

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

October 11, 2011

MEMORANDUM

To: Members of the Board of Education

From: Joshua P. Starr, Superintendent of Schools

Subject: Final Approval of the Comprehensive Master Plan

Executive Summary

At its July 25, 2011, business meeting, the Board of Education approved the revisions to *Our Call to Action: Pursuit of Excellence*—the strategic plan for Montgomery County Public Schools (MCPS) 2011–2016. The revised strategic plan and accompanying Annual Report serve as the basis for updating the state-mandated Comprehensive Master Plan. Both plans continue to reinforce the initiatives that have been implemented since the Board of Education adopted *Our Call to Action* in November 1999. The strategic plan clearly establishes the direction and priorities for the school system. The Comprehensive Master Plan responds to the requirements of the *Bridge to Excellence in Public Schools Act of 2002*, which includes an annual update for all school systems statewide.

Background Information

The *Bridge to Excellence in Public Schools Act of 2002* (Senate Bill 856) required each local school system to develop, adopt, and implement a five-year Comprehensive Master Plan. The initial plan was submitted in September 2003 to the Maryland State Department of Education (MSDE) for review and approval. The comprehensive plan described the goals, objectives, and strategies that would be used to improve student achievement and meet Maryland's performance goals. In developing plans, school systems focused on strategies to accelerate academic excellence for all students and to eliminate achievement gaps among students. In addition, the *Bridge to Excellence in Public Schools Act of 2002* required school systems to integrate state, federal, and local funding into their master plans. During the 2003 legislative session, the Maryland General Assembly expanded the scope of the Comprehensive Master Plan, under Senate Bill 498, to consider capital improvements that may be needed to implement the plans and the impact that strategies in the plans will have on public school facilities.

The state education aid formulas, enacted through the *Bridge to Excellence in Public Schools Act of 2002*, completed the final year of the six-year phase-in schedule in Fiscal Year (FY) 2008. The

budget adopted by the Maryland General Assembly at its 2007 special session suspended inflation adjustments for FY 2009 and FY 2010. This reduced funding for Montgomery County by \$17 million. In 2010, the Maryland General Assembly imposed a one percent cap on the inflationary adjustment effective through FY 2015. In 2011, the legislature suspended the inflationary adjustment completely for FY 2012. This reduced mandated aid to MCPS by an additional \$4.2 million. The full inflationary adjustment would have provided approximately \$15 million in added state aid. The FY 2010 state budget also capped adjustments to transportation aid at one percent through FY 2015. Despite this reduced funding, all the mandated requirements of the *Bridge to Excellence in Public Schools Act of 2002* and the Comprehensive Master Plan remain in effect. With added federal aid from the *American Recovery and Reinvestment Act of 2009* (ARRA), Governor Martin O'Malley allocated sufficient revenue from the State Fiscal Stabilization Fund (SFSF) program to fully fund the Geographic Cost of Education Index (GCEI) and other elements of state aid formulas. This increased FY 2010 state aid to Montgomery County by \$28 million, with an additional \$32 million in FY 2011. In FY 2012, the state substituted state revenue for terminated SFSF program funding to maintain mandated state aid formulas. The state legislature also imposed a retirement administrative fee in FY 2012, including a \$2.8 million charge to MCPS.

The annual review of the Comprehensive Master Plan requires all 24 school systems to update MSDE on the effectiveness of federal grant programs, ARRA funds, and SFSF program funds. In addition to MSDE's review of each school system's progress toward the goals of the *No Child Left Behind Act of 2001*, there is a separate financial review to ensure all school systems are meeting their fiduciary responsibilities.

Submission of the 2011 Annual Update

The initial submission of Parts I and II of the Comprehensive Master Plan is due to MSDE on October 14, 2011, with a final submission date of November 22, 2011. The timing of the October submission makes completion of all sections of Part I difficult, since MSDE did not release several data points until the last week of September with files received by local districts as late as the first week in October. All student performance data included in Part I of the Comprehensive Master Plan have been presented to the Board of Education previously through memoranda or other systemwide reports.

Part I includes the following sections:

- I.A: Executive Summary
- I.B: Finance Section
- I.C: Data Section
- Core Content Areas
 - Reading
 - Mathematics
 - Science
 - High School Assessments

- High School Assessment Graduation Requirement
- Cross-Cutting Themes
 - Educational Technology
 - Education that is Multicultural
- Addressing Specific Student Groups
 - Limited English Proficiency (LEP)
 - Career and Technology Education (CTE)
 - Early Learning
 - Gifted and Talented Education
 - Special Education
- High-quality Staff
- High-quality Professional Development
- Family Engagement
- Schools that are Safe, Drug-Free and Conducive to Learning
- Attendance
- Graduation and Dropout
- Adequate Yearly Progress
- School Improvement

Part II includes the following sections:

- Attachments 4: A-6A—*Elementary and Secondary Education Act* Program Funding Sources
- Attachment 7: Title I, Part A—Improving Basic Education
- 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
- Additional Federal and State Reporting Requirements
 - Victims of Violent Criminal Offenses in Schools
 - Achieving Equity in Teacher and Principal Distribution
 - Facilities to Support Master Plan Strategies and Early Childhood Programs
 - Transfer of School Record for Children in State-supervised Care Annual Certification Statement
 - Student Records Review and Update Verification Certification Statement

Recommended Resolution

WHEREAS, The Maryland General Assembly enacted Senate Bill 865, *The 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 Act 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, On July 25, 2011, the Board of Education approved *Our Call to Action: Pursuit of Excellence*—the strategic plan for Montgomery County Public Schools 2011–2016; and

WHEREAS, The strategic plan for Montgomery County Public Schools contains goals and strategies to promote academic excellence among all students and to eliminate performance gaps based on race, ethnicity, gender, socioeconomic status, language proficiency, or disability; and

WHEREAS, The strategic plan for Montgomery County Public Schools incorporates and imbeds the five goals of the *No Child Left Behind Act of 2001* and the six focus areas of the *Bridge to Excellence in Public Schools Act of 2002*; and

WHEREAS, The strategic plan is the cornerstone of Montgomery County Public Schools' Comprehensive Master Plan; and

WHEREAS, 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; now therefore be it

Resolved, That the Board of Education approve Part I and Part II of Montgomery County Public Schools *Bridge to Excellence in Public Schools Act of 2002*—Comprehensive Master Plan for 2011; 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 14, 2011, as required by the *Bridge to Excellence in Public Schools Act of 2002*.

At the Board table for today's discussion are Mr. Larry A. Bowers, chief operating officer; Dr. Frieda K. Lacey, deputy superintendent of schools; Dr. Frank H. Stetson, chief school performance officer; Mr. Adrian B. Talley, associate superintendent, Office of Shared Accountability; and Dr. Marshall C. Spatz, director, Department of Management, Budget, and Planning.

JPS:LAB:sjl

Attachment

Montgomery County Public Schools Comprehensive Master Plan

Part I

2011 – 2012

MONTGOMERY COUNTY PUBLIC SCHOOLS
Comprehensive Master Plan
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MONTGOMERY COUNTY PUBLIC SCHOOLS
Local Planning Team Members
October 2011

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 Bowers	Chief Operating Officer
Frieda Lacey	Deputy Superintendent of School
Brian Edwards	Chief of Staff, Office of the Superintendent of Schools
Frank Stetson	Chief School Performance Officer
Sherwin Collette	Chief Technology Officer
Carole Goodman	Associate Superintendent, Office of Human Resources and Development
Erick Lang	Associate Superintendent, Office of Curriculum and Instructional Programs
Chrisandra Richardson	Associate Superintendent, Office of Special Education and Student Services
Linda Adams	Supervisor, Pre-K-12 Fine Arts, Office of Curriculum and Instructional Programs
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
John Burke	Director, Department of Instructional Technology
Grace Chesney	Supervisor, Testing Unit, Office of Shared Accountability
Martin (Marty) Creel	Director, Department of Enriched and Innovative Programs
Bruce Crispell	Director, Division of Long-Range Planning
Marianne Erickson	Senior Reports Specialist, Office of Shared Accountability
Virginia Lockhart	Coordinator, department of Curriculum and Instruction
Moriah Martin	Executive Assistant, Office of Human Resources and Development
Nicola (Diamond) Milwit	Executive Assistant, Chief Operating Office
Diane Mohr	Executive Assistant, Office of School Performance
Maureen Ryan	Executive Assistant, Office of Special Education and Student Services
Jody Silvio	Coordinator, Office of Curriculum and Instructional Programs
Marshall Spatz	Director, Department of Management, Budget, and Planning
Felicia Lanham Tarason	Director, Title 1, Office of School Performance
Brenda Wilks	Director, Department of Student Services
Stephanie Williams	Director, Department of Policy, Records, and Reporting
Karen Woodson	Director, Division of ESOL/Bilingual Programs

MONTGOMERY COUNTY PUBLIC SCHOOLS

COMPREHENSIVE MASTER PLAN 2011 Annual Update

EXECUTIVE SUMMARY

I. 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 strongly recognized in November 2010 with the Malcolm Baldrige National Quality Award, the nation's highest Presidential award for performance excellence. MCPS is just the sixth school district to receive this award and is the largest, by far. As a recipient of the Malcolm Baldrige National Quality Award, MCPS has welcomed 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.

Effective use of data to drive learning outcomes is a hallmark of our school system, as evidenced by the fact that the success of Montgomery County Public Schools has been featured in many national education publications, including *The New York Times*, *Scholastic Administrator* and *The Kappan*.

In July, Dr. Joshua P. Starr took over as superintendent of schools, replacing Dr. Jerry D. Weast, who retired after a remarkable 12-year tenure at MCPS. The implementation of the Baldrige Criteria and a commitment to a comprehensive strategic plan has been crucial in ensuring a smooth transition in leadership.

Since the initial submission in 2003 of a Five-Year Comprehensive Master Plan, 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.

Our 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 third 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 placed five schools in the Top 100 in the *Washington Post's* National High School Challenge and eight schools in the top 500 of *Newsweek's* Best High Schools list.

- The MCPS Class of 2010 set a record for Advanced Placement (AP) performance, with half of its 2010 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 \$232 million in college scholarships, including 89 students who were named National Merit Scholarship winners—a significantly higher number than 2010.
- The district's scores on state and national assessments remained very high. On the SAT, the Class of 2011 earned an average score of 1637, significantly higher than the state and the nation. We were pleased to see participation and performance of African American and Hispanic students continue to outpace the state and the nation.

The operational effectiveness of MCPS also was recognized this year with the awarding of the Government Finance Officers Association Certificate of Achievement for Excellence in Financial Reporting—the highest recognition possible for accounting practice and financial reporting.

Overall, MCPS continues to provide students with an excellent education and Montgomery County citizens are getting a strong return on their investment in their public school system. This was affirmed in a report from the Center for American Progress, a non-partisan group that gave MCPS high marks for academic achievement in relation to the amount of money spent on education and the specific needs of the district's student population.

However, many challenges remain. Disparities in student performance by race, ethnicity and socioeconomic status 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 tops 147,000 students and has grown by nearly 10,000 students in three 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. Over the past 20 years, the percent of students living in poverty has more than doubled. In 1990, 15.2 percent of MCPS students received Free and Reduced-price meals (FARMS) and by 2010, that figure is over 30 percent. While the FARMS population is still somewhat concentrated in certain clusters, poverty exists throughout the county. Last school year, 11 of MCPS' 19 school clusters had a FARMS rate over 20 percent.

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. The percentage of ESOL students is over 15 percent in 11 of our 19 school clusters.

Despite the district's growth, ongoing economic challenges have required the district to cut per-pupil spending by more than \$1,500 over the past three years. Yet, even in these difficult economic times, the school system's strategic planning and budgetary initiatives are directing resources to address these key challenges. 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, which reflects an initiative to more closely align operating budget allocations with strategic planning decisions.

The district is also continuing to roll out “Curriculum 2.0,” which 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.

The system will continue to focus its limited 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.

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 organizations, too, have 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.

The district also continues to implement organizational changes designed to build a culture of respect for all participants and to increase parent and community involvement from the school level up to the district level. MCPS recognizes the importance of stakeholder involvement in creating a master plan to guide the system's continued success.

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.

Finance Section

Introduction

Because of the unfavorable fiscal climate, Montgomery County Public Schools (MCPS) sustained major reductions in local resources during both FY 2011 and FY 2012. In FY 2011, MCPS received \$53.8 million of federal funds under the *American Recovery and Reinvestment Act of 2009* (ARRA) as reported on Table 1.1 C of the Master Plan. This helped to cushion part of the impact of a decrease of \$35.0 million in local tax contribution. The Maryland State Board of Education (State Board) granted a waiver of the legally mandated maintenance of effort (MOE) requirement of \$138 million to Montgomery County. The State Board action enabled the county to avoid a potential \$41 million penalty. As a result of the action of the State Board, the Montgomery County Board of Education's FY 2011 budget was reduced by \$96 million compared with the approved FY 2010 operating budget. The FY 2011 local contribution was \$98.7 million less than the local contribution in FY 2009 despite an enrollment increase of 4,000 students. MCPS did not receive new net funding or redistributed funds and was forced to make significant program reductions as indicated on Table 1.1 B.

In FY 2012, Montgomery County again failed to meet state MOE requirement. The local appropriation was reduced by \$45.0 million from the FY 2011 level. The local appropriation fell short of the MOE requirement by \$127 million. Despite an enrollment increase of 2,500 students, the MCPS operating budget was reduced by \$17.4 million. Over the period from FY 2009 to FY 2012, MCPS received \$159.5 million of increased state aid. During the same period, however, the local contribution was reduced by \$143.5 million, equal to 90 percent of the increased state aid. Despite these 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 budget reductions necessary because of limited local support are described in detail on Table 1.1 B for FY 2011 and Table 1.1 A for FY 2012.

Prior Year Variance Table—Analyzing Questions

Instructions:

Please respond to the following questions using the information provided in the Prior Year Variance Table.

Revenue Analysis

- **Did actual FY 2011 revenue meet expectations as anticipated in the Master Plan Update for 2010? If not, identify the changes and the impact any changes had on the FY 2011 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Yes, actual revenue for FY 2011 of \$2,048,067,365 matched final budgeted revenue.

Analysis of Actual Expenditures

- **Please provide a comparison of the planned 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.**

FY 2011 actual expenditures are less than the final FY 2010 final budget. The FY 2011 final Current Fund budget was \$2,048,067,365. FY 2010 actual expenditures were \$2,015,962,905. The difference is \$32,104,460. All changes in actual expenditures affected mandatory/costs of doing business Goal 10. Reductions of expenditures included a variety of reductions in various state categories of expenditure because of the implementation of a comprehensive hiring freeze and other expenditure restrictions. Procedures for exceptions to the expenditure restrictions assured that no changes were necessary in academic initiatives directed at the Master Plan goals.

*Questions 1–4 below are based on the school system’s use of State Fiscal Stabilization Funds. Question 5 is based on all ARRA funds. Please respond to the following questions using the information provided in the **ARRA Prior Year Variance Table**.*

- 1. Please describe what the influx of flexible ARRA State Fiscal Stabilization Funds (SFSF) has allowed the school system to accomplish this year, regardless whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS 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 received \$31,261,614 in SFSF in FY 2011. This funding was used to defray unavoidable costs for utilities, including electricity and natural gas costs. The availability of these funds permitted use of local funds to maintain 494.0 teacher positions. These positions avoided an increase in average class size of up to 0.8 students per class, to maintain special education instruction, and to avert increases in the ratio of ESOL teachers to English language learners, thereby helping to improve student performance. The influx of funds enabled MCPS to maintain initiatives in the four reform areas and avoid reductions in local funding for these purposes. Based on this use of funds, the Maryland State Board of Education approved the district’s Master Plan update for 2010.

- 2. If the State Fiscal Stabilization Funds (SFSF) are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.**

Not applicable

3. Please describe, if applicable, one-time uses of SFSF. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.

SFSFs were used for ongoing purposes as described above. In 2011, the Maryland General Assembly agreed to maintain mandated state aid formulas and other forms of state aid that replaced ARRA funding.

4. 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 comprehensively 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 and staff by race and ethnicity, with attention to barriers created by students or staff who primarily speak a language other than English.

5. How has the potential “funding cliff” impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?

MCPS was fully aware of the implications of the “funding cliff” in ARRA funds. In FY 2011, MCPS received \$53,867,176 in ARRA funds (See Table 1.1C). 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 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. In some cases, including Title I and IDEA, funding for ongoing programs was reduced in FY 2012 because of the termination of funding, but other funding sources, including state and federal Education Jobs Fund aid of \$4.4 million, mitigated reductions in programs and activities related to ARRA goals. The district has maintained and strengthened fundamental reform efforts despite the funding cliff.

Maryland School Assessment (MSA)

Maryland School Assessment Reading

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

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

At the elementary school level, overall reading proficiency rates in 2011 (91.8%) rose 1.3 percentage points from 2010 (90.5). Proficiency levels for special education students (74.8%) and LEP students (79.2%) revealed the most significant challenges, while performance for Black or African American and Hispanic/Latino students were 84.9% and 86.9%, respectively.

At the middle school level, overall 2011 reading proficiency rates rose by 0.8 percentage points, from 89.0% in 2010 to 89.8% in 2011.. The challenge at the middle school level continues to be the achievement gap between subgroup populations, with Hispanic/Latino and Black or African American students scoring 81.7% and 83.0%, respectively. With regard to special services groups, special education and LEP students performed at 69.4% and 56.5%, respectively.

- 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 with the Common Core State Standards. Additionally, 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.

During 2011–2012, full implementation of the web-based the Elementary Integrated Curriculum (EIC) will occur in Kindergarten and Grade 1 and will be optional for Grade 2, with full implementation rolling up the grades in subsequent years. The EIC will continue to emphasize daily small group reading instruction in all elementary grades. Increasing the amount of reading students are engaged in, implementing effective vocabulary instruction, and promoting comprehension and reading complex text also will be emphasized. The EIC allows more opportunities for students to develop reading skills and to read more widely

across content areas, as the curriculum, instruction, and classroom assessments are integrated. It is anticipated that a focus on thinking and academic success skills will promote reading performance.

Also in 2011–2012, selected elementary schools will implement a new program, Leveled Literacy Intervention, for small groups of identified students, including LEP students and students with disabilities. Implementation will be expanded as resources become available.

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, and resources have been provided to schools with the greatest needs. Additional resources have been identified, including a computer-based reading program, which have been shown in field tests to engage students and to improve reading achievement.

Online professional development resources to promote effective reading instruction in middle schools will be rolled out during 2011–2012, and middle school reading specialists and staff development teachers will receive training on matching materials to student needs. A communication, support, and training plan also has been developed. Upon analysis of implementation results, this initiative may be expanded in subsequent school years.

The district will expand its efforts to emphasize literacy instruction in content areas. Resource sets of texts at varied reading levels will be identified for use in science and social studies, and resource teachers in these areas will receive regular training on appropriate balance between the use of leveled texts and complex 'stretch' texts.

Maryland School Assessment (MSA)

Maryland School Assessment Mathematics

Based on the examination of AYP Math proficiency data for elementary schools (Table 2.4) and middle schools (Table 2.5):

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

Elementary mathematics performance at the proficient and advanced levels increased by 0.3 percentage points to 88.7% for all students. Challenges in performance were observed for Black or African American (78.5%), LEP (74.4%), and FARMS (77.9%) students. The most significant challenge was noted for special education students, with performance at 65.6%.

At the middle school level, student performance at the proficient and advanced levels increased by 0.8 percentage points for all students to 79.6%. Challenges were observed for Black or African American (64.6%) and Hispanic/Latino students (66.3%). For special services groups, challenges were noted for LEP (47.7%), special education (51.2%), and FARMS students (60.6%).

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.

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.

