X										
Grant funds disbursed to NCCF and MCCF *(JJ)*				X			X			X		X
Grant expenditures reviewed *(JJ)*	X			X								
Implementation												
Alternative Programs ILT and Mental Health Team meetings held *(IT and KR)*	X	X	X	X	X	X	X	X	X	X	X	X
Students eligible for community activities identified *(Resource Teachers)*			X	X	X	X	X	X	X	X	X	X
Evaluation												
Quarterly Report # 1 submitted *(IT and KR)*					X							
Quarterly Report # 2 submitted *(IT and KR)*								X				
Quarterly Report # 3 submitted *(IT and KR)*										X		
Quarterly Report #4 submitted *(IT and KR)*												X
Final Year-End Report submitted *(IT and KR)*												X

3.6. Integration with Education Reform

The MCPS Alternative Programs School Improvement Plan addresses increasing student achievement by increasing student academic performance as well as reducing truancy and

suspensions. This project addresses Performance Goals 1 and 2 of both the *Bridge to Excellence Master Plan* and the *MCPS Strategic Plan.* The requested funds have become an integral part of the alternative high school experience, providing students with the additional supports they need to become reconnected to their school communities and successful academically, socially, and emotionally.

3.7. Future Plans

Since the consolidation of the three small, high school alternative programs in fall 2009, the newly formed Needwood Academy has been able to provide greater mental health and academic support to its students. Alternative Programs would like to further expand their academic offerings to include additional technology and art courses as well as to explore the possibility of offering Spanish. The three middle school programs would like to explore the possibility of offering art, music, physical education, or other electives as well.

Alternative Programs would like to expand on the professional development opportunities offered to its teachers, paraeducators, mental health staff, and supporting services staff. During the 2011–2012 school year, all staff was trained in Crisis Prevention Institute's Non-Violent Crisis Intervention and Prevention. Professional staff members also participated in trainings focusing on classroom and behavior management and instructional technology. Additional trainings will be offered in the coming years to help teachers build personal relationships with their students and implement equitable classroom practices.

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[i] Scales, P., and Gibbons, J. (1996). Extended family members and unrelated adults in the lives of young adolescents: A research agenda. Journal of Early Adolescence, 16 (4), 365–389.

Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, FY 2013

Year One Budget

Line Item	Calculation	Requested	Category Total
1. Personnel			
Instructional support at the Montgomery County Correctional Facility	10 hrs/wk @ $33/hr for 36 weeks	$11,880	
Instructional and dropout prevention support in alternative programs	5 hrs/wk @ $25/hr for 36 weeks	$4,500	
Total Personnel		**$16,380**	**$16,380**
2. Fringe Benefits	$16,380 x 8%	$1,310	
Total Fringe Benefits		**$1,310**	**$1,310**
3. Travel			
Total Travel			**$0**
4. Equipment			
Total Equipment			**$0**
5. Supplies			
Materials to support Positive Behavior Interventions and Supports	$4,842		
Total Supplies		**$4,842**	**$4,842**
6. Contractual			
Social work support in alternative programs	3 social workers @ $37,196 each	$111,588	
	4 interns @ $2100 each	$8,400	
School liaison support by the National Center for Children and Families		$12,000	
Fine arts and outdoor education services for alternative program students		$16,000	
Total Contractual		**$147,988**	**$147,988**
8. Other			**$0**
9. Total Direct Costs		**$170,520**	**$170,520**

Neglected and Delinquent (N&D) Grant FY13

1. Reason for rate increases

   The hourly rate for the staff member that provides instructional support at the Montgomery County Correctional Facility has increased from $25/hour to $33/hour

   The contractor (Family Support Center) raised their rates this year by 25 cents/hour for the social workers and 10 dollars per month for clinical supervision of the interns.

2. Additional social worker under the N&D Grant

   Currently Alternative Programs' social work services are paid from a contract with Department of Health and Human Services (DHHS) and this grant. The contract with DHHS was reduced for FY13, and this grant was increased, allowing the opportunity to move some of the social work services to this grant.

3. Instructional and dropout prevention support in alternative programs was decreased from 25hrs/week to 5 hours/week. Please indicate reason.