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

- **Strategic, Targeted School Support Process**—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.
- **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. This highly successful model is being expanded to allow all elementary schools identify a math representative to attend MCC training sessions and collaborate with the school’s staff development teacher to provide job-embedded training and support to staff on mathematics instruction.
- **Development and Implementation of Standard-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 2011–2012 school year in Grades K–2, 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 will be aligned with the Common Core State Standards.
- **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.
- **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.

Maryland School Assessment (MSA)

Maryland School Assessment Science

Based on the examination of 2011 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).

At the elementary level, the greatest challenges were observed for students with Limited English Proficiency (LEP) (29.7% scoring proficient and advanced), Special Education (42.4%), and students receiving Free and Reduced-priced Meals System (FARMS) (48.0%), followed by Black or African American and Hispanic/Latino students with proficient scores at 54.5%, and 55.3%, respectively.

At the middle school level, the greatest challenges were noted for LEP students (24.9% scoring proficient), followed by special education students (38.8%), and FARMS students (52.7%). Hispanic/Latino and Black or African American students achieved proficiency rates of 57.4% and 60.6%, respectively.

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 2011–2012 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 and students who require reading support. Specific adjustments are described below:

- During July 2011, middle school science resource teachers (department chairs) were provided professional development opportunities that focused on instructional strategies to meet the needs of diverse learners, use data to monitor and adjust instruction, and probe student thinking. Resource teachers received training plans and materials to provide professional development to their school teams. Follow-up professional development is scheduled for November 2011 and February 2012.
- In July and August 2011, middle school science teachers will receive professional development to support implementation of middle school science courses. The training

focuses on content and pedagogy with an emphasis on differentiation and culturally responsive instruction.

- Each month throughout the 2011–2012 school year, middle school science resource teachers meet with central office staff to discuss data and to receive ongoing professional development related to curriculum, instruction, and assessment.
- Each central office content specialist will continue to provide ongoing support to middle schools to which they are assigned by meeting with teams to analyze data, discuss instructional strategies and plan instruction.
- Central office content specialists will support schools as they implement the new Elementary Integrated Curriculum (EIC) in K–2 as well as support the development of the Grades 3–5 curriculum for implementation in upcoming years. The EIC will save teachers planning time and ensure that science, social studies, fine arts, health, and information literacy are taught along with reading/language arts and math. Thinking and academic success skills will be interwoven into the EIC and will 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 focus on the development of 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.

Social Studies

1. Describe the alignment of your LEA's Social Studies Curriculum with the State Curriculum at the elementary, middle, and high school levels.

The Montgomery County Public Schools (MCPS) social studies curriculum at the elementary, middle, and high school levels is fully aligned with the State Curriculum. Details of individual grade levels and courses may be found at: <http://www.montgomeryschoolsmd.org/curriculum/socialstudies>.

Elementary curriculum for Grades 1–5 addresses the key content and concepts found in the history, geography, economics, political science, and people of the nations and world standards and indicators. The curriculum reinforces these concepts by building on previous learning and extending understanding in later years. The elementary curriculum culminates with a focus on Maryland and United States history in Grades 4 and 5, providing a historical application of concepts introduced in earlier grades.

The middle school curriculum spans Grades 6–8, with a focus on world history and culture in Grades 6 and 7 and early American history in Grade 8. Similar to the elementary school curriculum, the middle school curriculum infuses the content and concepts of all the Maryland State Department of Education (MSDE) social studies standards including history, geography, economics, political science, and people of the nations and world. The curriculum is designed to focus on enduring understandings that provide application both in the historical past as well as in modern day connections.

High school curriculum in MCPS includes U.S. History since Reconstruction; National, State, and Local Government; and Modern World History. These curricula are aligned with the MSDE standards and indicators provided for each of these courses. In addition, the courses provide substantial support for preparing students for success in Advanced Placement courses as well as advanced elective courses in social studies.

2. Identify the challenges your LEA faces in ensuring that the Social Studies State Curriculum is effectively implemented at the elementary, middle, and high school levels.

The challenges facing MCPS in implementing the Social Studies State Curriculum exist primarily at the elementary level. Many teachers report difficulty allotting sufficient time and attention to teaching the social studies curriculum. This difficulty is in large part due to additional time being devoted to mathematics and reading instruction in preparation for the Maryland State Assessments each spring.

At the middle and high school levels the district has not experienced challenges in implementing the state curriculum. Teachers are well equipped with curriculum and the time needed to deliver instruction. Rather, the challenge at these levels is the ongoing

challenge of meeting the needs of a diverse student population in order to provide engaging and rigorous instruction.

3. Explain how your LEA is addressing those challenges.

MCPS is redesigning its elementary curriculum by creating an online integrated curriculum in which social studies plays a critical role. Lessons are designed to show the integration of multiple contents in which each piece is necessary for successful instruction in the content, skills, and processes of the elementary curriculum. By explicitly showing how social studies can be integrated into instruction, teachers will be able to infuse social studies content more systematically and consistently. The message that all contents are important is a clear and strong component of the integrated curriculum.

The instructional challenges at middle and high school are being addressed by providing ongoing professional development, developing related curriculum documents and an online curriculum site. This site provides centrally developed curriculum, instruction, assessment, and professional development resources, as well as teacher contributed lessons, and the opportunity for teacher collaboration across schools. Teacher access to resources will expand as more courses are added into this site. A key feature of this site is the identification of resources with the appropriate MSDE social studies standards and indicators.

Maryland School Assessment (MSA)

High School Assessment English Based on the examination of AYP proficiency data for English (Table 2.3):

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

While 89.5% of all students were proficient on the English HSA, challenges were seen for limited English proficient students (46.4%), special education students (69.7%), and those students receiving FARMS services (77.9%).

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.
- **Ninth- and Tenth-Grade Literacy Reports**—These data reports are accessed through *myMCPS* and include student performance data on the most recent MSA, PSAT, and Measures of Academic Progress-Reading (MAP-R) and grades and exam scores for English 9 and English 10. Teachers and administrators use these reports to identify students who are underperforming and who may benefit from an intervention.
- **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 one high school 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—Beginning in the 2011–2012 school year, high school English courses in Grades 10, 11, and 12 will be aligned 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 or webinar sessions and on-demand video resources provided in a web-based environment.

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 2010 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 is seen for LEP students, with 41.0% (132 students) yet to take the test, and 36.6% (118) having taken but not passed the test by the end of Grade 11.

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.

Curriculum—Beginning in the 2011–2012 school year, high school English courses in Grades 10, 11, and 12 will be aligned with the Common Core State Standards (CCSS). Instructional resources for courses at these grade levels will also be available 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.

Maryland School Assessment (MSA)

Algebra/Data Analysis

Based on the examination of HSA data for Algebra/Data Analysis (Table 2.6):

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

While 91.5% of all students were proficient on the Algebra HSA, challenges are evident for special education and limited English proficient students with performance at 69.35% and 68.6%, respectively. Achievement gaps persist between Black or African American (80.8%) and Latino/Hispanic students (86.7%) and their White (97.7%) and Asian (96.7%) peers.

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 2011–2012 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 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 all local high schools where 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 will be strategies of the 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. These professional development sessions will be provided for administrators and teachers throughout the district 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 2010 High School Assessment results for Algebra/Data Analysis (Tables 3.3 and 3.4):

1. Identify any additional challenges that are evident.

In 2010, 39.9% (318) of Grade 10 special education students and 49.8% (211) of LEP students had either taken and not passed, or not taken the Algebra HSA. During the same year, 31.8% of special education students (243) and 40% of LEP Grade 11 students (127) had either taken and not passed, or not taken the Algebra HSA. These data reveal that these students need for 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 added to support students required to pass the Algebra/Data Analysis in order to graduate:

- **Pilot in 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 course work 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.

Maryland School Assessment (MSA)

Biology

Based on the examination of 2010 High School Assessment results for Biology (Tables 3.5 and 3.6):

1. Identify the challenges that are evident.

Overall, approximately 9.1 percent of 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 41.3 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 of students who had not yet taken or passed the Biology HSA by Grade 11 were Special Education (27.9 percent), and Free and Reduced-priced Meals System (21.4 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. The challenge continues to reduce the number of students in identified subgroups that need to complete Bridge projects to achieve the HSA requirement.

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.

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 2011, high school science resource teachers (department chairs) were provided professional development that focused on instructional strategies to meet the needs of diverse learners, use data to monitor and adjust instruction, and probe student thinking. Resource teachers received training plans and materials to provide professional development to their school teams. Follow-up professional development opportunities are scheduled for November 2011 and February 2012.
- Each month throughout the 2011–2012 school year, high school science resource teachers meet with central office staff to discuss data and to receive ongoing professional development related to curriculum, instruction, and assessment.

- Each central office content specialist will continue to provide ongoing support to high schools to which they are assigned by meeting with teams to analyze data, discuss instructional strategies, and plan instruction.

Maryland High School Assessment Graduation Requirement

Class of 2011

Based on the examination of data for 2011 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

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

The High School Assessment (HSA) data for 2011 graduates show that Montgomery County Public Schools (MCPS) has succeeded in ensuring that students met the HSA graduation requirement. In 2011, 99.9% of Grade 12 MCPS students met the HSA requirement; 82.0% (8294) met by passing all four HSA exams, 11.9% (1,208) met using the combined score option, 5.7% (574) met using the Bridge Plan for Academic Validation (Bridge Plan) and 0.4% (40) met using the HSA Waiver.

The implementation of the Bridge Plan in MCPS was successful as well, with 2,612 passing projects in all four subject areas. As a result, 574 MCPS students met the HSA requirement through the Bridge Plan. Our success was attributable to an efficient process for scoring projects and reporting results and to dedicated school staff who served as project monitors, HSA Team Leaders, and/or Bridge Plan contacts. This process ensured that students who failed projects received timely and specific feedback to enable them to resubmit their revised projects.

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

The continued success of the implementation of the Bridge plan is attributable to several factors:

- Central coordination of instructional, budget, and technology efforts by an HSA committee that included representatives from most MCPS offices.
- Communication with school staff through each school's designated HSA Team Leader. Monthly meetings with the team leaders enabled us to disseminate important information and updates regarding the Bridge Plan and answer questions that school staff had regarding implementation.
- Continued development of our HSA Bridge Plan Site, a password protected intranet site that provided school and central staff with the Bridge Plan materials and resources, including the following:
 - Student projects and project monitor guides.
 - Training videos.
 - Communication materials designed for students, school staff, and parents.

- Bridge Plan eligibility and profile reports.
- Student planner that facilitates the tracking of student progress on projects, as well as the submission and scoring of those projects.
- Calendar of important dates.
- Establishment of a monthly project pick-up and scoring schedule.
- Flexibility in allowing schools to develop the means for project completion that worked best for them, including classes during the school day and after school in the High School Plus program.
- Funding for substitutes that allowed teachers to assist certified central services staff with scoring the projects each month and for project monitors to guide students toward completion of their projects.

3. Describe where challenges were evident.

The challenge of the Bridge Plan in our very large school system centers on our continuing fiscal crisis as we try to do as much for students as we have, or more, with less. Teachers and administrators often devoted extra time and resources as project monitors and school Bridge Plan contacts to guide students and oversee the completion and submission of student projects during another year of fiscal crisis when very little funding was provided by the state for the program.

Central services staff also spent a great deal of time planning for and implementing the Bridge Plan. Again, all of these additional duties came in yet another year of major budget cuts and scarce resources.

Special education students and English language learners often had limited time to complete HSA requirements through the Bridge Plan. Development of their language and academic skills often meant taking the HSAs later in their high school careers to ensure greater success. Therefore, when students did fail tests, they had limited time to complete the number of projects required to satisfy HSA graduation requirements.

High mobility rates in some schools provided extra challenges to staff as they worked with students to complete projects.

Class of 2012

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2011 (Table 3.11):

1. Identify the challenges that persist.

Approximately 91% of rising seniors have met the HSA graduation requirement with 9% needing to meet the requirement during the 2011–2012 school year. Of the group of students that have not yet met the HSA graduation requirement, approximately 5.5% need

to pass two or more exams, and of these students, 3.5% of students need to pass one exam. School staff must continue in their persistent efforts to assist special education, LEP, and Free and Reduced-price Meals System students in HSA test preparations and in the completion of Bridge Plan projects as they work to meet the HSA graduation requirement.

Limited funding and the ongoing fiscal crisis will continue to provide challenges to MCPS as we continue our implementation of the Bridge Plan. Once again this coming year, we will not have the benefit of the HSA grant funds from MSDE that allowed us to provide additional staffing for fifteen schools to run HSA workshops during the day. These workshops afforded students the opportunity to complete Bridge Plan projects and/or prepare for re-testing. Many of the seniors who still need to meet the HSA graduation requirement already have very little room in their schedules since they are working to meet credit requirements. Not having the grant again will burden both students and staff as they attempt to find alternative means of completing projects and preparing for assessments.

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

Once again, MCPS has allocated funds for schools to offer both Bridge Plan workshops and HSA Test Preparation classes over the summer, at no cost to students, at local summer school sites. This plan allows students to work toward improving test scores and completing projects before the 2011–2012 school year begins. Summer classes also make it possible for students to focus on Bridge Plan projects without the pressure of a full schedule of classes.

Schools with the greatest number of students who have not met the HSA requirements will receive a differentiated allocation to offer HSA workshop sessions during the student day. This offers seniors the opportunity to prepare to take or retake the assessments and/or complete Bridge Plan projects as part of their regular daily schedule. Students often face multiple challenges as they enter their senior year, including the completion of required courses, and Student Service Learning hours. In addition, family demands may include the need to work or care for younger siblings. By offering these workshops, we will help ensure that requirements are completed in a timely manner.

Beginning with the 2010–2011 school year, MCPS required students to earn a minimum number of credits in English, math, science, and social studies in order to be promoted at each grade level. As this measure continues into its second year, it will help to ensure that all students take and pass the required HSA-related courses prior to their senior year.

The following resources were allocated to support fulfilling the HSA graduation requirements for the 2011–2012 school year.

Resource	Amount
Bridge Plan Coordinator	\$120,320
High School Teachers (3.0 FTE)	\$277,486
Professional Part-Time	\$127,465
Supporting Services Part-Time	\$21,229
Substitutes	\$9,857
Stipends	\$16,875
TOTAL	\$573,232

**Cross-Cutting Themes
Educational Technology**

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007-2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

1. Identify the major technology goals that were addressed by the school system during the 2010-2011 academic year. Include a description of:
 - the progress that was made toward meeting these goals and a timeline for meeting them.
 - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.
 - supporting data and evaluation results as appropriate.

This description of the progress made toward meeting the district's educational technology goals is based on a review of goals in the Montgomery County Public Schools (MCPS) Strategic Technology Plan for Fiscal Year (FY) 2009–2011, Educational Technology for 21st Century Learning. Data includes MCPS trends and comparisons with statewide averages and other Maryland school districts.

Plan Goals:

- Students will use technology to enhance learning.
- Schools will address the digital divide through equitable access to technology.
- Staff members will improve technology skills through professional development.
- Staff members will use technology to improve productivity and results.

Use of Technology

Goal 1: Students will use technology to enhance learning.

Performance Measures:

- Student technology literacy proficiency rates
- Number of online high school courses available

Results:

- The FY 2010 measure shows 63 percent of Montgomery County students were proficient on the most recent administration of the Maryland Measure of Student

Technology Literacy. This assessment is no longer available and it is anticipated that a new measure will be established.

- In FY 2011, there were 3 online high school courses offered by MCPS, in addition to courses offered through the Maryland Virtual Learning Opportunities initiative.

Programs, Practices, Strategies, or Initiatives Implemented:

- Developed a curriculum management system—including curriculum, standards, resources, and lesson plans—to enhance the sharing of ideas and classroom strategies.
- Expanded access to online information resources through collaborative purchasing, transitioning from the Maryland K–12 Digital Content grant.
- Expanded curriculum supports for new technologies being installed in middle schools that provide an engaging classroom learning environment.

Goal 2: Schools will address the digital divide through equitable access to technology.

Performance Measures:

- Student-to-computer ratio
- Projectors/projection devices per school
- Staff-to-computer ratio

Results:

- The school year 2010–2011, student-to-computer ratio was 3.67:1.
- In school year 2010–2011, there were an average of 27.38 projectors per school; and 63 percent of elementary schools have one or more interactive whiteboards; and all secondary schools also have interactive whiteboard projection devices in 68.5 percent of their classrooms.
- The FY 2010 staff-to-computer ratio in schools was 1.6:1.

Programs, Practices, Strategies, or Initiatives Implemented:

- Targeted a 3:1 student to high-capacity computer ratio in every school by continuing the Technology Modernization program and implementing a project to upgrade and support older computers needed for learning programs.
- Continued to increase the computer projection devices available for classrooms (currently 27 per school average).
- Provided four workstations per classroom in elementary school technology magnets using thin client technologies; maintain 2:1/3:1 ratios when refreshing middle school magnets.
- Expand use of mobile computer labs and initiate field tests of low-cost computing options (e.g., thin client devices in secondary school computer labs and ultra-mobile personal computer learning sets in high-poverty elementary schools).
- Provided wireless network access in 2 high schools and new and modernized schools.

Goal 3: Staff will improve technology skills through professional development.

Performance Measures:

- Percentage of principals assessing skills
- Percentage of teachers assessing skills
- Number of IT systems specialist (ITSS) staff enrolled in one or more skill training courses/workshops

Results:

- The FY 2010 measure shows 39 percent of MCPS school administrators completed the Maryland School Administrator Technology Inventory. This is the most recent administration of the inventory.
- The FY 2010 measure shows 19 percent of MCPS teachers completed the Maryland Teacher Technology Inventory. This is the most recent administration of the inventory.
- Seven ITSS central office staff enrolled in one or more skill training courses or workshops.
- Two database administrators who are central office staff enrolled in one or more skill training courses or workshops.

Programs, Practices, Strategies, or Initiatives Implemented:

- Infused technology skills into ongoing professional development, including the dangers and consequences (cybersecurity, cybersafety, and cyberethics)
- Expanded self-directed career advancement within identified IT job bands

Goal 4: Staff will use technology to improve productivity and results.

Performance Measures:

- Customer satisfaction rate
- Percentage of student and business application system requirements implemented

Results:

- The FY 2010 customer satisfaction rate for technology installed in schools was 82 percent from students and 78 percent from parents.
- In FY 2010, 50 percent of requested system enhancements were implemented.

Programs, Practices, Strategies, or Initiatives Implemented:

- Used Web 2.0 tools to create an environment for enhanced electronic collaboration and communication
- Upgraded user interfaces such as single sign on, password self-service
- Enhanced student data management and data warehouse systems by continued expansion of student achievement data and simplified access
- Provided a system for online access to applicant information, which allows principals and directors to view candidates' application files without leaving their schools or offices

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

In the current fiscal climate, maintaining the appropriate level of technology infrastructure investment is critical and continues to be a significant challenge. Technology plays a central role in virtually every aspect of our daily lives. We are making progress in designing and implementing innovative solutions to support our ongoing improvement efforts. These solutions center on supporting the creation of engaging learning experiences for all learners and providing access to resources and expertise that improve instructional and workplace practices.

The Board of Education, through the approval of its operating and capital budgets, dedicates resources that support our school system's instructional programs and business services. In these challenging economic times, innovative technology provides staff members with solutions to meet and exceed the high standards established for our students and employees. The Technology Modernization Program (Tech Mod) is an essential mechanism to provide schools with the information technology that is necessary to support digital content and to facilitate teaching and learning. This program is based on the strategic technology plan that was initially adopted by the Board of Education in September 2001.

Funded through the Capital Improvements Program, Tech Mod provides the funding for the school system's hardware, software, and network infrastructure. The mission of Tech Mod is to make technology a reliable tool to support access to a rigorous digital curriculum and provide access to data for decision making. Updated technology enhances student learning opportunities, ensures accessibility for all students, provides access to different types of mobile, desktop, and handheld computing technologies, and facilitates communication about student progress. Tech Mod is important to maintain a relevant and competitive instructional program. The County Council's final decisions on the Fiscal Year (FY) 2010 Capital Budget decreased funding, suspending Tech Mod for one year. This action effectively extended the Tech Mod replacement cycle from four to five years through FY 2012. This loss of funding required significant maintenance efforts to ensure that educational programs continued without interruption. While the refreshment program was reinstated for FY 2011 (at a reduced level), the added cost of \$5 million—to purchase parts, upgrade memory, refurbish out-of-warranty computers, and acquire service warranty for some specialized parts—in order to maintain five- and six-year-old computers uses valuable resources that would be better directed at providing newer technologies for more students and staff.

An ongoing challenge is to better inform the community on the importance of student technology literacy and the need for high performance technology to prepare students for college and careers in a global economy. To address this challenge, MCPS is working toward creating a better understanding of and support for technology. A principal advisory council for technology has been appointed that provides feedback on keeping technology focused on real needs and to assist school leaders with communicating to their communities. In addition,

presentations are being made at meetings of Parent Teacher Associations, the Board of Education, and County Council committees.

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership.

Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

The student, teacher, and school administrator technology literacy standards were measured for the second time statewide during the 2009–2010 school year. The results show that 63 percent of MCPS Grade 7 students were proficient, compared to 55 percent for the state of Maryland as a whole. Teacher and school administrator results for MCPS indicate an 82 percent proficiency rate for the 2,217 teachers who participated (compared to a 79 percent proficiency rate across the state of Maryland) and a 88 percent proficiency rate for the 171 school administrators who participated (compared to a 86 percent proficiency rate for the state of Maryland). This self-reported survey was not available to be administered during the 2010–2011 school year.

MCPS is designing professional development efforts that seek to capitalize on the opportunities that new and innovative technologies provide for changing teaching and learning. The goal is to help teachers rethink their instructional approaches and model how to create multimodal, universally designed learning environments. Through the integration of content, pedagogy, and technology, these learning environments reflect the shift in instructional focus from teacher-centered to learner-centered classrooms. They use interactive technologies to support and extend students' understandings of concepts and processes. Traditional verbal activities are replaced with hands-on, inquiry-based learning experiences during which students explore problems, design solutions, and create products that illustrate their understandings of key concepts. In these learning environments, teachers and students are using technology to access content beyond the walls of the school. Teachers in these classrooms use multiple assessment strategies including portfolios, open-ended questions, self-reflection and analysis, and peer review.

Professional development efforts supported by staff in the Office of the Chief Technology Officer (OCTO) have centered on helping teachers integrate technology, pedagogy, and digital content throughout their planning and enactment of their lessons, assessing student learning, and monitoring student performance.

The continued areas for student curriculum focus will be multimedia presentations and the logic behind an effective Internet search. In addition to staff development to improve student technology literacy, teachers and school administrator results point to the need for support in the area of how to use data and student assessments for instructional and administrative decision making. The central office staff collaboratively leading this project includes the directors of curriculum, library and media services, and technology innovations.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

A program of technology-based formative assessments is helping teachers assess student learning and adjust their teaching practices accordingly. Specifically, they can re-teach concepts not learned by their students and can differentiate instruction as needed by individual students. Additionally, the Office of Curriculum and Instructional Programs reorganized its office to include an elementary integrated curriculum team that infuses the effective integration of technology into the curriculum. The instructional specialist job descriptions at the elementary and secondary levels were revised to include knowledge of technology integration and all such positions were re-advertised to ensure staff had the skills and knowledge to perform the task.

The local school system has gathered extensive stakeholder feedback to develop and implement an integrated and robust technology solution for the development, sharing, collaboration, and use of curriculum and associated instructional resources for grades K–12. This user-friendly system not only makes curriculum, lessons, and resources available in an online interactive community, but also reflects changes to these elements in real time. This technology system solution encourages a participative community of sharing amongst instructional colleagues, creating an environment rich with instructional knowledge and experience.

5. Discuss how the local school system is using technology to support low-performing schools.

To ensure students in low-income areas of the county have access to technology, the district continued its Technology Modernization program, which upgrades technology in all schools every five years. Upgrades include new equipment, software, and network connectivity infrastructure.

6. Please update the district’s Accessibility Compliance chart, bolding or underlining any changes. This information is used in the preparation of a report that goes to the Maryland Legislature.

The district's completed chart from last year can be accessed at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

7. Please update the district’s Children’s Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes.

Access the district's completed form from last year at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

ACCESSIBILITY COMPLIANCE

On December 4, 2001, the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following website: <http://cte.jhu.edu/accessibility/Regulations.cfm>

Please review the information submitted with the October 2010 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes. Note: to review your system's 2010 master plan update, go to: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

PROCESS	IMPLEMENTATION	MONITORING
<p>Regarding assistive technologies, MCPS complies with state requirements for acquisition and teacher development of accessible technology for all products and materials used in the district.</p> <p>MCPS procurement and purchasing processes require that equipment, software, and online resources are centrally evaluated and that requests for purchase are reviewed by staff in the Office of the Chief Technology Officer (OCTO). These processes ensure that all technology purchases are accessible for all students per COMAR 13A.05.02.13.H: <i>Accessibility of Technology-Based Instructional Products</i>; Education Article § 7-910: <i>Equivalent Access for Students with Disabilities</i>.</p>	<p>The Office of Special Education and Student Services also has its own technology staff, who works closely with schools and the staff in OCTO to ensure there are appropriate technology supports for special needs students.</p> <p>Training on software is done by High Incidence Adaptive Technology (HIAT), Interdisciplinary Augmentative Communication and Technology Team (Interact), Vision and Deaf and Hard of Hearing (DHOH) to meet specific needs. The Department of Instructional Technology provides training to all instructional staff incorporating accessibility.</p> <p>http://www.montgomeryschoolsmd.org/departments/hiat/training/HIAT_schedule.shtm</p> <p>http://www.montgomeryschoolsmd.org/departments/interact/</p>	<p>Once software and online services have been selected, technical compatibility and usability testing are done. Accessibility features are tested by several departments including HIAT, Interact, Vision, and DHOH. Collaboration with all departments ensures we are selecting software and services that are compliant.</p> <p>Additionally, the Accessible Technology Steering Committee focuses on continual identification of assistive technology needs and any new hardware and software products that could be used to support special needs students. This steering committee meets regularly and has expert representation from the offices responsible for special education, curriculum content, professional development, and technology.</p>

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Montgomery County Public Schools

ETMA Contact Person: Ms. Moriah A. Martin

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

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Date completed: August 12, 2011

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, 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—All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness
 - Goal 4, Milestone 2—Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.
4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions
 - Prefer checklist to narrative report

- Consider use of “all” schools—is MSDE assessing system vision and overall implementation or each school’s ETMA implementation efforts?

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: <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ➤ Administrators <input checked="" type="checkbox"/> ➤ central office staff <input checked="" type="checkbox"/> ➤ teachers <input checked="" type="checkbox"/> ➤ support staff <input checked="" type="checkbox"/> ➤ instructional assistants/para-educators <input checked="" type="checkbox"/> ➤ substitutes <input checked="" type="checkbox"/> ➤ bus drivers <input checked="" type="checkbox"/> ➤ custodians <input checked="" type="checkbox"/> ➤ cafeteria workers <input checked="" type="checkbox"/> ➤ volunteers <input checked="" type="checkbox"/> 					✓

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

<u>Print Name</u>	<u>Job Title</u>
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 Human Resources and Development
Mrs. Virginia L. Lockhart	Coordinator, Department of Curriculum and Instruction, Office of Curriculum and Instructional Programs
Ms. Moriah A. Martin	Assistant to the Associate Superintendent, Office of Human Resources and Development

I.D.ii Limited English Proficient Students

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

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

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

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

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

- AMAO 1 is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO I progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO I for school year 2010-2011, 60% of ELLs will make progress in learning English.
- AMAO 2 is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO II, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO 2 (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO II target for school year 2010-2011 is 17% of ELLs will attain proficiency in English.
- AMAO 3 represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

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

Limited English Proficient Students

A. Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1- 4.3):

1. Describe where progress is evident.

For 2011, MCPS English for Speakers of Other Languages (ESOL) students have exceeded AMAO I and II targets. However, the 2011 AMAO III target was not met, since the LEP subgroup at the county level did not make Adequate Yearly Progress (AYP) in middle and high school Reading, as well as elementary school Mathematics.

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

Curriculum and Instruction—To meet federally-mandated AMAO and accelerate the development of academic English, MCPS continues to refine and move online the locally developed pre-K–12 ESOL curriculum to ensure that ESOL students at all levels receive structured, systematic English language development instruction in accordance with the Maryland English language proficiency state curriculum. Additionally, ESOL Benchmarking Criteria have been developed at the secondary level to ensure that ESOL students are placed at the ESOL instructional level that provides the optimal condition for continued and accelerated development of academic English.

Professional Development—*The ESOL for Leaders Webinar Series* continues to provide professional development for school leaders to build their capacity to support and monitor effective school-based ESOL instructional programs. Ongoing professional development for ESOL teachers on implementing the ESOL curriculum, analyzing ESOL data, and delivering English language development instruction through the content areas is provided on a regular basis in face-to-face, school-based, and online formats. To build the capacity of secondary content teachers to meet the language and content needs of ESOL students, MCPS will continue the partnership with the University of Maryland Baltimore County (UMBC) to extend the 2010–2011 high school pilot of Secondary Teacher Education and Professional Training (STEP T) for English language learners (ELL) to middle schools, to equip teachers with the critical knowledge and skills to effectively engage ESOL students in the content areas of mathematics, science, and social studies. Plans also are underway to build the capacity of elementary and high school content teachers to meet the language and content needs of ESOL students by extending the 2010–2011 middle school pilot of the research-based Sheltered Instruction Observation Protocol (SIOP) professional development model to include elementary and high schools.

Students Engaged in Pathways to Achievement (SEPA)—SEPA is a career-readiness program focused on building entry-level job skills for Spanish-speaking high school ESOL students ages 18–21 who have experienced interrupted or limited formal education and are unable to complete MCPS graduation requirements before they turn age 21. An innovative curriculum includes career-based English language development instruction, literacy and mathematics instruction, as well as support for acculturation and family reunification. A family involvement and counseling component is in place to support students and their families. Outreach efforts include collaboration and

partnerships with community agencies and organizations to provide a safety net for families of students enrolled in SEPA to remove barriers to successful completion of the program.

ESOL Transition Program—The ESOL Transition Program is a three-pronged approach to supporting recently exited ESOL students. The goals of the program are to support students by monitoring them in their non-ESOL classes, providing professional development to content teachers and administrators on effective engagement of ELL, and collaborating with ESOL teachers to accelerate academic English language development. This program is available presently at the two high schools with the largest population of ESOL students, Montgomery Blair and Gaithersburg high schools.

Bilingual Support Programs for ESOL Students and Families—The ESOL Parent Outreach and Counseling teams provide bilingual multicultural parent support and counseling services to ESOL students and their families to facilitate their adjustment to a new academic, social, and cultural environment. These services help to minimize linguistic and cultural barriers to academic achievement.

Language Assistance Services Unit—Translation and interpretation services are provided in multiple languages using various media to address the need to communicate essential information to our rapidly growing, linguistically diverse community. Information is communicated to parents and community members about curriculum, educational programs and services, assessment, and instruction with the same level of quality that is afforded English-speaking community members. A web-based request system is used to manage translation requests. Workflows have been integrated with those of the Office of Communications and Family Outreach to ensure smooth, systemwide communications of important information, including emergency messages. Work has started on a web-based system for interpretation requests, to improve transparency and responsiveness to the needs of schools communicating with individual parents about their children’s needs.

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

The 2011 MCPS AMAO I and II results were 70.4 percent and 19.3 percent, respectively. Since MCPS ESOL students have exceeded the AMAO I target of 60 percent by 19.6 percent and the AMAO II target of 17 percent by 2.3 percent, challenges in the domains of listening, speaking, reading, and writing are not evident at this time.

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

To ensure that MCPS ESOL students continue to meet or exceed AMAO I and II targets, efforts will center on supporting schools as they implement the World Class Instructional Design and Assessment (WIDA) English language proficiency standards recently adopted by MSDE. Efforts also will continue to be centered on providing schools with the training and resources needed to include all eligible students in the annual state-mandated English language proficiency assessment to minimize the impact of non-test takers on AMAO I and II results. Additionally, professional development efforts at the elementary, middle, and high school levels will continue to focus on building the capacity of non-ESOL content teachers to support the English language development

and content needs of ESOL students in the core academic content areas by implementing the WIDA *Can-Do* Indicators.

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

- *For any fiscal year*, the school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- *For two or three consecutive years*, the school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- *For four consecutive years*, the state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

B. If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 1 for two or three consecutive years:

Not applicable.

Local school systems not making AMAO 1 for two or three consecutive years must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 1.

Limited English Proficient Students

C. If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 2 for two or three consecutive years:

Local school systems not making AMAO 2 for two or three consecutive years must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English attainment. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 2.

Not applicable

D. If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 3 for two or three consecutive years:

E.

Local school systems not making AMAO 3 for two or three consecutive years must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of Limited English Proficient students toward attaining reading and math proficiency.

MCPS has missed AMAO 3 for the past two years, since the LEP subgroup at the county level in 2011 did not make AYP in middle and high school Reading, as well as elementary school Mathematics. To address this trend in AMAO 3 results, it is important that additional resources and support are provided to help teachers meet the linguistic and academic needs of LEP students in Reading and Mathematics, to ensure that LEP students have full access to the general education curriculum.

To support this need, the Division of ESOL/Bilingual Programs has been centering its efforts on professional development opportunities to build the capacity of school staff and foster collaboration between ESOL and regular classroom teachers in working effectively with students in the LEP subgroup. The table below summarizes the professional development offerings available to schools.

STEP T for ELLS	SIOP
<p>The <i>STEP T for ELLs</i> program helps secondary teachers of mathematics, science, and social studies provide effective instruction to ESOL students. This program provides professional development in the following areas:</p> <ol style="list-style-type: none"> 1. Profiles of ELL 2. Cross-cultural Communication 3. Literacy Development for ELL 4. Teaching Strategies for ELL 5. Adaptation of Materials for ELL 6. Classroom Assessment for ELL <p>Since high schools did not make AYP for the LEP</p>	<p>The <i>Sheltered Instruction Observation Protocol (SIOP)</i> was developed to provide teachers of ELL with a well articulated, practical model of effective instructional strategies that can be used during content instruction.</p> <ul style="list-style-type: none"> • Lesson Planning • Instruction and Lesson Delivery • Review and Evaluation <p>In school year 2010–2011, six middle schools that did not make AYP for the LEP subgroup in mathematics participated in SIOP training and</p>

<p>subgroup in reading, all high school ESOL centers received STEP T training in the summer of 2010. During school year 2010–2011, seven high school ESOL centers implemented STEP-T as part of their school improvement professional development action plans. For school year 2011–2012, efforts are underway to expand this program to additional high school ESOL centers and middle schools, since both middle and high schools did not make AYP for the LEP subgroup in 2011. Efforts also will include the creation of an online course to make STEP-T content available to a wider audience.</p>	<p>implemented the program to improve outcomes for students in the LEP subgroup. For school year 2011–2012, efforts are underway to expand this program to additional middle schools as well as high school ESOL centers and elementary schools.</p>
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In addition to the above efforts, the Division of ESOL/Bilingual Programs will initiate training for ESOL teachers on working in collaboration with reading and mathematics teachers by using the WIDA *Can-Do* indicators at the elementary, middle, and high school levels. This will clarify for ESOL reading and mathematics teachers how to make reading and math content accessible to ESOL students at all levels of English language proficiency. Since the LEP subgroup at the elementary level did not make AYP in mathematics, the Division of ESOL/Bilingual Programs will prioritize training on the WIDA *Can-Do* indicators for elementary schools that did not make AYP in LEP mathematics. Middle and high schools that did not make AYP in LEP Reading also will be targeted to receive prioritized training on using the WIDA *Can-Do* indicators.

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 38 Programs of Study (POS) and the Career and College Research and Development program. The focus of the 2011–2012 school year will be consistent and effective implementation, rather than expansion of the programs.

The POS are organized within 11 MCPS career clusters and 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.

MCPS continues to focus on strengthening the 2+2+2 programs specifically designed to prepare students for both college 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.

Business and education professionals serving on Career Cluster Advisory Boards (CAB) for each of the 11 career clusters advocate for and support meaningful learning opportunities for students and teachers. CAB members collaborate with school-based and central services staff members to develop and implement strategic plans and to identify human and material resources that provide students industry-aligned instruction and materials, internships, mentorships, and scholarships.

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?

To promote success for every student, CTE staff studied strategic plans in several systems and reviewed past performance in MCPS, which resulted in identifying the following goals—by

2014, 30% of all MCPS graduates will complete a POS and 80% of all POS graduates will be prepared for college and careers. To address these goals, 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 is piloting the use of web-based multimedia materials in addition to a new outreach model to make contact with students and parents of underrepresented groups. Student ambassadors, translated materials, and interpreters at meetings in community buildings on weekend days or in late afternoons or evenings on weekdays 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.

FY 2008			FY 2009		
Enroll	Concentrator	Completer	Enroll	Concentrator	Completer
21,241	5,672	1,065	17,172	3,204	1,000
FY 2010			FY2011		
Enroll	Concentrator	Completer	Enroll	Concentrator	Completer
20,838	13,505	810	22761	2372	833

MCPS staff members are realigning internal data processes with state data collection processes to ensure accurate records for students, schools, and the district. Consistent coding of courses in POS and the schools approved to offer the programs, as well as accurate coding of courses that signify concentration in and completion of a POS are two of the district’s greatest challenges for ensuring accurate measurement of performance. As the curriculum and technology offices in MCPS collaborate on data processes, the curriculum office also will continue to promote effective and consistent implementation of CTE POS by providing revised or new course materials, equipment, support, and training aligned with industry standards.

Enrollment in CTE POS increased from FY 2010 to FY 2011 as a result of the following strategies:

- Revising curriculum and providing job-embedded support and professional development
- Meeting with principals, teachers, and other school-based staff to analyze data

- Sharing best practices for data driven instructional planning
- Providing support to schools on monitoring Perkins performance measures, data collection, and monitoring tools

MCPS implements strategies to increase the number of CTE enrollees who become POS completers and measures and monitors the outcomes of those strategies. Over the last eighteen months we have made changes in our data processes in order to collect and report more accurate data. We continue these efforts, but the numbers for FY 2011 are more accurate than in past years. As a result, this year's data cannot be viewed in the same way as data for FY 2007–FY 2010. Retention continues to be a challenge. The following strategies are in place to increase the number of program completers:

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 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)

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.

- The percentage of males enrolled in nontraditional CTE programs (43.09%) exceeded that of females (36.33%) and the percentage of all underrepresented CTE students enrolled in nontraditional CTE programs (39.92%). Some of the factors that may have contributed to the performance on the Nontraditional Participation (6S1) core indicator 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 CTE students. Intensification of these efforts should help MCPS address this area.
- 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 CTE students enrolled in nontraditional CTE POS are evident in the following sections of the MCPS FY 2012 CTE 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—A3
 - Business Management and Finance Cluster—A6, A7, A11, B1
 - Construction and Development Cluster—A9
 - Education, Training, and Child Studies Cluster—A5, A6
 - Environmental, Agricultural, and Natural Resources Cluster—A3
 - Health and Biosciences; Information Technology; and Manufacturing, Engineering, and Technology Clusters—B1, B2
 - Human and Consumer Services, Hospitality and Tourism Cluster—A13
 - Information Technology Cluster—A5, B1
 - Manufacturing, Engineering, and Technology Cluster—A4, A5, A6
 - Support Services to Special Populations—B4
 - Transportation Technologies Cluster—A7

**Addressing Specific Student Groups
Early Learning**

Based on the examination of the 2010–2011 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

- 1. Describe the school system’s plans 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 2010–2011 school year indicate that 74 percent of MCPS kindergarten students entered school fully ready, a decrease of 2 percentage points from the previous school year (Table 8.1). The data also indicate that 25 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. This year, MCPS has introduced 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. Training on the Early Childhood Accountability System tool will be provided for all kindergarten teachers in fall 2011, as well as all preschool/kindergarten special education teachers and related staff that

are responsible for data entry and readiness data collection, using the MMSR, *Work Sampling System*. All new kindergarten teachers will participate in an orientation to the MMSR assessment and protocols.