   This reduction was necessary in order to maintain funding in the social work services category. Also, some of these services can be provided by different service providers in the contractual services category.

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET

ORIGINAL GRANT BUDGET		AMENDED BUDGET #	REQUEST DATE: 6/15/2012
GRANT NAME	ESEA Title 1, Part D	GRANT RECIPIENT NAME	Montgomery County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	
REVENUE SOURCE	ESEA Title 1, Part D	SCHOOL NAME	
FUND SOURCE CODE		GRANT PERIOD	July 1, 2012 - September 30, 2013

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support							-
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	16,380	147,988	4,842				169,210
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.							-
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				1,310			1,310
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	**16,380**	**147,988**	**4,712**	**1,310**	**-**	**-**	**170,520**

	Name	Signature	Date	Telephone #
Finance Official Approval	Marshall C. Spatz		6/13/12	301-279-3547
Supt./Agency Head Approval	Dr. Joshua P. Starr		6.14.2012	301-279-3383
MSDE Grant Manager Approval				

Alfonso-Windsor, Ivon

From: Jackson, Joy M
Sent: Wednesday, June 06, 2012 9:46 AM
To: Hemke, Lauree; Alfonso-Windsor, Ivon; Rossini, Katie C.
Cc: Bredow, Melinda S
Subject: FW: N&D grant information

Joy M. Jackson
Alternative Programs
301-279-4922

From: William Cohee [mailto:wcohee@msde.state.md.us]
Sent: Wednesday, June 06, 2012 9:23 AM
To: Jackson, Joy M
Cc: Larina Mouzon
Subject: N&D grant information

Joy,

Your preliminary N&D grant estimate for the 2012-2013 school year is $170,520. The amount is based on a higher than usual per pupil award, because there is an artificially low number of students state-wide in this year's count. When planning a budget, anticipate next year having a lower per pupil allocation and avoid creating a funding cliff. **Also, because of the lateness of this information becoming available, the application due date is moved to Tuesday, June 26, 2012 at 3:00pm.** All other requirements remain the same.

William T. Cohee, Ed. D.
Coordinator of Neglected, Delinquent, and At-risk Programs
Maryland State Department of Education

ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater.* Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

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

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	7.25.2012
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 13

Fine Arts

Bridge to Excellence Update—Fine Arts

Question 1:
Describe the progress that was made in 2011–2012 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

The funding of the following services and products listed under the goals and objectives of the Fine Arts Grant permitted teachers to design and implement curriculum and assessments in fine arts with appropriate instructional support, to ensure success for every student. Also, by implementing a Theatre Festival this year, students were able to perform for adjudication in scene, song, and monologue, as well as audition for colleges and universities, receive feedback on technical portfolios, and participate in a variety of theatre specific workshops.

Goal 1: Ensure Success for Every Student

1.1 To provide services and an environment that each student needs for intellectual challenge as well as social and emotional development.

- The development and implementation of curriculum and assessments for art, general/choral music, instrumental music, and theatre ensured that all students were provided an equal opportunity for a challenging and rigorous fine arts education.
- The Fine Arts Grant covered the public facility usage, recording costs, and substitutes for teachers in schools participating in the District II music festivals, where students and teachers received valuable feedback about their performances.
- The middle school art show, *Understanding Diversity Through the Arts*, was a forum where all participating middle school students had the opportunity to have work judged and displayed at the Rockville Public Library, and the grant provided stipends and substitutes for the art show coordinators.
- The first Theatre Festival was attended by 16 high schools, and students had opportunities to participate in song, scene, monologue fests, technical portfolios, improv competitions, workshops, and college auditions. The grant provided stipends and substitutes for the theatre coordinators and workshop presenters, materials for printing and awards, and contractual funds for adjudicators and workshop presenters.

Goal 2: Provide an Effective Instructional Program

2.1.1 To revise and implement revisions to the Montgomery County Public Schools Program of Studies and Curricula, to meet state standards outlined in the State Curriculum to promote student achievement.

- Stipends and substitute time were provided to teachers who wrote or uploaded resources for curriculum in the following: *Theatre I, Digital Photography, Instrumental Music Level III, Art 6,* and *Chorus 6.*

2.2 Explore new arts initiatives, implement changes to the curricula, and provide information to teachers regarding these revisions.