2. What are the school system's plans to work with other early childhood partners/programs (i.e, Preschool Special Education, Head Start, Child Care Programs) to ensure that children are entering school ready to learn?

MCPS continues to provide a 10-month prekindergarten/half-day Head Start, high-quality educational program for 2,406 children highly impacted by poverty, mobility, and limited English proficiency. This locally- and federally-funded program, designed to help the most highly impacted children who traditionally may not have access to other learning opportunities, reflects a diverse student population and includes a full complement of family support services.

MCPS serves as the delegate agency for the Montgomery County Community Action Agency's Head Start program, allowing MCPS to provide Head Start classes within MCPS sites. 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 indicate 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 are full-day programs, increasing the number of children who have 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 will be 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 and learn from typically developing peers.

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 enhance their children's skills in these domains. Parents also receive materials to use at home 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 66 percent fully ready in 2011, and mathematics increased from 59 percent fully ready in 2005 to 70 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 June 10, 2011, and focused on supporting infants' and toddlers' mental health in response to trauma.

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.

The Montgomery County Council convened a work group to develop recommendations for the implementation of universal preschool in Montgomery County. The group released a

detailed report outlining its recommendations. This report serves as a guide as the county moves towards the expansion of preschool services to ensure school readiness for all of Montgomery County's children.

MCPS Early Learning documents for parents, such as *Getting Ready for Kindergarten*, *Parent Tips*, and the *Kindergarten Parent Handbook* are translated in multiple languages and disseminated throughout the school year. These languages include English, Vietnamese, Amharic, Spanish, French, Korean, and Chinese 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 2010–2011 Public Prekindergarten Enrollment Data (Table 8.3)

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2010–2011.

Table 8.3 indicates that there were 2,826 students enrolled in prekindergarten programs as of September 30, 2010. Class enrollment data centrally maintained and monitored on a weekly basis by the MCPS Division of Early Childhood Programs and Services indicates there were 2,027 students enrolled as of September 30, 2009. Of these students, 2,406 were enrolled in half-day prekindergarten/Head Start programs, and 420 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.6.02.

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. Centralized enrollment procedures ensures that applications are processed consistently and accurately. The outreach and recruitment are extensive to ensure that all potentially income-eligible families are aware of the Prekindergarten programs, including Head Start, and how to apply.

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 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. Outreach also is extended to media and targeted organizations assisting various ethnic groups. The documents are translated into six languages for ease of access for families.

MCPS also schedules prekindergarten/Head Start registrations during evenings and on Saturdays to accommodate the schedules of working parents. In addition, some 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 as eligible applications are processed. There is no waiting list for 4-year-old students.

Addressing Specific Student Groups Gifted and Talented Programs

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2009–2010 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, includes a key goal critical for accelerating the achievement of gifted and talented students, *Goal 2 Provide an Effective Instructional Program*. In Goal 2, the milestone related to gifted and talented students is “All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement [AP], International Baccalaureate [IB], and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.” Data points to measure the success of this milestone include the number of students identified as gifted and talented (GT), the number of students enrolled in above-grade-level mathematics in Grade 5, the number of students enrolled in Honors and Advanced Placement (AP), International Baccalaureate (IB), and college-level courses, and student performance on AP, IB courses.

The strategic plan for the Division of Accelerated and Enriched Instruction (AEI) also addresses the challenges identified by system priorities as well as priorities identified in the report of the Deputy Superintendent’s Advisory Committee on Gifted and Talented Education (DSAC). The plan includes the following four goals:

- Strengthen Accountability Measures
- Improve and Expand Programs
- Implement Systematic Collection and Analysis of Data
- Provide all Students with Equal Access to GT Programs and Services

While MCPS begins identifying students who can work at advanced levels as early as kindergarten, a review of multiple data points that assess cognitive and academic strengths of every child in Grade 2 and the opportunity for reassessing current students and assessing new students in Grades 3–5 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 global screening process is conducted by local elementary schools with support and review from central office staff. The process consists of collecting multiple points of data on every student, review of the data by the school Accelerated and Enriched Instruction Committee, planning for instruction for each child, and a decision regarding identification.

Students who show potential but are not identified as “gifted and talented” also may receive accelerated and enriched instruction. In 2009-2010 and 2010-2011, MCPS piloted a Student Instructional Program Planning and Implementation (SIPPI) process in 31 elementary schools that streamlines the global screening and articulation processes through the use of technology and further ensures that students receive the appropriate level of instruction.

Data from 2010-2011 screening is not yet available.

Middle schools use the elementary GT identification to help plan for instruction. In addition, students are reassessed locally for appropriate placement in challenging courses. To improve traditional GT offerings, advanced courses in English, science and world studies are being developed and implemented through the middle school reform process. At the beginning of the fourth quarter in 2009–2010, students in one or more GT courses in middle school represented about 90% of the Grade 6 student population. In Grade 8, about 88% of students were enrolled in one or more GT courses.

In high schools, student data profiles are reviewed for placement in Honors, AP, IB, or college-level courses by each school. MCPS also has created a data tool to search for students who may have potential but are not enrolled in courses that challenge them. The MCPS Class of 2009 set new Advanced Placement (AP) examination participation and performance records. In 2009, 64.4 percent of MCPS graduates took one or more AP exams, a rate that was 24.4 and 37.9 percentage points higher, respectively, than the rate for public school graduates in Maryland (40.0 percent) and the nation (26.5 percent). More significantly, the percentage of MCPS graduates who earned at least one AP exam score of 3 or higher (48.7 percent) was about twice the rate for public school graduates in Maryland (24.8 percent) and more than three times the rate for public school graduates in the nation (15.9 percent). Particularly noteworthy is the fact that MCPS graduates decisively contributed to Maryland’s first place national ranking for AP exam performance. For the second year in a row, Maryland had the highest percentage of graduates who earned one or more AP exam scores of 3 or higher, and MCPS students accounted for 33 percent of all of the 2009 Maryland graduates who earned a 3 or higher on at least one exam. The percentage of African American graduates in the MCPS Class of 2009 who earned at least one AP exam score of 3 or higher was more than three times the rate for African American graduates in Maryland and more than five times the rate for African American graduates nationwide. The percentage of African American (20.9 percent) and Hispanic (35.1 percent) graduates in the MCPS Class of 2009 with at least one AP score of 3 or higher was 5.0 and 19.2 percentage points, respectively, above the national average (15.9 percent) for all graduates.

In 2010–2011, MCPS continued to make progress towards system Strategic Plan goals regarding the Gifted and Talented program services outlined in the response to Question 2 of section I.F. of the Master Plan. Specifically, progress was made in the following areas using a number of strategies:

- Staff from the Division of Accelerated and Enriched Instruction (AEI) continued to collaborate with community superintendents in the Office of School Performance (OSP) to monitor annual data points for accelerated and enriched instruction implementation, report individual school progress regarding provision of GT services, and to provide direct support to schools. The monitoring process is reviewed twice a year to provide timely data to OSP and schools, as well as targeted support.
- AEI Staff continue collecting stakeholder feedback in preparation for MCPS BOE review of Policy IOA *Gifted and Talented Education*.
- AEI staff supported the professional development of the AEI Instruction Support Teacher in all 38 middle schools as well as AEI Literacy Coaches and the AEI Math Content Coaches to establish expectations for schools on delivery of rigorous, advanced level instruction.
- AEI staff provided professional development to principals, assistant principals, and principal interns at principals' update meetings and professional learning community meetings on strategies for leading for rigorous instruction and using data to insure provision of advanced level services.
- As part of its school support efforts, AEI staff provided individual administrative, consultation, teacher collaborative planning leadership, and direct professional development on content and strategies that support advanced level instruction. In 2010-2011, AEI staff provided support to 190 schools of the 200 schools in MCPS.
- AEI provides systemwide professional development in rigorous course preparation for the William and Mary Reading/Language Arts program, Junior Great Books, Jacob's Ladder, supporting GT/ learning disabled (LD) students and continuing education courses RD 40: Strategies for Advanced Level Reading Language Arts Instruction, MA 68: Strategies for Advanced Level Mathematics Instruction and SA 92: Smart Kids with Learning Difficulties.
- In 2010-2011, AEI staff developed and facilitated two new Continuing Professional Development (CPD) courses: Responsive Teaching in the Elementary Classroom and IB Level 2. These courses were designed to increase teachers' capacity to meet the needs of all learners, including gifted and highly able learners.
- MCPS developed a partnership with Towson University to offer a Master's concentration in Gifted and Talented instruction. A cohort of MCPS teachers began the program in the fall of 2008, and a second cohort began in January of 2010. The first cohort will be completed by summer 2012.
- AEI staff continued to work with school principals and school staff to ensure the consistent implementation of the Junior Great Books reading language arts program and the William and Mary Reading Language Arts program for students who have the ability, potential, or motivation to work at advanced levels in all elementary schools.

- The Highly Gifted Centers integrated curriculum was fully implemented in eight centers and Units One and Two were implemented at a non-center elementary school and at the GT/LD Centers.
- The GT/LD WINGS Mentor Program supported GT/LD students at risk of failure by providing one-to-one support.
- Local funds were allocated in the FY 2011 budget to continue implementation of the successful Middle School Magnet Consortium after the federal Magnet Schools Assistance Program grant ended.
- The advanced courses from the Middle School Magnet Consortium are available to all MCPS middle schools.
- The whole-school magnet programs at Poolesville High School, including an expansion of the Montgomery Blair Science, Mathematics, and Computer Science Magnet Program and a new Humanities Magnet Program were expanded to Grade 12, thus completing the four-year sequence projected for 2010.
- In 2010, John F. Kennedy and Seneca Valley high schools received authorization for International Baccalaureate Diploma Programs. MCPS now hosts a total of eight Diploma Programs.
- In 2010-2011, MCPS continued to host International Baccalaureate Middle Years Programs in five middle schools and three high schools. In 2011-2012, AEI will begin a pilot of the IB Career Certificate at Rockville HS and Watkins Mill HS. IBCC incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education like Project Lead the Way, The IBCC is a combination of IB Diploma coursework and career certificate coursework. The IBCC enables schools to widen participation to an IB education.
- MCPS continues its partnerships with higher education institutions to provide students with university courses and experiences while still in high school. Students from all 25 high schools now have access to various partnership programs, activities, projects, and initiatives.
- Staff continued to streamline application processes, increased parental outreach, and maintained program development for secondary magnets, including developing, collecting and analyzing parent impressions of the programs through a survey.
- The Office of Shared Accountability conducted an analysis of the Grade 2 gifted identification process and published results in memorandum to the Board of Education. AEI is partnering with 31 elementary schools, the Office of Shared Accountability, the Office of School Performance, and the Office of the Chief Technology Officer to develop a Student Instructional Program Planning and Implementation (SIPPI) process. This process will-
 - Match student strengths and areas of need with instruction and programs;
 - Recognize those students whose performance, motivation, or potential ability indicates the need for accelerated and enriched instruction;
 - Recognize students who need specialized instructional support;

- Communicate with families and the next grade level teacher the recommendations of a team of professionals, including establishing recommendations in the context of student goals for college readiness; and
- Ensure that recommendations for instruction are carried out and include parents in decisions regarding instructional recommendations.
- The Office of School Performance conducted several action-research reviews of acceleration in elementary mathematics and Advanced Placement/International Baccalaureate participation and performance through the M-STAT process.
- The MCPS Curriculum 2.0, also known as the Elementary Integrated Curriculum, includes a Primary Talent Development component that will be implemented in all Kindergarten and Grade 1 classrooms in 2011-2012. Work continues to expand the integrated curriculum model to Grades 2-5.
- AEI staff provided an annual data report to all schools indicating students identified as GT/LD.
- AEI staff partnered with the Department of Family and Community Partnerships to help parents navigate the multiple acceleration and enrichment opportunities at local schools and throughout MCPS.
- AEI staff continued community and staff outreach through the AEI Feedback Council. This multi-stakeholder group continued to review program and system plans.
- Multiple information sessions, with translators on site, and two application workshops were hosted for parents interested in special programs.
- MCPS published *Options*, an introductory guide to special programs on the MCPS website. Budget reductions preclude mailing this guide for the 2011–2012 school year. The publication is available online.

2. Identify the strategies, including resource allocations that appear related to the progress.

MCPS offers a continuum of programs and services, including accelerated and enriched instruction at every school and center and magnet programs for the highly gifted and GT/LD students. At the elementary level, students are served primarily through opportunities for accelerated and enriched instruction in the MCPS curriculum. In the MCPS mathematics and reading/language arts programs, students can access work above grade level. Enrichment opportunities are included in programs during the school day such as William and Mary, Junior Great Books, and Jacob’s Ladder and through after-school enrichment such as Destination Imagination. Several specialty programs or staffing positions serve a limited number of students such as the early recognition of potential, the Program for Assessment, Diagnosis, and Instruction (PADI) in 16 schools, the Title I/GT 0.5 teachers in 13 Title I schools, the WINGS Mentor Program for GT/LD students, two GT/LD centers, the Takoma Park Primary Magnet, the International Baccalaureate Primary Years Program, and eight centers for the highly gifted.

At the middle school level, students are encouraged to enroll in above grade-level mathematics courses and GT or Advanced courses or cluster groups in English, science, and social studies. Students may earn high school credit for advanced level mathematics, English, and science courses while in middle school. Additionally, students may enroll in high school level foreign language courses, also considered advanced level courses. The curriculum for GT and Advanced courses includes appropriate adaptations for accelerated and enriched learning for pursuing in-depth studies that require abstract and higher-order thinking skills. GT and Advanced courses provide expectations and opportunities for students to work independently at an accelerated pace, to engage in more rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. Students who are highly capable and potentially high-achieving students who are motivated to pursue rigorous, challenging instruction may enroll in GT and Advanced courses.

Special programs for the middle school level include three centers for GT/LD students, centers for the highly gifted in humanities and mathematics, science, and computer science, the International Baccalaureate Middle Years Program, and student choice magnets in technology, aerospace, and the creative and performing arts. The GT/LD program at Roberto Clemente Middle School aligns services with the Upcounty Center Program for the Highly Gifted.

Students in MCPS high schools may choose from a broad range of core and elective courses at the Honors and AP levels. Special programs are focused on serving students at three GT/LD centers, three application programs for the highly gifted, eight International Baccalaureate programs, and a Visual Arts Center. Students also may choose from a variety of local and regional signature and academy programs.

MCPS employed a number of strategies to continue progress towards system Strategic Plan goals regarding Gifted and Talented program services. The most frequently used strategies were system-wide professional development, project management and expansion of initiatives, clarification of instructional expectations, communication with stakeholders, and direct support to schools in the form of consultation, curriculum planning, and professional development.

For FY 2012, MCPS allocated a budget of \$1,363,773 to the Division of Accelerated and Enriched Instruction to help meet system goals in this area. This does not include the resources dedicated in other offices, special programs housed at schools, or school programs focused on accelerated and enriched instruction.

3. Describe where challenges are evident in meeting Gifted and Talented Program goals, objectives, and strategies.

Despite an economic downturn, which necessitates a reduction in funding and prioritization of funding allocation, MCPS continues its work to achieve the goals of the strategic plan,

Our Call to Action: Pursuit of Excellence, and specifically the goal critical for accelerating the achievement of gifted and talented students, *Goal 2 Provide an Effective Instructional Program*. The challenges for meeting these goals are articulated in the strategic plan for the Division of Accelerated and Enriched Programs, along with the following 18 strategies to address the challenges:

I. Strengthen Accountability Measures

- A. Improve GT policy monitoring through alignment with the efforts of Office of School Performance to monitor schools.
- B. Work with the Office of School Performance to develop key school data to publish regarding GT implementation, such as participation in professional development and number of students in advanced courses.
- C. Develop performance criteria to evaluate key school-based staff responsible for service delivery.

II. Improve and Expand Programs

- A. Review the Global Screening process to focus on levels of service provided to students.
- B. Develop clear guidelines to differentiated levels of service in reading/language arts/English, mathematics, science, and social studies.
- C. Refocus Title I, PADI, and WINGS Mentor program into a primary talent development initiative serving a maximum number of schools in need.
- D. Continue to implement and disseminate highly gifted center curriculum.
- E. Complete and implement the Middle School Magnet Consortium programs curriculum.
- F. Develop a whole-school magnet model for the Poolesville High School magnet programs.
- G. Review middle school humanities and math/science programs and make recommendations for improvement.
- H. Develop a strategic plan for expansion and implementation of IB programs.

III. Implement Systematic Collection and Analysis of Data

- A. Integrate data collected regarding accelerated and enriched instruction into individual student profiles provided in student data systems.
- B. Include data on student accelerated and enriched instruction in parent-reporting methods.

IV. Provide all Students with Equal Access to GT Programs and Services

- A. Review instructional practices and articulation procedures to ensure that institutional barriers to access are identified and removed at all levels.
- B. Review impact of Title I/GT 0.5 position and report recommendations.
- C. Review access for GT/LD students through a program review.
- D. Develop consistent methods for parent outreach to ensure that all families are knowledgeable about accelerated and enriched programs.

- E. Review the application procedures for all test-in programs to ensure equitable access.

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

Progress continues on meeting the MCPS goal of providing an effective instructional program for all students, and in particular for students requiring acceleration and enrichment. Many measures in the MCPS strategic plan are being put into effect and funding is being provided to support implementation.

The effort to strengthen accountability measures continues through collaboration with the Office of School Performance. Meetings for FY 2012 with community superintendents to discuss key data points related to GT implementation will occur on a regular basis. Based on analysis of data, schools in particular need of professional development and support in providing effective accelerated and enriched programming will continue to be identified and support provided. The Division of Accelerated and Enriched Instruction will support evaluation of effective implementation of advanced-level programming in identified schools using previously created performance criteria. Additional K–8 benchmarks for reading language arts will be identified that will allow schools to monitor progress, similar to the current mathematics structure.

Program expansion and improvement efforts include a continuation of the work to develop a Student Instructional Program Planning and Implementation process that will

- Match student strengths and areas of need with instruction and programs;
- Recognize those students whose performance, motivation, or potential ability indicates the need for accelerated and enriched instruction;
- Recognize students who need specialized instructional support;
- Communicate with families and the next grade level teacher the recommendations of a team of professionals, including establishing recommendations in the context of student goals for college readiness; and
- Ensure that recommendations for instruction are carried out and include parents in decisions regarding instructional recommendations.

Recommendations from the Global Screening Project Team that studied disproportionality provided additional guidance in this effort. Primary talent development opportunities are being embedded in the MCPS Curriculum 2.0 and staff members from the highly gifted centers continue to receive professional development to accompany the integrated curriculum for students at the centers. Feedback from the teachers will result in further refinement of the curriculum. AEI staff redesigned all professional development opportunities to clarify how each program or process fosters development of critical thinking, reasoning, and problem solving skills in Grades pre-K–12. Additionally, all AEI professional development will incorporate the use of online tutorials and digital technology to better serve school staff. In 2011–2012, AEI will continue to expand professional development opportunities for staff who currently teach or have an interest in teaching IB

courses to include a Middle Years Program teaching academy, as well as a continuing education courses: Teaching the IB in MCPS and IB 02. The whole school magnet at Poolesville High School continues to expand the course offerings, allowing the school to challenge both the students who applied and were selected countywide for advanced-programming opportunities and all students who normally attend this school.