- Stipends, substitute time, contractual funds, and instructional materials were provided to initiate the first countywide Theatre Festival for festival coordinators, workshop presenters, adjudicators, and awards.
- Stipends were provided for trainers so teachers had access to workshops on classroom management and building choral skills.

2.3 To identify and purchase major equipment and instructional materials for fine arts programs that support implementation of the revisions to the curriculum.

- Recorders were purchased to support the adjudication of the District II music festivals in order to provide instructional feedback to schools.
- Awards were purchased to recognize outstanding effort of students in dance and theatre in the Superintendent's Performing Arts Awards Gala.

Goal 3: Strengthen Productive Partnerships for Arts Education

3.1 To promote partnerships that will increase student involvement and participation in the arts and provide access to Fine Arts programs and activities for students in low socio-economic groups.

- The Fine Arts Grant supported the Superintendent's Performing Arts Awards program to recognize school and individual student accomplishments in the performing arts, and to promote participation in theatre and dance countywide through the purchase of awards for students.
- The Fine Arts Grant supported *Understanding Diversity Through the Arts* with stipends and substitute time. This event was co-sponsored with the Office of Community Partnerships in the Montgomery County Executive's Office, and Montgomery County Public Libraries.
- The Fine Arts Grant supported the first countywide Theatre Festival, and included adjudicators from Round House Theatre and Shakespeare Theatre, and colleges/universities who auditioned students for admissions and scholarships including University of North Carolina, St. Mary's College, Juniata College, Point Park College, Salisbury University, The University of the Arts in Philadelphia, McDaniel University, University of Maryland—Baltimore Campus, Frostburg University, Alfred University, Marywood University, and DeSales University.

Goal 4: Create a Positive Work Environment in a Self-renewing Organization

4.1 To implement a comprehensive staff development plan that addresses the professional learning needs of teachers and administrators in the arts.

- The Fine Arts Grant funded workshops on classroom management, working with special needs students, building choral skills, and the online elementary integrated curriculum.

- The Fine Arts Grant provided substitutes so teachers could bring their students to the District II and Maryland State Music Festivals and receive feedback on their instruction.

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

- Consultants adjudicated music festivals; supported workshops for Title I teachers, dance teachers, and students; and produced recordings for music festivals.
- Equipment and instructional materials were purchased to support school programs in the arts, with priority to Title I and disadvantaged students.
- Stipends and substitutes were provided for art show coordinators to organize and show artwork throughout the county and state.
- Stipends were provided for trainers at professional development workshops for teachers.
- Stipends and substitutes were provided for curriculum development of *Theatre I*, *Digital Photography*, and *Instrumental Music Level III.*

Question 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.

- Voluntary meetings for art, music, theatre, and dance teachers are provided in limited number. This impacts the dissemination process and does not ensure even implementation of new curriculum and assessment practices in all schools.
- Maryland's Fine Arts goal for 100 percent of the student population to participate in fine arts programs yearly has been impacted by *No Child Left Behind Act of 2001* as schools address scheduling challenges to offer reading and math interventions. Some art and chorus programs for middle school students have experienced a gradual reduction in enrollment.

Question 4:
Describe the goals, objectives, and strategies that will be implemented during 2012–2013 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

- With the upcoming changes in the *National Standards in the Arts*, continued grant funding is needed for alignment.
- Ensure that all middle school students are enrolled yearly in a fine arts program to meet the *Requirements for Fine Arts Instructional Programs* for Grades K–12 as provided by COMAR—§13A.04.16.01.

Fine Arts Grant Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In Kind	Total
Administrative Business Support Services/Transfers	Indirect Costs	30,315 x 2.0%	$ 606		$ 606
				Indirect Costs	606
Substitutes/Instructional Staff	Substitutes for festivals	50 substitutes x $125.37	6,269		6,269
Substitutes/Instructional Staff	Substitutes for art shows	2 substitutes x $125.37	251		251
				Substitutes	6,520
Stipends/Instructional Staff	Stipends for theatre festival workshops	5 trainers x 4 hours x $25 per hour	500		500
Stipends/Instructional Staff	Stipends for theatre coordinators	2 teachers x 100 hours x $20 per hour	4,000		4,000
Stipends/Instructional Staff	Stipends for choral librarians	1 teacher x 50 hrs. x $20 per hour = $1,000 1 teacher x 10 hrs. x $20 per hour = $200	1,200		1,200
Stipends/Instructional Staff	Stipends for art show coordinators	1 teacher x 50 hrs. x $20 per hour = 1,000 2 teacher x 25 hrs. x $20 per hour = $1,000	2,000		2,000
Stipends/Instructional Staff	Instrumental and choral festival coordinators	3 teachers x 35 hours x $20 per hour	2,100		2,100
				Stipends	9,800
Instructional Materials	Materials for theatre festival	Supplies (awards, certificates, program)	1,000		1,000
Instructional Materials	Materials for art shows	Supplies	91		91
Instructional Materials	80 Star Awards for Performing Arts Awards Gala	80 awards x $20 each	1,600		1,600
				Instructional Materials	2,691
Contracted Services/ Program Support	ICB: Facility rentals for festivals	40 hours x $48.50 per hour	1,940		1,940
Contracted Services/ Program Support	Production costs for CD recordings for festivals	238 CDs x $25 each	5,950		5,950
Contracted Services/ Program Support	Teaching artists for theatre festival	10 teaching artists x $200	2,000		2,000
				Contracted Services	9,890
Employee Benefits	Substitutes/Stipends	$6,520 x 8% = $522 $9,800 x 8% = $784	1,306		1,306
				Employee Benefits	1,306
				Total	$ 30,813

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD	July 1, 2012- June 30, 2013		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support						606.00	606.00
Prog. 22 Business Support							
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	16,320.00	9,890.00	2,691.00				28,901.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				1,306.00			1,306.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	16,320.00	9,890.00	2,691.00	1,306.00		606.00	30,813.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Marshall C. Spatz		7/20/12	301-279-3547
Supt./Agency Head Approval	Joshua P. Starr		7.23.2012	301-279-3381
MSDE Grant Manager Approval				

Fine Arts
GENERAL 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 will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

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

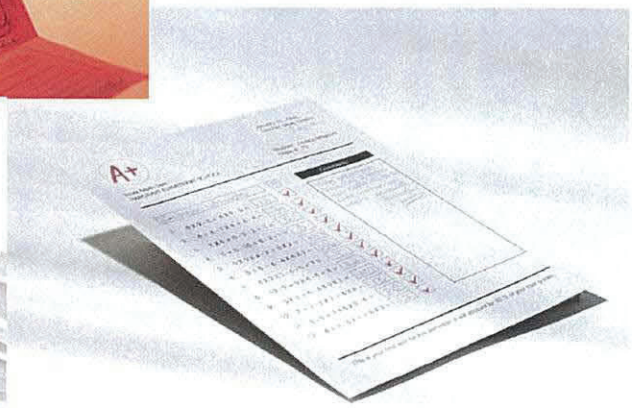
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

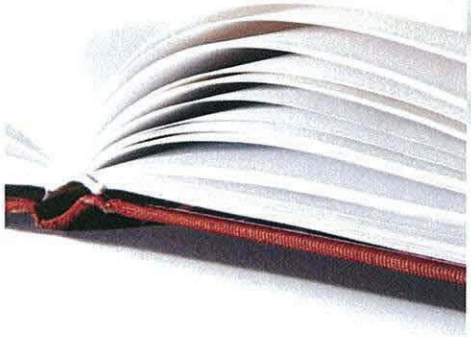
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations,** MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	7.23.2012
Superintendent of Schools/Head of Grantee Agency	**Date**

Additional Federal and State Reporting Requirements





Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2011-12

Local School System: Montgomery County Public Schools

Local Point of Contact: Marianne Erickson

Telephone: 301-517-5842 **E-mail:** Marianne_Erickson@mcpsmd.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	1	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	1	0	0	0

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

Guidance for Completion of the SY 2011-12 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**

- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
  A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
  (1) Attends a persistently dangerous public elementary or secondary school; or
  (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
  (a) During the regular school day; or
  (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.
  B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
  (1) Designation of a school as persistently dangerous; or
  (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.
  C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: **Show** the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator **(i.e. transferred in the interest of safety and/or good order and discipline)**.