As a part of Middle School reform efforts, MCPS is building on the success of the whole school magnet programs at three MCPS middle schools: Argyle, A. Mario Loiederman, and Parkland. The availability of highly engaging advanced-level courses previously offered only to the three magnet consortium schools was extended to all middle schools, allowing students in more schools access to even more rigorous course work, some of which will offer high school credit. This initiative is being expanded to include more middle schools in 2010-2011.

A review of middle school magnet humanities and math/science courses will continue, with staff members from the Division of Accelerated and Enriched Instruction and teachers from the various sites collaborating to develop or refine curriculum and assessment documents.

Work to implement systematic collection and analysis of data continues in collaboration with the Office of the Chief Technology Officer and the Office of Shared Accountability. Data collected regarding accelerated and enriched instruction are now integrated into individual student profiles provided in student data systems at all grade levels. MCPS is working to make the data more easily accessible for teachers and administrators to facilitate articulation and for parents to help them to be active participants in their children's learning experience.

An important challenge that remains is that of providing all students with equal access to GT programs and services. MCPS is working to build the capacity of staff to establish culturally sensitive learning environments and to develop culturally sensitive instruction. An outcome of Middle School reform efforts is that common articulation procedures be established to ensure that institutional barriers to access rigorous instruction are identified and removed at all levels. The Department of Family and Community Partnerships is collaborating with the Department of Enriched and Innovative Programs to develop consistent methods for parent outreach to ensure that all families are knowledgeable about accelerated and enriched programs. Ongoing review of the application procedures for all test-in programs to ensure equitable access continues. The Division of Accelerated and Enriched Instruction (AEI) supports the Program for Assessment, Diagnosis, and Instruction (PADI) in 16 elementary schools to identify and nurture the talents and skills of traditionally underrepresented populations. The PADI strategies are also being embedded in the K-5 Elementary Integrated Curriculum, thus extending the primary talent development model to all elementary schools. AEI also supports the professional development of middle school Accelerated and Enriched Instruction Support Teachers, middle school AEI Literacy Coaches, and AEI Math Content Coaches whose work includes providing access to accelerated and enriched instruction in their schools to all students.

**Addressing Specific Student Groups
Early Learning**

Based on the examination of the 2010–2011 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

- 1. Describe the school system’s plans 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 2010–2011 school year indicate that 74 percent of MCPS kindergarten students entered school fully ready, a decrease of 2 percentage points from the previous school year (Table 8.1). The data also indicate that 25 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. This year, MCPS has introduced 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. Training on the Early Childhood Accountability System tool will be provided for all kindergarten teachers in fall 2011, as well as all preschool/kindergarten special education teachers and related staff that

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. 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 Adequate Yearly Progress 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 2011 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT 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

To ensure that students with disabilities have access to the general education curriculum, the Montgomery County Public Schools (MCPS) publication, *“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 29, 2010, Maryland State Department of Education (MSDE) Census Data Report, 68.19 percent of MCPS students with disabilities, ages 6 to 21 years old, are served in the general education

environment 80 percent or more during the school day. This exceeds the state target of 61.61 percent by 6.58 percent.

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 29, 2010, MSDE Census Data Report, 39.8 percent of preschool students with disabilities, ages 3–5 years old, receive services in the Regular Early Childhood Program at least 80 percent of the time. While MCPS is not yet meeting state targets, 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 2012 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.

In 2009, 32 HSM schools, or 53 percent, met or exceeded the Annual Measurable Objectives (AMO) reading target, while 15 HSM schools, or 25 percent, met or exceeded the AMO mathematics target.

Middle School Hours-based Staffing

MCPS has maintained the Hours-based Staffing Model in a total of 31 middle schools since the 2009–2010 school year. Like the HSM at the elementary level, Hours-based Staffing is a service delivery model that provides equitable and appropriate staffing of special education teachers and paraeducators based on the total number of direct instructional service hours on student

IEPs. Hours-based Staffing 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 2009–2010 school year, 25 of the 31 middle schools with Hours-based Staffing made Adequate Yearly Progress (AYP) in the special education student subgroup for reading. Within the same timeframe, 23 of these schools made AYP in the special education student subgroup for mathematics.

- 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 Performance (OSP) 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 2010, MCPS was awarded Early Childhood Links and Maryland Model for School Readiness grants 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 2011*, reported 47 percent of children with disabilities were fully school-ready in 2010–2011, a 23-point gain from 2001–2002.

Elementary Level Professional Development and Collaboration

At the elementary level in summers 2010 and 2011, selected Grades K–5 general and special education teachers, paraeducators, speech-language pathologists, and staff development teachers participated in required professional development pertaining to 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. To ensure that the elementary curriculum is accessible for all students, OCIP is developing the Elementary Integrated Curriculum (EIC). The EIC 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. Using American Reinvestment Recovery Act (ARRA) funds, OSESS purchased instructional materials, technology, and resources to support accessibility to the EIC curriculum. In addition, during the required professional development all elementary teams were trained on the use of these tools and resources. In response to national and state interest in the use of UDL, three elementary schools will serve as UDL Academies for the 2011–2012 school year. Each school will form an Instructional Technology Leadership team which will focus on the integration of technology into the curriculum to enable students with disabilities to access the curriculum. With ARRA funds, OSESS purchased resources, conducted professional development, and implemented and monitored researched-based reading and mathematics interventions in targeted elementary schools to improve the performance outcomes of students with disabilities. For the 2011–2012 school year, MCPS will strategically place 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

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 2010–2011 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. For the 2011–2012 school year, MCPS will strategically place **Read to Achieve**, a comprehension reading intervention, in seven middle schools.

ARRA funds also were used to offer mini-grants to all elementary, middle, and high schools to provide increased opportunities for general and special education staff members to collaboratively plan to enhance instruction and provide more inclusive opportunities for students with disabilities. In order to establish high expectations for students with disabilities and ensure access to the State Curriculum Standards and Core Learning Goals, in alignment with MCPS curriculum, the mini-grants provided release time and/or stipends for staff members, including paraeducators at 86 schools, 55 elementary and 31 secondary, to plan for the increased use of differentiation strategies and UDL practices. Central office special education supervisors, instructional specialists, and itinerant resource teachers monitored the collaborative planning process and participated on teams that focused on analyzing student work and instructional discourse.

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 2010, MCPS continued to implement a prekindergarten Collaboration Class Project in which general and special education teachers use a collaborative teaching model to instruct 4-year-old students with and without disabilities together using flexible groupings. Currently, 15 locations are using this model. Also in FY 2010, seven schools offered the Providing Inclusive Learning Opportunities for Threes (PILOT) program, enabling children with disabilities to attend school with their neighborhood nondisabled peers. As a result, children with disabilities are provided greater access to the prekindergarten curriculum and better preparation for the general education kindergarten settings.

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

Selected elementary schools with Learning Centers consulted with Dr. Libby Kumin, University of Loyola professor and nationally recognized educator in the field of speech and language pathology, on the impact of curriculum-based language instruction. ARRA funds enabled Dr. Kumin to support collaborative teams responsible for serving students with disabilities accessing the general education curriculum in more restrictive settings. In collaboration with OCIP, DSES facilitated professional development with Dr. Elon Kholberg, professor at Harvard Business School and inventor of Digi-blocks, for Learning Center teachers to increase their understanding of mathematical concepts through the use of manipulatives. Additional professional development sessions focused on strategies to incorporate flexible groupings, increase mathematics discourse, and deepen students' understanding of numeration.

MSDE awarded MCPS a grant to improve the performance outcomes of students with disabilities. The AYP Grant targeted students with disabilities in five middle schools to increase the percentage of students with disabilities scoring proficient on the Maryland School Assessment (MSA) in mathematics and provide opportunities for general and special education staff to collaboratively plan. OSESS successfully implemented this grant, resulting in improved performance on the MSAs. In the five targeted middle schools, 262 of the 506 students (51.7 %) scored proficient across grade levels on the 2011 mathematics MSA, a 34 percent

increase over the 2010 proficiency level. As a result of the successful implementation of this grant, MSDE requested that MCPS present the AYP Grant to the Local Educational Agencies statewide on its design, structure, and implementation.

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 initial targets. 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	70.5%	61.9%
7B—Knowledge and Skills	56.3%	49.8%
7C—Appropriate Behaviors	63.2%	57.8%

- **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 OSP 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 and stakeholders in the Prekindergarten Project Team to outline system priorities for increasing inclusive opportunities for prekindergarten students with disabilities. The Prekindergarten Project Team will provide a report to the MCPS leadership outlining recommendations made by the Project Team in the next few months.

- **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.

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):

1. Describe where progress is evident.

Montgomery County Public Schools (MCPS) continues to increase the percentage of core academic subject (CAS) classes taught by highly qualified (HQ) teachers annually and will continue to strive towards the goal of 100 percent compliance. As of December 1, 2010, 96.9 percent of MCPS core academic classes were being taught by teachers who are designated “highly qualified.” This is an increase from 96.8 percent of the classes taught by highly qualified teachers on December 1, 2009.

This year, per changes in MSDE guidelines, elementary and early childhood education homeroom classes were multiplied by four to give more equitable weight to those teachers compared to teachers who are reported as teaching multiple classes. This change resulted in larger numbers of classes. In addition, MCPS reported general music, instrumental music, art, and English for Speakers of Other Languages (ESOL) separately.

By making principals aware of appropriate CAS assignments, and with the use of the MCPS data warehouse report which reflects each educator’s credentials, MCPS has fewer invalid grade assignments and out-of-field (invalid subject certification) assignments.

2. Identify practices, programs, or strategies and the corresponding resource allocation to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?

- a. Since March 2004, MCPS has provided the following NCLB information/workshops to MCPS principals and to educators teaching core academic subjects:
 - Detailed NCLB requirements and notices distributed throughout the system were posted in the MCPS *Bulletin*, on the certification website, and through the Montgomery County Education Association (MCEA)
 - Individual notices related to targeted groups such as those teaching out-of-field and specifically to those who have not yet met HQ requirements
 - Workshops for special educators and ESOL educators to support completion of the High Objective Uniform State Standard of Evaluation (HOUSSE)
 - A data warehouse report which provides certification and HQ designations of each educator
 - Reimbursement for PRAXIS II content tests and for graduate coursework that results in the HQ designation
 - Memoranda to all principals reminding them of the importance of staffing only highly qualified educators in core academic assignments
- b. Conditionally certified teachers who fail to meet certification requirements as defined by MSDE are terminated.
- c. Special education staff implemented more inclusion models, which resulted in shared teaching assignments with a special education teacher and regular educator who is HQ in the CAS.
- d. ESOL staff developed strategies to ensure that only ESOL teachers with HQ designations in the appropriate CAS are teaching the CAS.
- e. As of July 1, 2010, the offices of Human Resources and Organizational Development merged into the Office of Human Resources and Development (OHRD). With this merger, blended MCPS staff have better oversight over the NCLB requirements and continue to use various strategies to ensure that the number of highly qualified teachers teaching CAS increases yearly.
 - i. Principals are provided data, updated daily, showing each teacher's certification status and HQ designations, which assists them in making informed decisions about teacher assignments.
 - ii. Using the new "employee summary" screen in the Human Resources Information System, staffing coordinators are able to make informed decisions about transfers and return from leave assignments.
 - iii. The certification/highly qualified status of voluntary, involuntary, and return-from-leave employees are shared with principals who work with OHRD for appropriate placements.
 - iv. Conditionally certified teachers are no longer contracted unless the director of staffing grants approval, and only for critical shortage areas.

- v. Special educators who are not yet HQ are reviewed for compliance and encouraged to complete the necessary coursework or testing to be designated HQ.
- vi. Educators who are teaching out-of-area in a core academic subject are informed of the necessary testing or coursework to become HQ.
- vii. OHRD staff scheduled targeted recruitment trips to colleges/universities whose graduates have completed programs that meet NCLB HQ requirements.
- viii. OHRD has developed and implemented university partnership programs to produce more HQ teachers in critical shortage areas.

3. Describe where challenges are evident.

- 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, or content coursework, or via the HOUSSE rubric. Although the HOUSSE rubric is accommodating to experienced teachers, those newer to the local school system are unlikely to qualify. In addition, because most special education programs include coursework related to assessment and strategies for teaching special education students rather than content expertise, it is difficult for special educators to pass content tests or to already have completed enough content coursework to qualify under these options. MCPS continues to encourage the college partnership program applicants to obtain certification in both special education and at least one core academic subject.
- b. The ESOL division strives to assign ESOL teachers only to those assignments for which the teacher is HQ; however, it may be necessary to assign an ESOL teacher to a subject for which he/she is not highly qualified due to the large ESOL population in MCPS. ESOL has made significant strides in avoiding these non-HQ assignments.
- c. 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 would they 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 shortage in specific sciences such as 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.

- d. Overall teacher shortage in areas such as special education, foreign languages, some sciences, and math 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.
- e. Local school system reporting sometimes conflicts with the MSDE class membership information. Due to the manner in which our school system reports class assignments, changes, and updates, procedures are being established to accommodate these needs. For example, when a student attends a class at a site other than his or her home school, it is difficult to capture this information in the appropriate format. By using data collection, staff members have developed a system to handle this discrepancy. The reporting process improves each year as MCPS enhances our local collection process and MSDE updates the class membership guidelines.
- f. MSDE has resolved most of the crosswalk issues addressed by MCPS; however, the district still is unable to capture information related to an assignment in which a teacher could be certified in more than one area to comply. For example, if a teacher is teaching a course in biochemistry, a teacher certified in either chemistry or biology should be able to teach the course. However, MSDE only can apply one core academic subject area to each class.
- g. 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.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

OHRD will continue to encourage all teachers not yet designated HQ in the CAS they are teaching to become HQ as soon as possible. The largest numbers of teachers not yet HQ are in out-of-field assignments and in the fields 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.

During the last four years, the student teacher program was adjusted so that it would yield a more diverse pool of student teachers and graduate interns from approved teacher/intern-training programs to teach in critical shortage areas. Student teachers are placed in professional development schools. MCPS compensates supervising teachers of student teachers. Criteria have been specified for selecting supervising teachers. For example, a high school teacher who serves as a supervisor of a student teacher must be certified in the secondary content area taught by the student teacher. These changes have been introduced with the intent of attracting, recruiting, and supporting highly qualified teachers in areas of critical need.

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. During the last two years, 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. Candidates who need to pass a test to complete the NCLB HQ requirements will be informed that they are expected to meet the testing requirement before they complete the first year of the two-year Teachers 2000 partnership program. If a candidate does not pass the test during the first year, he or she will need to take the test again and pass it during the final year. If he or she does not pass the test during either year, they may not be offered a teaching position with MCPS.

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 of mathematics, chemistry, physics, Spanish, and French.

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

1. Describe where progress is evident.

MCPS is committed to ensuring that there is a high-quality teacher in every MCPS classroom. The MCPS strategic plan, *Our Call to Action, Pursuit of Excellence* Goal 4, Create a Positive Work Environment in a Self-renewing organization, and the Montgomery County Board of Education Policy GAA focus on creating a positive work environment in a self-renewing organization. As a result of the system commitment to high-quality teaching for all students, and ongoing communication between the offices of Human Resources and Development and School Performance and principals, there continues to be little disparity between HQT educators teaching in high- versus low-poverty 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. 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.

- 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect?**

The system commitments emphasize the importance of having structures and processes in place to attract, recruit, hire, mentor, develop, evaluate, recognize, and retain high-performing teachers. As a result, MCPS in collaboration with the MCEA has developed a career lattice. The following are the goals of the career lattice:

- Promote leadership skills among teachers both in the classroom and in the larger community of school, cluster, or district to the benefit of the instructional program.
- Attract and retain high-performing teachers, especially in high-need schools.
- Promote teacher leadership for measurable educational improvements.
- Promote and support collaborative and reflective practices that influence school culture and student achievement.

Within the proposed career lattice structure, lead teachers and lead teacher status also can be a gateway to the selection of certain opportunities in high-need schools. The Career Lattice Joint Panel shall have the responsibility for approving guidelines for project leadership opportunities. Project leadership opportunities should be approved and evaluated on an annual basis by the school's leadership team. In order to involve more lead teachers in school improvement efforts, project leadership opportunities are available to lead teachers who have not already assumed the responsibilities of teacher leadership positions. High-poverty schools are defined as those schools with the highest proportion of students in poverty (as measured by "now or ever in FARMS"). The cut-off for what constitutes a high-poverty school will be determined based on the capacity of the district to support these projects. Lead teachers in a high-need school can be allocated a designated level of funding to support locally designed school improvement projects. For each lead teacher in a high-need school, the school could receive a certain amount of money for projects. The purpose of this funding structure is to provide an incentive for high-need schools to cultivate, retain, and attract lead teachers.

Supported school improvement projects must be aligned with the school improvement plan. Proposals for projects are developed by the school leadership team in conjunction with the lead teacher. These project plans will be reviewed by the Career Lattice Joint Panel and the Office of School Performance. The projects will be monitored by the school's leadership team. In order to take advantage of the enhanced skills and leadership of lead teachers, such school improvement projects should be implemented by lead teachers. However, lead teachers are not required to take on such additional responsibilities.

3. Describe what challenges are evident.

MCPS continues to be challenged by the national shortage of highly qualified special education teachers and related service providers such as speech pathologists. The system has established several partnerships with local colleges and universities to “grow our own” special education teachers. In addition to producing highly qualified staff in critical shortage areas, these partnerships also have increased the diversity of the teaching staff.

According to the Office of Human Resources and Development, MCPS experiences the greatest difficulty in staffing self-contained special education classes—particularly autism, school community-based classes, severe and profoundly handicapped, and severely emotionally disabled.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

During the spring involuntary transfer season, efforts are made to reduce the number of placements in the most highly impacted schools.

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

1. Describe where progress is evident.

For the last eight years, MCPS has been building a pathway to ensure success for every student. Comprehensive reforms have cultivated an environment where students and staff can thrive, where everyone expects the best of themselves and each other. The results have been exceptional and solidify MCPS as one of the preeminent school systems in America.

Each year newly hired teachers are contacted by OHRD and asked to complete a customer feedback survey. Newly hired teachers report that the following factors positively influenced their decision to work in MCPS:

- School system reputation
- Starting salary as high or higher than other school districts
- Salary scale that provides annual step increases
- Salary scale that provides increased pay for credits beyond bachelor of arts degree

Recruitment and retention of highly qualified teachers is influenced by the excellent reputation, salaries, and benefits. Effective July 1, 2007, MCPS and the Montgomery County Education Association negotiated a salary increase over the next three years, which includes 4.8 percent the first year, 5 percent the second year, and 5.3 percent the third year. During this period, teacher salaries will range from \$44,200 to \$96,528 (FY 2008) to \$48,870 to \$106,726 (FY 2010); however, due to the national economic situation and local funding issues, all employee associations agreed to withhold the increase for the third year. This continues to be true for FY 2012.

A unique partnership with the employee associations (Montgomery County Education Association, Montgomery County Association of Administrators and Principals, and Service Employees International Union Local 500) makes it possible for the school system to attract and retain a high-caliber workforce including highly qualified teachers. Working side by side with school leadership, the employee associations have played a critical role in developing the school system's strategic plan and operating budget, as well as designing initiatives to support all staff in their professional development.

The school system, as well as individual schools in MCPS, has established partnerships with many business and community organizations. These partnerships with businesses and community organizations provide support for teachers. For example, the Montgomery County Business Roundtable for Education (MCBRE) has played an important role in encouraging involvement by the business community. MCBRE supports the work of MCPS by providing teachers with professional development and links to real-world applications. MCBRE, with the support of numerous community organizations, sponsors the annual Champions for Children Awards Gala. This event recognizes and honors outstanding educators.

National Board Certified Teachers exemplify excellence in the teaching profession. Certification by the National Board for Professional Teaching Standards (NBPTS) is recognition of high levels of knowledge and skills, the ability for self-reflection, and continuous improvement. During 2010, 70 MCPS teachers—out of 302 teachers statewide—earned certification from the National Board, bringing the total number in MCPS to 569 out of 1976 teachers in Maryland who are National Board certified. MCPS provides support in a variety of ways to teachers in the process of becoming National Board Certified. MCPS and MSDE reimburse candidates for the \$2,500 assessment fee. MCPS contributes a \$2,000 yearly salary supplement to full-time National Board Certified teachers. MCPS has a National Board instructional specialist who provides standards-based professional development and candidate support sessions as the candidates work through the process of National Board Certification. Two days of professional leave are granted for all candidates to provide time for these teachers to prepare for their certification. NBPTS has recognized the National Board instructional specialists for their work in focusing recruitment on minority teachers and asked that MCPS apply to become an NBPTS DREAM (Direct Recruitment Efforts to Attract Minorities) Team site.

MCPS boasts 21 university partnerships and an equal number of professional development schools that support staff. By providing opportunities for growth and building skills of teachers, MCPS is able to maintain a high-quality workforce, especially in critical shortage areas. Support through partnerships is one of the factors that teachers indicate as a reason for remaining in MCPS.

These university partnerships, along with the many other professional growth opportunities offered by MCPS, provide a sound system of supports for teachers. It is these supports that many teachers attribute to their decisions to come to and remain in MCPS.

- 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?**

The evidence that the program's strategies and practices that MCPS has implemented are having the intended effect is the annual increase in the number of highly qualified teachers.

- 3. Describe where challenges are evident.**

Retaining highly qualified, experienced teachers, particularly in critical fields, continues to be a challenge across the state and for MCPS.

- 4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.**

MCPS recognizes teacher quality as a fundamental element of a successful school system. Teacher quality is driven by the system's ability to retain quality teachers. One of the contributing factors to retention is a comprehensive plan for professional development and support. By aligning the numerous professional growth efforts, MCPS has created a systems approach to the development and support of staff members. As a result, teachers have aligned and comprehensive support throughout their tenure in MCPS. Support and professional development programs which lead to higher retention include but are not limited to a professional growth system for teachers, university partnerships, and tuition reimbursement.

Professional growth systems (PGSs), specifically the Teacher PGS, serve as the cornerstone of our teacher quality efforts. These professional growth systems provide structures, supports, and processes to ensure that staff members have the skills, knowledge, strategies, and beliefs to meet the needs of our diverse student populations. As a result, teachers are given the confidence and support they need to make them feel capable of meeting the needs of students. The PGS for teachers has numerous components, including staff development teachers, consulting teachers, and skillful teaching coursework.

The Staff Development Teacher Project places a position in every school that focuses on the professional development of staff. This position works with the school's instructional staff to keep teachers informed and involved in effective teaching skills, practices, and other efforts to improve student achievement. The staff development teacher (SDT) provides a consistent focus on instructional strategies and objectives for student achievement. Through collaboration and team development, the SDT helps to guide staff in focusing on school needs, using data to improve instruction and establishing a collegial culture in support of high-quality teaching. They also help teachers create individual professional development plans that link improved teaching to improved student learning.

The Peer Assistance and Review (PAR) program is an intensive approach to provide support and guidance to novice and underperforming teachers in order to ensure that they meet standards of performance imbedded in the PGS. Consulting teachers, selected for their

skills and ability to work well with other teachers, provide intensive, individualized instructional support and resources to teachers. Support includes:

- observing teachers followed by coaching and support based on the observed needs;
- assistance with lesson planning;
- co-teaching or lesson demonstration; and
- formal feedback on observations.

Research-based skills for using and analyzing skillful teachers are provided through coursework offered to teachers and required of administrators. These courses, based on the work of Research for Better Teaching, Inc., are an essential component of the PGS. Studying Skillful Teaching is a 36-hour teacher-level course that examines the knowledge base of teaching. All teachers are encouraged to participate in the course, and new teachers are asked to complete the course within five years of their hire date. Through the course, teachers expand their repertoire of instructional strategies, learn skills for peer reflection and analysis, and identify skills and strategies that support effective effort. Administrators, resource teachers, and other staff members involved in the evaluation of teachers are required to complete Observing and Analyzing Teaching (OAT) coursework. This 39-hour course provides an overview of the knowledge base of teachers and builds skills in writing and presenting observations.

Tuition reimbursement also is a factor that impacts retention. As part of the agreement between the Board of Education of Montgomery County and the Montgomery County Education Association, teachers are provided tuition reimbursement for courses they complete. The teacher tuition reimbursement program provides reimbursement to employee association members, which enable them to continue their professional development and to maintain or increase their skills as education professionals in their employment with MCPS and to help them move to the next salary lane. Tuition reimbursement is available to full-time and part-time members who complete graduate courses. Reimbursement is for 50 percent of the current cost of in-state tuition at the University of Maryland, College Park, up to a maximum of nine hours credit per fiscal year for graduate courses not currently offered by the in-service program. Last year, MCPS reimbursed approximately \$2.6 million to teachers, administrators, and support professionals.

D. Describe how the school system identifies hard-to-staff schools and critical subject area shortages.

Critical subject areas are determined annually by MSDE. MCPS uses staffing projection and trend data to further drill down to identify the most critical subject areas. MCPS utilizes strategies identified in B.1 to address the equitable distribution of highly qualified teachers; however, MCPS does not have identified “hard-to-staff” schools.

Areas Most Difficult to Fill
FY 2012 School Year

HIGHEST NEED

- Speech Pathologist
- Special Education
 - *Autism
 - *Early Childhood
 - *School Community Based
 - *Secondary Special Education—Mathematics and Science
 - *Seriously Emotionally Disturbed
 - *Severely & Profoundly Disabled
 - *Transition
- Chemistry
- Computer Science
- Foreign Language
 - *-Spanish
- Media
- Physical Therapist
- Physics
- Technology Education

SECOND HIGHEST NEED

- Mathematics
- Spanish/Chinese Immersion (Elementary)

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

1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.

New candidates or current employees who are applying for positions at Title I schools must meet the NCLB requirements.

As Title I schools are identified, data is collected on existing paraeducators in those designated schools. Those who are not in compliance with NCLB will be moved to a non-Title I location the following school year.

Highly Qualified Professional Development

Requirements for interim evaluation reports of final observation reports on Option 1 activities.

1. Summarize key evaluation findings presented as responses to the three evaluation questions.

- Did the activity take place as planned?
- What were the participants' perception of the relevance and usefulness of the activities for their current teaching assignment and for helping them work more effectively with their students?
- Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators?

2010 Evaluation Report: Montgomery County Public Schools Consulting Teacher Team Key Evaluation Findings

Montgomery County Public Schools (MCPS) Consulting Teacher (CT) Team work conforms to the established processes for the Peer Assistance and Review (PAR) panel, as described in the *Teacher-Level Professional Growth System Handbook*. The intended outcome is to improve instructional practice in classrooms across the school system, including implementation of approved curricula and research-based teaching strategies; to ensure teacher quality and competence; and to contribute to the PAR panel's recommendations regarding continuation of employment. The CTs provided 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. 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.

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 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>

This report is based on the plan submitted in 2010. To view the plan, please visit:

http://www.montgomeryschoolsmd.org/departments/development/documents/ct_bteplan.pdf

Peer Assistance & Review Program Final Disposition Data

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 2010–2011 school year, 387 client-teachers received the following consulting teacher support:

- Three hundred and eleven client-teachers met standard and will be released to the MCPS Professional Growth Cycle for 2011–2012.
- Twenty-four client-teachers did not meet standard and have been granted a second year of consulting teacher support within the PAR Program for 2011-2012.
- Twenty-one client-teachers did not meet standard and have been recommended for nonrenewal or dismissal.
- Twenty-one client-teachers resigned or retired and therefore were not recommended as meeting standard.
- Ten client-teachers were hired after November 1, 2010, and automatically will continue to receive support in the fall semester of the 2011–2012 school year without being recommended as meeting or below standard.

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 December ~~2009~~ 2010, 178 administrators responded to the survey, at the same time, 210 client-teachers responded (see Tables 1 and 2). Due to the budget freeze, the renewal of the Web-based survey instrument was not funded. Therefore, a spring survey was not administered.

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-seven percent of client-teachers met standard this year, while another six 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.

No problems were encountered in collecting data this year. The PAR program data includes the final outcome for each client-teacher 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 stakeholders by the co-lead consulting teachers.

One 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 24 consulting teachers in 2010–2011, caseloads averaged approximately 18.7 with consulting teachers in some areas supporting as many as 21 client-teachers. The program design intends a caseload maximum of 16 client-teachers per consulting teacher. However, client-teacher success in meeting standard and the administrator and client-teacher survey data suggest that the consulting teachers still provided effective professional development to ensure high-quality instruction in classrooms across the system.

Table 1. Administrator Surveys

	Surveys Sent	Surveys Received	Percentage
Fall 2010	331	178	54.0%

	Survey Date	Strongly Agree	Agree	Disagree	Strongly Disagree
Question #1: The consulting teacher regularly communicates in an effective manner with school administrators.	Fall 2010	61%	34%	3%	2%
Question #2: The consulting teacher provides administrators with observation reports and updates of teacher performance.	Fall 2010	63%	33%	2%	2%
Question #3: The consulting teacher interacts in a professional manner with all members of the school community.	Fall 2010	69%	28%	2%	1%
Question #4: The consulting teacher works collaboratively with school personnel/staff to support teacher clients as appropriate.	Fall 2010	63%	31%	4%	1%
Question #5: I am satisfied with the support the teacher(s) in my building received from the consulting teacher.	Fall 2010	66%	30%	3%	1%

Table 2. Client Surveys

	Surveys Sent	Surveys Received	Percentage
Fall 2010	312	210	67%

	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 2010	82%	16%	1%	0%
Question #2: Discussions with the consulting teacher foster collaboration, active listening, inquiry, and reflection.	Fall 2010	75%	21%	3%	0%
Question #3: The consulting teacher effectively communicates specific feedback based on observation data.	Fall 2010	79%	15%	6%	0%
Question #4: The consulting teacher promotes my knowledge of mastery planning and implementation of effective instruction aligned with MCPS curriculum.	Fall 2010	80%	16%	3%	0%
Question #5: The consulting teacher provides me with documentation of my performance through informal feedback and formal observation reports.	Fall 2010	64%	32%	4%	0%
Question #6: The Consulting Teacher provides ongoing support in addition to the required formal observations.	Fall 2010	82%	17%	1%	0%
Question #7: The Consulting Teacher maintains confidentiality regarding all aspects of our work together.	Fall 2010	65%	30%	5%	0%
Question #8: The Consulting Teacher models professionalism at all times.	Fall 2010	75%	23%	1%	0%
Question #9: I am satisfied with the support I have received from the Consulting Teacher.	Fall 2010	70%	23%	6%	1%

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. 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.

(1) Content, Structure, and Participant Outcomes

New Educator Orientation

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 2011 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 should an educator new to MCPS 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 Teachers’ Professional Growth System and will have participated in curriculum training which incorporates assessment practices, lesson planning design, and classroom management strategies. 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.

Mentor Support

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 Administrative 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; (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 relationship 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.

Ongoing formative review of new teacher performance based on clearly defined teaching standards (CTs)

(2) Staffing Plan

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 250 mentors who support 300 mentees who are experienced new-to-MCPS educators, long-term substitutes, 2nd-year new educators, or 3rd-year probationary teachers.

(3) Mentor Recruitment, Screening, Selection and Training

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:

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.

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.

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.

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.

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.**

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.

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

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.

(4) Training Provided to Central Office and School-Based Administrators Regarding the New Teacher Induction Program

During the 2011–2012 school year, memoranda and briefing sessions will be held with various central office stakeholders and school-based administrators regarding the New Teacher Induction Program. This will include discussions on Onboarding, workshops, and professional development courses designed to support new teachers and mentors.

In the 2010 Master Plan updates, districts should submit an overview of their Teacher Induction Program.

For the overview, districts should describe how their program addresses the Induction Program COMAR in:

- (1) The content, structure and participant outcomes of the following elements:
 - a. Orientation program before the school year begins;
 - b. Support from a mentor;
 - c. Regularly scheduled opportunities to observe or co-teach with skilled teachers;
 - d. Ongoing professional development sessions; and
 - e. Ongoing formative review of new teacher performance based on clearly defined teaching standards.
- (2) Their staffing plan, including who coordinates the program, the number of new teachers and the number of mentors and how many new teachers they each serve.
- (3) The process of mentor recruitment, screening, selection and training
- (4) The training provided to Central Office and School-Based Administrators regarding the New Teacher Induction Program.
- (5) To the extent practicable given staffing and fiscal concerns, if any of the following options were adopted for new teachers:
 - a. A reduction in the teaching schedule;
 - b. A reduction or elimination of responsibilities in non-instructional duties; and/or
 - c. Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline or attendance challenges.

If the LSS Induction Program currently does not address one or more of the elements above, the LSS should describe its plan for addressing the gap during the 2010–2011 school year.

Family Engagement

Introduction

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. One of the four principles of NCLB includes more choices for parents. In addition to a natural parent, NCLB defines a parents as a legal guardian or other person standing in *loco parentis* (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Under NCLB, the participation of parents is regular, two way, and meaningful communication involving student academic learning and other school activities.

Questions

Q1: Describe how the local school system shares information with parents about student academic standards, assessments, and data with parents? (ex. publications, website, workshops, etc.)

Montgomery County Public Schools (MCPS) recognizes that in order to be effective partners in their children's education, parents must have access to timely, relevant, and accurate information about student academic standards, assessments, and data. Local schools, in collaboration with their school parent teacher association and other parent organizations conduct numerous parent workshops and other informational sessions throughout the year. At the district level, the school system also offers many workshops and meetings for parents to keep them informed about the educational program. Interpretation services are provided and many workshops are conducted in multiple languages. The quality and usefulness of Parent Academy workshops, forums, and meetings is measured by feedback collected as the culminating activity at the workshop, forum, or meeting. A review of the survey data, as well as feedback gathered from parents and staff through surveys, feedback, focus groups, and advisory committees, help identify the areas in which MCPS can strengthen parent engagement in specific targeted ways.

Parent outreach staff in the departments of Family and Community Partnerships and Student Services, as well as the divisions of Early Childhood Programs and Services, Title I, and ESOL/Bilingual Programs all provide direct one-to-one and small group support to parents to help them understand academic standards, assessments, and data.

Parents must have access to accurate and clear information in a variety of formats and languages if they are to be effective advocates for their children. The Office of Communications provides information through print, television, Web, e-mail, telephone, and personal

interactions. MCPS publishes a monthly electronic newsletter for parents, *QuickNotes*, which is available in six languages. A print newsletter, *Parent Connection*, is distributed to 100,000 families quarterly and also is available in six languages. A Guide on the school system's website at www.montgomeryschoolsmd.org provides parents easy access to school system policies, curriculum documents, *Seven Keys to College Readiness*, assessment reports and information, data for each school, and more.

Edline is a password protected Web-based system that allows middle and high students and their parents to review their grades regularly. Student grades are published automatically to Edline Sunday through Thursday nights, and secondary teachers also can post class materials, assignments, due dates, course expectations, and Web links for their classes. Families without Internet access may use public computers to access this information. Teachers also continue to use other means to communicate student progress.

Q2: Does the local school system provide professional development to instructional and non-instructional staff, grades preK-12, on working with parents? If yes, please describe. (ex. New teacher/staff training, administrative meetings, district wide conferences/workshops, etc.)

The Department of Family and Community Partnerships collaborates with the Office of Human Resources and Development in conducting training to new educators, school staff, principals, administrators, and central office staff on parent engagement strategies. An online Parent Involvement Toolkit is available to all staff which includes best practices, resources, presentation plans, and practical tips for connecting with diverse school communities. Interactive sessions on parent involvement are provided at systemwide principals meetings, local school staff meetings, and office and department meetings. The Study Circles program provides help to schools and offices to address racial and ethnic barriers to student achievement and parent involvement through facilitated dialogue resulting in actions plans.

Cross department meetings and trainings are held quarterly with the offices and department with parent outreach staff. Information is shared about curriculum, assessments, and systemwide programs that are important to convey to parents. Common presentation plans are shared and provided to staff in multiple languages. The Department of Family and Community Partnerships facilitates the MCPS Parent Advisory Council, whose members serve on panels providing parents' perspectives at principal and assistant principals trainings. Many PAC members also are featured in film clips available on the Parent Involvement Toolkit and used for training. PAC members also collaborate with the Department of Family and Community Partnerships in the participation of Welcoming Environment Walkthroughs. A team of parents and staff visit a school with specific things to observe. A report of findings is provided to the school principal and the data is used by the school leadership team and staff to improve parent engagement plans.

Schools that are Safe, Drug-free, and Conducive to Learning

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

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

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each school year, for a period of three consecutive years, the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2.5 percent) or more of the total number of students enrolled in the school. Expulsions may be recommended for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- 1. Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?**

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.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the *Safe Schools Reporting Act* of 2005.¹

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

- 1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.**

¹ Section 7-424 of the Education Article of the Annotated Code.

MCPS is committed to creating school environments that help to reduce and/or eliminate incidences of bullying. The system has policies and procedures to address bullying from both a proactive and a reactive stance. As a part of these policies and procedures, schools address school climate issues (including bullying) in their School Improvement Plan. Reports of bullying instances remained constant between school years 2006–2007 and 2007–2008. Reports of bullying incidents increased by 48 in the 2008–2009 school year for a total of 127. Reports for 2009–2010 and 2010–2011 were 295 and 437, respectively.

The increase in reports of bullying incidents over the past several years corresponds to community outreach, professional development, and the requirement to report incidents using the MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*. The bullying incident reporting protocol is disseminated to all students, staff members, and the parent community at the beginning of the school year. The information is distributed through school newsletters, system e-mails, and at the first Parent Teacher Association (PTA) and staff meeting of the school year. Collaborative Problem Solving (CPS) practices were instituted in all schools. CPS helped school staff members identify root causes of bullying behavior and to facilitate the implementation of relevant and effective bullying prevention approaches. Local school teams adopted specific anti-bullying approaches through schoolwide, proactive behavioral support programs, such as Positive Behavioral Interventions and Supports (PBIS), to ensure a more positive school environment and to reduce instances of bullying.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

At the start of every school year, a list of key MCPS policies and procedures is reviewed with staff members, parents/guardians, and students, as appropriate. The reporting procedure for incidences of bullying is included in this review. A memorandum is sent to all principals providing information regarding the Board of Education Policy JHF, *Bullying, Harassment, or Intimidation*, and MCPS JHF-RA, *Bullying, Harassment, or Intimidation*, along with an informational PowerPoint presentation for professional development. School administrators ensure that this information is shared with staff members. Each school communicates the information in a variety of meetings, including staff preservice workshops, student meetings, PTA meetings and PTA listservs, and in the school newsletter. At the system level, information on the *Safe Schools Reporting Act* and MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*, is disseminated to families throughout Montgomery County through the MCPS *Quick Notes* newsletter at least twice each school year. This information is available at several locations on the MCPS website, including the Department of Student Services Web page, SharePoint on *myMCPS*, and the MCPS intranet site at <https://collaborate.mcpsmd.org/sites/osess/ss/default.aspx>. Additionally, the Department of

Family and Community Partnerships offers workshops and Study Circles that address bullying prevention and intervention after school and in the evening through the Parent Academy.

Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

MCPS adopted an M-Stat framework for the systematic and systemic monitoring of critical student performance data that enables the district to drill down to root causes, focus on areas of need, develop action plans for improvement, document best practices for recognition and dissemination throughout the system, and provide professional development for staff members. The Suspension M-Stat Team provides a focused, intensive review of specific disciplinary issues. These data are disaggregated by race, ethnicity, gender, disability, limited English proficiency, and economically disadvantaged status. The Suspension M-Stat team identified exemplary schools that reduced their frequency of suspension and used the approaches implemented by these schools as models of effective practices. MCPS featured successful school and classroom practices on the Best Practices Knowledge Center website, a professional development tool that contains video clips and resources. Systemwide efforts to expand Functional Behavioral Assessment (FBA) practices, Behavioral Intervention Plan (BIP), Collaborative Problem Solving (CPS) process techniques, and Positive Behavioral Interventions and Supports (PBIS) are key supports at the prevention/early intervention level.