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

State Fiscal Stabilization Fund Program Requirements – Phase II
Achieving Equity in Teacher Distribution

Summary
To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2011-2012 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems
Directions:
Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website

Please provide your school system link on the line below:

URL:___www.montgomeryschoolsmd.org_____

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to **evaluate the performance of teachers** and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to **evaluate the performance of principals** and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage **(including numerator and denominator) of teachers rated at each performance rating or level.**	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of **teachers rated** at each performance rating or level are publicly **reported for each school** in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage **(including numerator and denominator) of principals rated at each performance rating or level.**	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3) and (a)(6).**

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the **performance of teachers include student achievement outcomes** or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")

   a. ___X__Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.

   b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

__X___ Student growth is included as an evaluation criterion.

c. _____No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the **performance of principals include student achievement outcomes** or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? **(Mark "Yes" or "No")**

a. __X___Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

__X___ Student growth is included as an evaluation criterion.

c. _____No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

C -1 HIGHLY QUALIFIED TEACHERS
FY-2013 Bridge To Excellence - Attachment 8 Title II A
Attachment A

In Montgomery County Public Schools (MCPS), Title II A grant activities focus on three primary areas: professional development provided through the Center for Skillful Teaching the Consulting Teacher Project, and the New Teacher Induction and Mentoring support system. All are projects under the umbrella of the Office of Human Resources and Development (OHRD). OHRD works to pursue the goals of the MCPS Strategic Plan by building the capacity of all staff. Primary among these efforts are projects that are designed to support excellent instruction delivered by highly-qualified teachers.

Studying Skillful Teaching

The Skillful Teaching and Leading Team has provided Studying Skillful Teaching 1 (SST1 and Studying Skillful Teaching 2 (SST2) to teachers, and Observing and Analyzing and Analyzing Teaching I (OAT-1) and Observing and Analyzing and Analyzing Teaching II (OAT-I1) to administrators. Analyses of the effectiveness of these courses show that that participants are mastering course objectives and applying knowledge gained from these courses in their jobs

The Skillful Teaching Course focuses on:

- Increasing understanding and examination of the knowledge base of teaching
- Fostering collegiality and encouraging experimentation in the areas of motivation, personal relationship building, beliefs, and expectations.
- Expanding repertoires of instructional strategies and developing skills for effective peer support to increase student learning.

The 36-hour Skillful Teaching for Paraeducators course focuses on research-based strategies that address the science and art of teaching and ways of supporting teachers to provide high-quality instruction for every student. The course covers such topics as:

- Building positive personal relationships with students to maximize their learning
- Communicating high expectations and beliefs about students' ability to achieve
- Recognizing and addressing the causes of discipline problems
- Promoting collaboration and collegiality with teachers

Further details on the Skillful Teaching and Leading Team can be obtained at the following link: http://www.mcps.k12.md.us/departments/development/teams/skillful/skillful.shtm

Consulting Teachers

Goal 4 of the MCPS *Call to Action: Pursuit of Excellence* strategic plan includes strategies to "create a positive work environment in a self-renewing organization." One element under this goal is the implementation of three professional growth systems, one of which is the Teacher Professional Growth System.

The Teacher Professional Growth System features consulting teacher teams who work as part of the MCPS Peer Assistance and Review (PAR) Panel. Consulting teachers are assigned to support novice and underperforming teachers throughout the district in meeting the system's six

Teacher Evaluation Performance Standards. The normal period of support is one school year, but the PAR Panel has the option of authorizing a second year when appropriate. The consulting teachers are responsible for providing intensive, individualized instructional support and resources to teachers. They also document teachers' performance relative to the performance standards. Consulting teachers present data to inform the PAR Panel's employment recommendations. The annual client satisfaction feedback from teachers is highly favorable.

New Teacher Induction and Mentoring

MCPS believes that providing support is a key element for attracting and retaining highly-qualified teachers. Offering a comprehensive new educator induction program entices teachers to work in MCPS and encourages them to remain in the district. In addition to the Consulting Teacher Project, new MCPS teachers are eligible for other types of support, such as New Teacher Induction, mentoring support, continuing professional development courses, and tuition reimbursement.