With these efforts, the number of students suspended has consistently decreased for every student subgroup over the last four school years, even with higher enrollment.

C. Based on the Examination of Suspension Data (Tables 7.8–7.10):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

In efforts to reduce the incidences of suspensions and to reduce disproportionate suspensions for identified student groups, MCPS implemented a systemwide study of suspensions. The bulk of this work occurred as a result of the Suspension M-Stat Team. This team studied systemwide, grade level, and individual school data; national, state, and regional trends; evidenced-based and promising practices at reducing suspension; and available system resources. With these data, the team developed a series of professional development trainings for all school administrators. These trainings provided professional development on using a systematic approach to determine whether an incident is both disruptive and detrimental to the operation of a school before rendering a decision to suspend. School staff members were

taught to measure the impact of an incident and to develop a “Pyramid of Interventions” specifically tailored to their school. This led to a significant reduction in out-of-school suspensions across the county at every school, including suspensions for students with disabilities, and African American and Hispanic students.

In Fiscal Year 2012, the number of schools working with PBIS will increase to 83 including three alternative program sites. This focus on the positive interactions between students and staff members, an improved school climate, and the analysis of office referrals and suspension data has proven to be an effective strategy. PBIS is very popular among school administrators for reducing discipline issues.

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

School system data confirm that African American, Hispanic, limited English proficient (LEP) students, and students with disabilities are disproportionately suspended. To reduce the use of out-of-school suspensions for all students and to reduce the disproportionate suspensions of identified student groups, MCPS formed an M-Stat team and a Disproportionality Steering Committee. The work of both groups resulted in improved systemwide practices and professional development for school staff members specific to the suspension process.

The school system embarked on a multi-year program of professional development on equity/cultural competencies for all administrative and supervisory personnel. This training is based on the following three essential questions that research has shown must be addressed in order to eliminate the gaps between student groups that are evident in academics and behavioral data points:

1. How does awareness, knowledge, and understanding of one’s own racial and cultural identity promote effective learning and teaching?
2. How does awareness, knowledge, and understanding of the racial and cultural identity of students promote effective learning and teaching?
3. How can educators establish learning environments that are conscious of race and culture to ensure implementation of culturally relevant instruction?

The Equity Initiatives Unit (EIU), in the Office of Human Resources and Development, and the Department of Family and Community Partnerships lead these efforts, which include school-based professional development. They continue to focus on: 1) building leadership staff capacity to lead for equity; 2) deepening capacity of staff members to explicitly infuse equity content and processes into all professional development programs and projects; and 3) providing direct services, consultation, and resources to support school-based and central services study and dialogue about the impact of race and ethnicity on teaching and learning. Schools participating in equity training must commit to a year-long program that is aligned to an equity goal in the School Improvement Plan.

MCPS continues to expand the number of schools implementing PBIS at the universal level for all students in all settings. Schools currently implementing PBIS continue to receive professional development and resources to move beyond the Tier I level of implementation. A full-time position supports the systemwide implementation of PBIS. In 2010–2011, MCPS provided school staff members professional development opportunities focused on behavior management strategies for students with more intensive behavioral needs. Additionally, schools will be provided professional development in Check-In/Check-Out, a targeted group intervention. Future professional development will include an emphasis on equity/cultural competency.

Through the M-Stat process, MCPS will continue to monitor discipline/suspension data at the system and school level in its efforts to reduce the incidences of out-of-school suspensions and to reduce the disproportionate use of suspension for identified student groups. The M-Stat team will continue to offer professional development for all school administrators. Throughout the school year, community superintendents will discuss and analyze school discipline/suspension data monthly for the schools under their supervision. Action plans will be put in place as needed when reductions in suspensions and/or disproportionate suspensions are not evident. School principals will receive a monthly report of all students with disabilities in their schools who were suspended for five or more cumulative days in a given school year.

The Crisis Prevention Institute, in collaboration with MCPS, provides ~~is an~~ ongoing training to MCPS staff members on the use of the Nonviolent Crisis Intervention Program. This program gives staff members verbal de-escalation strategies to use with students to prevent them from physically acting out. The Comprehensive Behavior Management Intervention course is offered every summer to staff members interested in obtaining information, strategies, and understanding of students experiencing some level of behavioral and or emotional issues. These two programs offer valuable information to staff members in hopes of reducing the number of suspensions.

MCPS studied the disproportionate identification of students who receive special education services and a report, *A Strategic Plan to Achieve Equity and Excellence for All Students*, was produced. The recommendations of this report continue to be implemented to help improve the experiences of all students. A Disproportionality Steering Committee oversees two project teams focused on professional development and accountability. We anticipate that these actions will have a direct impact on decreasing the incidences of office referrals and suspensions for students with disabilities.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)^{2, 3, 4} and that the

² COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

Disproportion

D. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

- 1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.**

Throughout Montgomery County, public and private agencies work to provide choices and better options to children, youth, and families in need of services.

The Montgomery County Collaboration Council for Children, Youth, and Families is a Local Management Board partnership. Comprised of representatives from public and private agencies, faith-based organizations, families, elected officials, businesses, and community advocates, their main purpose is to assess community needs, identify priorities, target resources, and oversee service delivery on initiatives that require collaboration between two or more child-, youth-, and family-serving entities. MCPS is an active partner of in the Collaboration Council.

The Children's Agenda was developed as a blueprint by Montgomery County to assure that funding and strategies will help to improve lives and futures. This blueprint acts as a guide to assist our partnerships in "establishing a nurturing community where children are safe, healthy, and successful in school, prepared for life, and supported by a caring family and neighborhood." *The Children's Agenda* assists schools and communities in the implementation of specific prevention and intervention programs in identified areas of Montgomery County.

MCPS is a member of the Local Coordinating Council (LCC). The LCC, a key initiative of the Collaboration Council for Children with Intensive Needs, coordinates community services to maintain children with emotional and behavioral disabilities in the least restrictive environment. In partnership with families/caregivers, the LCC, with representatives from public agencies serving children and youth, develops and implements plans of care for the residential placement, or alternatives to residential placement, for identified children. The LCC accepts referrals from lead agencies for children needing publicly funded intensive services.

³ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

⁴ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

MCPS students who have financial needs benefit from the Bridge to Success/Neediest Kids Program, which provides the basic essentials to low-income families including eye exams, eye glasses, coats, clothes, uniforms, school supplies, food, personal care items, and other essential goods and services. Unique Thrift Store gift cards also are available to help Montgomery County residents obtain the clothing and household items they need.

MCPS also coordinates prevention, intervention, and crisis response efforts for students with personal and/or interpersonal needs with Montgomery County Department of Health and Human Services (DHHS) branches that focus on child mental and behavioral well being and with the local chapter of the Mental Health Association (MHA). Free mental health and drug assessments are provided to referred students and their families through the DHHS Screening and Assessment Services for Children and Adolescents (SASCA). The staff members in DSS maintain collaborative ties with the National Institutes of Mental Health (NIMH), the National Association of School Psychologists (NASP), and the Substance Abuse and Mental Health Services Administration (SAMHSA), among others.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any school with a suspension rate⁵ of 10 percent or higher implement PBIS or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education (MSDE), will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate⁶ of 6 percent (School Year SY 2009–2010) implement PBIS or another behavior management system. This percentage decreases to 4 percent in SY 2010–2011; 2 percent in SY 2011–2012, and 1 percent in SY 2012–2013.

Once again, if a school meeting that target was trained in PBIS or another behavior management system, the local school system, in collaboration with MSDE, will ensure that additional training is provided to expand the school's capacity to intervene.

E. Based on the number of schools in the LSS currently implementing PBIS, please describe the district's capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.

⁵ The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

⁶ Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20% of the days in membership.

MCPS has not identified any schools 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.

MCPS has one full-time employee (FTE) to provide local support, sustain the initiative, and participate in statewide activities. Local training is provided to school-based PBIS behavior support coaches and team leaders. The FTE provides consultation to individual PBIS schools.

F. Based on the examination of Suspension data:

- 1. Identify how many elementary schools have a suspension rate of 10 percent or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

MCPS does not have any elementary schools that have a 10 percent suspension rate.

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.**

In the 2010–2011 school year, MCPS did not have any schools that had a 10 percent suspension rate; therefore, there was no need for additional training.

- 3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

Please refer to F 1.

G. Based on the examination of Habitual Truancy¹⁰ data:

- 1. Identify how many schools have a habitual truancy rate of 4 percent or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

MCPS does not have any schools that have over a 4 percent habitual truancy rate.

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation.**

In the 2010–2011 school year, MCPS did not have any schools that had over a 4 percent habitual truancy rate; therefore, there was no need for additional training.

- 3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

In the 2010–2011 school year, MCPS did not have any schools that had over a 4 percent habitual truancy rate; therefore, additional training was not necessary. MCPS is not requesting Technical Assistance at this time.

Attendance Rates

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

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

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

Since the 2003–2004 school year, Montgomery County Public Schools (MCPS) has met the Maryland State Department of Education (MSDE) target of 94 percent attendance rate for all students. In the 2010–2011 school year, MCPS exceeded the MSDE attendance rate target of 90 percent with a rate of 95.7 percent for all students. Students in all grade bands met the target: elementary schools (96.0%), middle schools (95.7%), and high schools (95.43%). All student subgroups in all grade bands met or exceeded the 90 percent MSDE target rate.

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

Since attendance is used at the elementary and middle levels to calculate Adequate Yearly Progress (AYP) and has a direct impact on the graduation and dropout rates at the high school level, schools actively monitor student attendance. Each month, schools receive an attendance report for all students in their school. Students whose absences have reached 20 percent or more are specifically identified on one list. Additionally, each school receives a report identifying all of their students who have 10 percent or more unexcused absences. School staff members review each case and recommend interventions to improve school attendance. If school-level interventions are not successful in improving the student's attendance, the case is referred to the pupil personnel worker for intervention.

If no improvement is achieved and the student's unexcused absences are greater than 20 percent for that point in the school year, the school administrator may refer the case to the Interagency Truancy Review Board (TRB). The TRB is comprised of staff members from several offices within MCPS, the Montgomery County Department of Health and Human Services, the Department of Juvenile Justice, the Montgomery County Department of Police, the Housing Opportunities Commission, and the State's Attorney's Office. The purpose of the TRB is to motivate parents of habitually truant students to send their children to school. The TRB often develops an attendance contract to ensure that this happens; if there is no improvement, the TRB may recommend the case be referred to the State's Attorney's Office for court action.

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

Addressing the needs of students with chronic attendance problems is an ongoing challenge. Schools monitor the attendance of all individual students and all student subgroups. Of particular concern are cases in which students are absent for 10 to 19 percent (attendance rates of 81 to 90 percent) of the school year. These students are in danger of being considered habitually truant, which is a 20 percent or greater unexcused absence rate. MCPS has revised its data collection system to ensure that all students are counted regarding attendance, even if they attend multiple schools in the same school year. Seventy-one percent of students referred to the TRB in 2010–2011 were Black or African American or Hispanic/Latino. Because truancy is frequently related to other problems in a student’s life, families who are referred to the TRB often have many needs. For this reason, the TRB includes staff members from the Pupil Personnel Services and Court Liaison units of MCPS; Child Welfare Services, School Health Services, and Adolescent Mental Health Services of the Montgomery County Department of Health and Human Services; a case worker from the Department of Juvenile Justice; an officer from the Montgomery County Department of Police; a case worker from the Housing Opportunities Commission; and an assistant state’s attorney from the State’s Attorney’s Office. This allows the TRB members to not only problem solve with the student/family, but also to offer services and resources.

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

Beginning with the 2009–2010 school year, in addition to reporting students who are absent 20 percent or more of the school year, MCPS ~~has~~ 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 and allows schools to collaborate with their pupil personnel worker to proactively address attendance issues before students reach the habitually-truant level. MCPS piloted an attendance intervention program called *Attendance Matters* in three high school clusters at the end of the 2010–2011 school year. MCPS plans to expand the program countywide. Additionally, to avoid delays in working with students and families regarding truancy issues, cases are scheduled to go before the 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 two middle schools, Francis Scott Key and Neelsville, for the 2010–2011 school year.

Graduation Rates and Dropout Rates

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

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

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

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

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

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

Graduation Rate

Based upon the 2011 four-year cohort data, in 2009–2010 MCPS continued to exceed the MSDE graduation target of 81.5% with a rate 86.2% for all students. The following groups met the target Asian (94.7%); White (93.7%); Native Hawaiian or Other Pacific Islander (100%); two or more races (92.3%); females (89.0%); and males (83.6%).

As MSDE is using the four-year cohort to report graduation rates as the rating scale rather than the Lever method which was previously used, the data cannot be compared to the results from previous years.

Students in the following subgroups did not meet the MSDE graduation target of 81.5%: Black or African American (78.1%); American Indian/Alaska Native (79.2%); Hispanic/Latino of any race (74.2%); Free and Reduced-price Meals System (FARMS) (73.4%); and limited English proficient (LEP) (52.3%)

Although they did not meet the MSDE graduation target of 81.5%, progress was made by the following subgroups: Special Education (59.5%), with an increase of 0.2%; LEP (52.3%), with an increase of 1.5%; and FARMS (73.4%), with an increase of 2.7%.

Dropout Rate

MCPS continued to meet the MSDE dropout rate target of 13.0% with a 7.4% rate for all students, a decrease of 1.4 percentage points. The subgroups that met the target are as follows: Asian (2.6%); Black or African American (11.2%); Native Hawaiian or Other

Pacific Islander (0%); White (3.5%); two or more races (1.9%); FARMS 12.5%); Special Education (12.0%) with a decrease 1.9 percentage; female students (6.3%), and male students (8.4%) with decreases of 0.9 and 1.8 percentage points, respectively. The rate for the subgroups that did not meet the MSDE dropout rate target are as follows: American Indian or Alaska Native (20.8%); Hispanic/Latino of any race (14.3%); LEP (25.4%), which is an increase of 3.2 percentage points.

MCPS continues to focus on implementing strategies to increase graduation rates and decrease dropout rates for the following subgroups: American Indian or Alaska Native; Black or African American; Hispanic/Latino of any race; FARMS, LEP, and Special Education.

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

MCPS utilizes a variety of instructional and intervention strategies to assist students in having positive and successful experiences in school.

Judy Centers, prekindergarten programs, and full-day kindergarten are examples of programs that are in place to help students have a strong start in their educational programs.

Collaborative problem-solving strategies—All schools implement collaborative problem-solving strategies to address academic and behavioral issues that impact student learning. Through this process, staff members develop, implement, and evaluate interventions and monitor student progress.

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.

Gateway to College (GTC)—The Gateway to College[®] program at Montgomery College serves at-risk youth, 16 to 20 years old, for whom high school completion is at risk, and/or who have stopped attending Montgomery County Public Schools. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students accumulate high school and college credits simultaneously, earning their high school diploma while progressing toward an associate degree or certificate. Gateway to College students learn how to succeed in an educational setting under the guidance of a caring team of instructors and student support specialists with experience and commitment to at-risk youth. In their first term, students learn in a cohort (group of students who take classes together). The cohort experience builds their academic and personal skills,

preparing them for college courses on the comprehensive college campus. In addition to reading, writing, and mathematics, cohort students take a career development class to help focus their academic goals, and a college survival and success class to learn how to take effective notes, study for tests, and juggle school, work, and family life.

Student Services Support—All students have the benefit of a school counselor who monitors student progress in course completion and credit completion. Pupil personnel workers and school psychologists provide consultation, support, resources, and direct services to students and their families. When appropriate, these staff members are instrumental in the completion of functional behavioral assessments and behavioral interventions plans. Student services staff work to ensure a positive and successful school experience for every student.

Data Monitoring—MCPS monitors academic, attendance, and behavioral data to identify students in need of support. In addition to the monitoring done by classroom teachers on a daily basis, the Honors Advanced Placement Identification Tool (HAPIT) is an example of a tool developed by MCPS to examine a variety of data points for each student to determine/verify the appropriateness of course levels. Not only does this tool assist staff members in determining when more rigorous coursework is appropriate, it also can be used to reveal areas of need so that struggling students receive interventions and supports.

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.

Alternative Programs—MCPS operates direct instruction and intervention programs for middle and high school students who are unsuccessful in their home/comprehensive schools.

- Level 1 programs are provided in every secondary school. These home school programs provide direct instruction and intervention strategies to students who require support with behavior, motivation, attendance, academics, social, and emotional skills.
- Level 2 programs are available for students who are not successful in their home schools, even with the support of a Level 1 program. These programs provide academic instruction as well as behavioral and social skills instruction. The goal of Level 2 programs is to provide students with the skills needed to successfully return to their home school.
- Level 3 programs are available to students who are involved in serious disciplinary action and are placed in the programs in lieu of expulsion.

High School Plus—High School Plus is a program that allows students who have failed a course required for graduation to retake that course for credit, or participate in a shorter credit recovery program in their home school.

The Online Pathway to Graduation (OPTG)—OPTG is a program that enables former Montgomery County Public School (MCPS) students, no longer enrolled in an MCPS high school, and currently enrolled seniors in need of three credits or fewer, to meet the academic requirements for a Maryland High School diploma through online courses. OPTG is a complement to the existing High School Plus program. The goal of both programs is to provide additional opportunities for students to gain course credits. The instruction in OPTG classes is delivered online and participants work at their own pace from any internet accessible location. As participants successfully complete each course, credit is awarded. Participants are responsible for completing all Maryland and MCPS graduation requirements, including High School Assessment and student service learning requirements.

Truancy Review Board—The Truancy Review Board is an interagency group that works with students and their families to address truancy.

Truancy Court Program—Truancy Court Program, a grant funded program from the University of Baltimore Law School's Center for Families, Children and the Courts, in two middle schools, Francis Scott Key Middle School and Neelsville Middle School for the 2010–2011 school year.

MCPS Student Withdrawal Interview—During the interview, school staff present instructional interventions and alternatives available to encourage the student to remain in school.

Phased-in Closing of Learning Centers—The Department of Special Education Services is moving forward with phasing out all secondary learning centers in order to address the achievement gap between students in secondary learning centers and their disabled peers not in learning centers. School counselors are integral in ensuring that students formerly enrolled in learning centers have appropriately challenging schedules with adequate supports that will enable these students to graduate.

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.

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

The following subgroups did not meet the MSDE graduation target 81.5%: American Indian/Alaska Native (79.2%); Black or African American (78.1%); Hispanic (74.2%); LEP (52.3%), with an increase of 1.5 percentage points; and FARMS (73.4%), with an increase of 2.7 percentage points and special education (59.5%), with an increase of 0.2 percentage points

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

MCPS is experiencing an increase in the number of high school-aged students from Central American countries with limited formal education who are entering the school system for the first time. This is reflected in the dropout rate for both Hispanic and limited English proficient (LEP) students. Given this changing demographic, the system has enhanced its programming and practices to expand early intervention strategies, to increase the number of extended instructional opportunities, to support students and their families in addressing issues that impede school success, and to offer alternative pathways to a high school diploma. The programs listed above in #2 1 provide a continuum of services that range from programs for all students to targeted programs for identified groups. MCPS will continue to support and enhance these programs in our effort to further reduce the number of students who drop out of school.

Adequate Yearly Progress

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

School System Improvement

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

Instructions:

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

School Improvement

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

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine if: (1) each school has made adequate yearly progress toward meeting State standards by 2013–2014; and (2) schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A, funds², including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the United States Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan also must describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the Memorandum of Understanding signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels Pre-K–5, middle school grade levels 6–8, and combination schools Pre-K–8) that are the five lowest achieving (or lowest 5 percent) of all Title I schools in improvement, corrective action, or restructuring in the State. "Persistently lowest achieving Tier II schools" are those ***Title I-eligible*** secondary schools that are the lowest five percent of all

¹ Section 13A.01.04.08 of the Code of Maryland Regulations.