Mentor teachers are tenured, exemplary, veteran classroom teachers who are trained and willing to assume the responsibility of helping a colleague develop the skills needed to be an effective teacher. Mentor teachers serve as role models, offering counsel and providing information through an informal relationship that is based on the needs of their mentees.

New teachers will be matched with mentor teachers based upon grade level/subject taught and school location. If needed, a content supervisor will provide input when selecting a mentor for a new teacher in a special subject area. Mentors complete the *Mentoring for All: Strategies, Activities and Assessment* course before being assigned to a mentee. Principals assign mentees to mentors as new teachers are hired. A one-to-one ratio of mentors to mentees is maintained. Mentor teachers initiate and maintain weekly/monthly contacts with their mentees, arranging classroom visits and providing curriculum support. The expectation is that mentors spend one hour per week or four hours per month with their mentees. Mentor teachers maintain logs that summarize their monthly contacts and document the time and types of mentoring support activities in which they engaged.

Mentor support is made available to new and experienced teachers who are new to MCPS as well as long-term substitute teachers, third year probationary teachers, MCPS staff who are returning to the classroom from non-classroom positions, and second year teachers who have been released from the Peer Assistance and Review program

As a whole, the Continuing Professional Development Project and the comprehensive strategies in the *Call to Action: Pursuit of Excellence* continue to show results. The number of classes taught by highly qualified teachers continues to increase year by year. The strategies implemented by MCPS are having a positive impact on overall new teacher retention. Nationally, more than 50 percent of new teachers leave the profession in the first five years; whereas in MCPS, less than 35 percent of new teachers leave the profession in the first five years. In FY 2013 MCPS will continue to strengthen and build partnerships with universities, especially those producing graduates with dual certification in high priority areas.

The activities mentioned above are further supplemented and strengthened through inter-project collaboration under the Office of Human Resources and Development umbrella. For example, there is extensive collaboration between the consulting teachers and New Teacher Induction.

FY-2013 Bridge To Excellence - Attachment 8 Title II A
Attachment B

C -2. Highly Qualified Teachers in High Poverty vs. Low Poverty Schools

MCPS does not have a significant gap between high poverty and low poverty schools in terms of highly qualified teachers. As a result, our grant activities are not specifically targeted to reduce the gap described. However, our activities are differentiated in a way that does offer strong support to high poverty schools.

High poverty schools often have numerous beginning teachers, and teacher turnover is typically higher in high poverty schools. The supports provided to MCPS teachers in high poverty schools contribute to their success and therefore encourage them to remain in the classroom. Even though most new MCPS teachers are highly qualified, they receive a tremendous amount of support from our comprehensive teacher induction program described in the previous question. New teachers are coached by consulting teachers who tailor the support they provided according to the needs of the schools, teachers, and students.

The Skillful Teacher course is taught in locations convenient for teachers who work in high poverty schools. Making the course easily accessible ensures high levels of teacher participation. There have been past examples of all teachers in a high poverty school being required to take the Studying Skillful Teacher coursework.

Creating programs and processes that support highly qualified teachers staying in the classrooms of high poverty schools is clearly aligned with the MCPS strategic plan.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2012 MASTER PLAN UPDATE

Local School System: Montgomery County Public Schools

Point of Contact: Dr. Laura P. Newton, director

Address: School Counseling, Residency, and International Admissions

4910 Macon Road, Rockville, Maryland 20852

Telephone: 301-230-0686 **FAX:** 301-230-0685

Email: Laura_P_Newton@mcpsmd.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.

6.25.2012

Joshua P. Starr, Ed.D.
Superintendent of Schools

Date

Please complete certification statement and submit as part of your 2012 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2012 Master Plan

Local School System: Montgomery County Public Schools

Point of Contact: Ms. Thea Dillon, Records Management Supervisor

Address: Central Records, 7210 Hidden Creek Road, Bethesda, Maryland 20817

Telephone: 301-320-7301 **FAX:** 301-320-7305

Email: Thea_M_Dillon@mcpsmd.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.)**

7.27.2012

Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your **2012 Master Plan Annual** update. If you have questions, please contact:

John McGinnis
Pupil Personnel 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