² This information is included in Attachment 7 of Part II.

secondary Title I-eligible schools in the State. Persistently low achieving Tier III schools are

Title I schools in improvement, corrective action, or restructuring not identified as persistently low achieving in Tier I.

Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

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

The most difficult challenge faced by Title I and other highly diverse schools relates to meeting the needs of the Limited English Proficiency (LEP) students who must take the state assessments, regardless of their English proficiency. Given that research shows it takes from 5 to 7 years to develop academic language, schools provide strategic support for our most vulnerable learners to ensure that each student subgroup meets or exceeds the Annual Measurable Objective and the school achieves AYP.

The Baldrige-guided School Improvement Process (BGSIP), an ongoing and in-depth analysis of student performance data and the strategic use of interventions based on data, are key factors in ensuring all students meet state standards. Montgomery County Public Schools (MCPS) provide 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.

The Office of School Performance (OSP) 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 AYP goals. For Developing Comprehensive Needs or Developing Focused Needs Schools in Year 2 of School Improvement or Corrective Action (currently, 10 MCPS schools have been identified), an Achievement Steering Committee (ASC) is used to assist schools in achieving AYP.

Twenty-one schools have been identified for School improvement Year 1, and for these schools, an Enhanced School Improvement Team (ESIT) is used to assist schools to achieve AYP. In addition, community superintendents and directors of school performance review and provide feedback on all BGSIPs.

Challenges:

- Increasing mathematics discourse in all grade levels, especially focusing on the middle school level
- Coordinating effective collaborative planning
- Increasing student engagement
- Providing an effective inclusion ESOL program at the elementary level
- Including feedback to students
- Educating our students about their accommodations
- Providing accommodations to our students on daily assignments as well as assessments
- Teaching vocabulary throughout the content areas

Changes and adjustments:

- Changes made in administrative teams, specifically in Corrective Action Schools
- Changes in Leadership Team members, specifically in Corrective Action Schools
- Outside consultant for mathematics classes
- Book studies for increasing student academic vocabulary
- Focused, job-embedded professional development
- Focused support in educating all stakeholders on student accommodations
- Change in organizational structures
- Implement reading intervention for struggling readers
- Implementing Leveled Literacy on the elementary school level
- Implementing Reading Advantage on the middle school level

Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

2. Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).

- **Describe actions that the school system took during the 2010–2011 school year.**

During the 2010–2011 school year, MCPS coordinated school improvement assistance to schools in improvement, corrective action, and restructuring through the OSP chief school performance officer, community superintendents, directors of school performance, and the school improvement specialist. In addition, technical assistance and direct school supports were provided for these schools identified as in need of improvement as they worked to achieve AYP and meet NCLB requirements through a two-tiered approach—an Enhanced School Improvement Team (ESIT) or an Achievement Steering Committee (ASC).

ESITs were developed and implemented to address performance concerns of schools identified in Local Attention or in Year 1 of School Improvement. School administrators, leadership team members, and staff from OSP and other central offices were included on the teams. 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 using Baldrige processes, and use the information to drive changes in instructional practices that will result in increased student performance. ESITs met on a consistent and predetermined schedule established for the school year.

ASCs are a collaborative effort between OSP, various MCPS offices, and identified schools. Through monthly meetings, school and central office staff members use structured processes to identify the focus, deliverables, and action plans that include a timeline and monitoring schedule to achieve the established outcomes which 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 purpose of an ASC is to provide consistent support to schools identified with Developing Focused Needs/Developing Comprehensive Needs in improvement for three or more years with the goal of achieving AYP. Our data indicates that the following structure will be in place to support schools in need of improvement:

Enhanced School Improvement Team Numbers don't align with what OSA provided for Year 1

- 8 elementary schools
- 6 middle schools
- 6 high schools

Achievement Steering Committee

- 1 elementary school
- 9 middle schools 1 elementary school was identified for School Improvement Corrective Action Developing Comprehensive Needs
- 0 high schools

As noted above, the BGSIP process is critical to the identification of those strategic actions that will enable schools to achieve AYP and exit school improvement. The ASC process is consistent with the recommended pathways of the BGSIP.

- **Describe the actions that the school system will take once school improvement status is determined for the 2010–2011 school year.**

MCPS will use the ASC and ESIT process as a way to implement and coordinate the system of supports required for schools to achieve success. ASC and ESIT school improvement structures used in MCPS are flexible enough to meet the needs of schools in the various stages of school improvement as the work of the respective teams is aligned with identified school needs. We believe the spirit of collaboration and shared responsibility is a vital component of successful school improvement.

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
7. Planning for and implementing the restructuring option

An ASC provides strategic support to enhance the school’s ability to achieve AYP by meeting the annual measurable objective in each student subgroup, as measured by the MSA or the HSA. ASCs are first and foremost based on a spirit of collaboration with all stakeholders making a commitment to be accountable for student achievement. The climate of the meetings is one of collective inquiry with all participants bringing their particular expertise to the table. When analyzing student achievement data, data from classroom visits, or examining school processes, all ASC members are encouraged to actively engage in the discussions, to offer additional goal-focused support, to identify resources, and to respectfully share ideas and suggestions that contribute to a climate of respect.

Under the direction of the chief school performance officer, the school improvement specialist will collaborate with community superintendents and offices in MCPS to assign central office staff members to ASCs in relationship to the needs of the schools. Membership decisions are based on the belief that smaller groups foster more focused discussion than larger groups and provide an opportunity to build trusting relationships and collaboration that will lead to success.

Central office representatives may include administrators or instructional specialists from key offices, but are not limited to this listing:

- Department of Family and Community Partnerships (DFCP)
- Office of Curriculum and Instructional Programs (OCIP)
- Office of Human Resources and Development (OHRD)
- Office of Shared Accountability (OSA)
- Office of School Performance (OSP)
- Office of Special Education and Student Services (OSESS)
- Chief Technology Officer (CTO)

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

Roles and Responsibilities of ASC Members:

School-based Staff	Central Office-based Staff
Principal selects participants in collaboration with school leadership, community superintendent, and director of school performance.	After collaborating with school staff members, the community superintendent and/or the director of school performance submits requests for representation to the chief school performance officer, who coordinates the requests and forwards the requests to the respective associate superintendents.
Attend and participate fully in ASC meetings.	Attend and participate fully in ASC meetings.

Conduct root cause analysis to guide development of BGSIP.	Support school in collecting and analyzing data and completing the root cause analysis.
Collect, analyze, and present data at ASC meetings.	Support school with collection, analysis, and presentation of data at ASC meetings.
Collaborate with central office-based staff members in response to offers of support.	Provide expertise and offers of assistance.
Follow up on action items.	Follow up on action items.
Set up meeting space.	Not applicable.
Prepare any materials required for the meeting; provide agendas.	Provide support for the preparation for the meeting.
Share problems the school is having.	Participate in collaborative discussions with staff members to problem solve.
Collaborate to determine when a recommendation becomes an action item.	Collaborate to determine when a recommendation becomes an action item.

Specific meeting processes are key to planning for, conducting, and providing follow up on the work of the ASC. These processes include scheduled time for school and OSP staff members to meet to develop and distribute a structured agenda in advance of the ASC meeting. Meeting notes, action items, and a summary of the meeting evaluation are sent to stakeholders within a few days of the ASC meeting. In order for the work of the ASC to be integrated into the life of the school, notes and action items are discussed at the next school leadership team/instructional council agenda. Leadership team/instructional council members share information with school staff members and gather updates to be presented at their next meeting. A progress update will be shared at a subsequent ASC meeting. Thus, a cycle of communication is established.

Both the federal *Elementary and Secondary Education Act—No Child Left Behind Act of 2001* (NCLB) and the *Code of Maryland Regulations* (COMAR) require that a two-year BGSIP be developed by schools as they enter school improvement, that the BGSIP include eight specified components, and that a peer review be conducted. One ASC meeting is scheduled as a peer review of the BGSIP early in the school year in compliance with these federal and state mandates. The purpose of the review is to assist schools as they establish a roadmap for all students to be proficient in reading and mathematics by the 2013–2014 school year.

While ESITs and ASCs are identified as critical strategies which contribute to the exit of our schools from improvement status, 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
<p>School Improvement Planning Baldrige-guided School Improvement Planning</p> <p>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</p> <p>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</p> <p>Professional Development Middle School Reform Professional Learning Communities Institute School Leadership Team Institute</p>	<p>Differentiated Staffing Math Content Coach Literacy Specialist</p> <p>Hours Based Special Education Staffing</p> <p>Staff Development Teacher Academic intervention</p> <p>Magnet program coordinator</p>	<p>Reading Read Assist Read 180 Corrective Reading Wilson Reading Program Reading Assistant Leveled Literacy Program Reading Advantage</p> <p>Mathematics Navigator FASST Math</p> <p>Customized Skills Program Skills Tutor Study Island Soliloquy</p>	<p>Job embedded and on-going training aligned with identified needs and in alignment with central professional development initiatives</p>

<p>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</p> <ul style="list-style-type: none"> - MAP-R - MSA/HSA - Read 180 <p>Data Monitoring myMCPS Strategic Monitoring Tools Prediction models</p> <p>Instructional Technology Promethean boards and related instructional technology</p> <p>Parent Outreach Family and Community Partnerships—parent community coordinators Parent Academy Study Circles</p>			
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Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):

Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.

Not applicable for MCPS.

1.1A: Current Year Variance Table			
Local School System: Montgomery			
Revenue Category			FY 12 Budget
Local Appropriation			\$1,370,101,480
Other Local Revenue			17,000,000
State Revenue			559,837,103
Federal Revenue*	10.579	National School Lunch - Equipment Assistance	-
	84.386	Education Technology	-
	84.387	Homeless Children and Youth	-
	84.389	Title I - Grants to LEAs, Neglected and Delinquent	-
	84.391	IDEA Part B - Grants to States-Pass-Through	-
	84.392	IDEA Part B - Preschool Grants	-
	84.393	IDEA Part C - Infants and Families	-
	84.394	State Fiscal Stabilization Fund Education Program	-
	84.395	Race to the Top	-
	84.410	Education Jobs Fund	4,377,655
Other Federal Funds**			68,134,359
Other Resources/Transfers			10,802,274
Total			2,030,252,871
Instructions: Itemize FY 2012 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.			
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
Expenditures:	Source	Amount	FTE
Student Assessments	Local	864,856	
Shared Accountability/Testing/ Applied Research/Program Evaluation	Local	2,685,023	27.650
Section C - Data Systems to support instruction			
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.			
Expenditures:	Source	Amount	FTE
Technology Support, Curriculum Training, Development	Local	47,189,728	384.400

1.1A: Current Year Variance Table			
Section D: Great Teachers and Leaders			
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.			
Expenditures:	Source	Amount	FTE
Employee/Retiree Services	Local	10,796,610	59.475
Recruitment and Staffing	Local	2,254,342	24.000
Growth Systems	Local	5,413,797	33.200
Growth Systems	Fed/Restr	3,739,881	24.000
Equity Initiatives	Local	874,525	6.000
Section E: Turning Around the Lowest Achieving Schools			
Reform Area 4: Turning around our lowest-achieving schools			
Expenditures:	Source	Amount	FTE
Title I A/Extended Learning Opportunities	Fed/Restr	20,441,435	183.528
Title I D -Neglected &Delinquent Youth	Fed/Restr	191,957	
Academic Intervention Resources	Local	13,743,037	208.800
Middle School Extended Day/Year Prgs.	Local	1,710,745	
High School Plus	Other	1,509,060	
ESOL/Bilingual Programs	Local	40,870,322	566.865
ESOL/Bilingual Program - Title III	Fed/Restr	3,609,452	27.100
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the			
Expenditures:	Source	Amount	FTE
K-12 Instruction	Local	828,340,573	10590.455
Curriculum and Instructional Programs	Local	22,622,124	278.860
Vocational Education	Fed/Restr	1,142,086	5.100
American Indian	Fed/Restr	29,028	
Head Start	Fed/Restr	3,433,306	36.400
Special Education and Student Services	Local	266,553,274	3592.185
IDEA Part B, Infants and Toddlers	Fed/Restr	30,683,045	197.250
National Institutes of Health	Fed/Restr	254,733	
Medical Assistance	Fed/Restr	4,364,436	61.900
Support Operations/Employee Benefits	State	559,837,103	3649.475
Support Operations/Employee Benefits	Local	143,182,524	
Support Operations/Employee Benefits	Other	67,470	
Education Jobs Fund - Employee Benefits	84.410	4,377,655	
Other Technology (Business Systems)	Other	3,755,762	19.500
Board of Education, Office of Superintendent of Schools, Schools, Community	Other	5,469,982	55.500
Impact Aid	Fed/Unres	245,000	
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.			

1.1A: Current Year Variance Table			
Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
** Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Funds.			
**all other federal funds can be consolidated in other federal funds.			

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)					
Local School System: Montgomery					
		FY 2011	FY 2011 Final		
Revenue Category		7/1/2010	6/30/2011	Change	% Change
Local Appropriation		1,415,085,344	1,415,085,344	-	
State Revenue		488,622,834	488,622,834	-	
Federal Revenue		-	-	-	
Other Resources/Transfers		15,011,659	15,011,659	-	
Other Local Revenue		10,300,000	10,300,000	-	
Other Federal Funds		65,391,472	65,252,138	(139,334)	
Federal ARRA Funds		53,656,056	53,795,390	139,334	
Total		2,048,067,365	2,048,067,365	-	-
Change in Planned Expenditures					
NCLB Goal	Expenditure Description	Expenditure	Expenditure	FTE	Actual FTE
	Mandatory/Cost of Doing Business:				
10	Building Services Position, Related Benefits, and Supplies	1,270,999	1,270,999	9.5	9.5
10	Funds budgeted in the prior year for start up: Textbooks, Instructional Materials, Media Ctr. Materials	(263,023)	(263,023)		-
10	Additional Positions for Enrollment Growth or Class Size reduction initiatives - may include in a specific local goal	(16,214,688)	(16,214,688)	(252.0)	(252.0)
10	Appropriation for Non-budgeted Grants	189,438	189,438		-
10	Central Office Positions/Other Costs - Office of Communications	(352,314)	(352,314)	(3.0)	(3.0)
10	Central Office Positions/Other Costs - Office of Curriculum & Instructional Programs	(1,619,142)	(1,619,142)	(13.5)	(13.5)
10	Central Office Positions/Other Costs - Office of Human Resources and Development	(1,316,766)	(1,316,766)	(10.8)	(10.8)
10	Central Office Positions/Other Costs - Office of School Performance	(419,748)	(419,748)	(3.0)	(3.0)
10	Central Office Positions/Other Costs - Office of Shared Accountability	(227,599)	(227,599)	(1.5)	(1.5)
10	Central Office Positions/Other Costs - Office of Special Education and Student Services	(831,870)	(831,870)	(5.3)	(5.3)
10	Central Office Positions/Other Costs - Office of the Chief Operating Officer	(475,461)	(475,461)	(6.3)	(6.3)
10	Central Office Positions/Other Costs - Office of the Chief Technology Officer	(758,128)	(758,128)	(7.0)	(7.0)
10	Central Office Positions/Other Costs - Office of the Deputy Superintendent of Schools	(221,081)	(221,081)	(1.0)	(1.0)
10	Central Office Positions/Other Costs - Office of the Superintendent of Schools	(78,129)	(78,129)	(1.0)	(1.0)
10	Debt Service Reimbursement	(79,537,322)	(79,537,322)		-
10	Elementary Extracurricular Stipends and Activity Buses	(673,845)	(673,845)		-
10	Employee Benefits Costs for Current Employees (EBP, Retirement, FICA, Self-Insurance, Worker's Comp.	32,930,432	32,930,432		-
10	Enrollment Changes (Elementary/Secondary, Special Ed.,ESOL, PreKindergarten, Transportation, including employee benefits	15,233,781	15,233,781	232.3	232.3
10	Funds for Integrated Curriculum - Grade 1	500,500	500,500		-
10	Furniture and Equipment	(878,650)	(878,650)		-
10	Grant Programs - Decrease to Match Revenue Projections	(484,635)	(484,635)	(5.5)	(5.5)
10	High School Plus Program	(350,000)	(350,000)		-
10	Inflation for Plant Operations and Maintenance Supplies	122,145	122,145		-
10	Local Mileage Reimbursement Rate Change	(156,000)	(156,000)		-
10	Maintenance Positions	(342,240)	(342,240)	(6.0)	(6.0)

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)				
10 Maintenance Supplies and Othe Operating Costs	200,000	200,000		-
10 Middle School Reform Initiative, Middle School Collaborative Planning	(1,716,701)	(1,716,701)	(6.6)	(6.6)
10 Nonpublic Special Education Placements (Enrollment and Rate Changes)	(2,710,562)	(2,710,562)		-
10 Office Supplies	(94,879)	(94,879)		-
10 Other School-based Instructional Costs	(940,284)	(940,284)		-
10 Purchase Refurbished Copiers	168,888	168,888		-
10 Retiree Health Trust Fund	(11,920,000)	(11,920,000)		-
10 School-based Positions - Counselors, Pupil Personnel Workers, Psychologists,	(1,133,716)	(1,133,716)	(9.0)	(9.0)
10 School-based Positions - Media Assistants, Elementary Paraeducators	(1,213,128)	(1,213,128)	(32.5)	(32.5)
10 School-based Positions - Speech Pathologists, Occupational/Physical Therapists	(878,200)	(878,200)	(9.0)	(9.0)
10 School-based Positions - Teachers: Academic Intervention, Special Program,Focus, Reading, Reading Intitiative, Staff Development, Reserve	(5,233,695)	(5,233,695)	(79.3)	(79.3)
10 Special Education: Nursing Services, Other Positions, Athletic Participation, Continue Closing of of Secondary Learning Centers	(483,839)	(483,839)	9.0	9.0
10 Staff Development Projects	(1,028,295)	(1,028,295)		-
10 Staff Development Substitutes	(1,225,084)	(1,225,084)		-
10 Substitutes	(100,000)	(100,000)		-
10 Textbooks, Instructional Materials, Media Center Materials	(7,917,685)	(7,917,685)		-
10 Title I Program - Align Expenditure with Expected Revenue	(1,384,233)	(1,384,233)	(10.5)	(10.5)
10 Transportation - Bus Replacement, Fuel, and Equipment	1,599,777	1,599,777		-
10 Tuition Reimbursement	200,000	200,000		-
10 Utilities	(5,516,376)	(5,516,376)		-
Total	(96,281,358)	(96,281,358)	(212.0)	(212.0)
Other		0		-
25 Technical Adjustments	(84,884)	(84,884)	4.1	4.1
Savings from the FY 2011 Systemwide Hiring Freeze and expenditure restrictions		(32,104,460)		
Total	(84,884)	(32,189,344)	4.1	4.1
Total	(96,366,242)	(128,470,702)	(207.9)	(207.9)

Revenue		FY 09 Budget	FY 10 Budget	FY 11 Budget	FY 12 Budget
CFDA	Grant Name				
10.579	National School Lunch - Equipment Assistance	-	72,305	-	
66.039	Maryland Clean Diesel Program	-	264,000	-	
84.387	Homeless Children and Youth	-	85,000	-	
84.389	Title I - Grants to LEAs, Neglected and Delinquent	-	5,964,599	5,906,005	
84.391	IDEA Part B - Grants to States-Pass-Through	-	15,948,997	15,948,997	
84.392	IDEA Part B - Preschool Grants	-	539,840	539,840	
84.393	IDEA Part C - Infants and Families	-	208,534	309,017	
84.394	State Fiscal Stabilization Fund Education Program	-	27,844,286	31,163,317	
84.395	Race to the Top				
84.410	Education Jobs Fund				4,377,655
Total Arra Funds		-	50,927,561	53,867,176	4,377,655

Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the number as the source of the funds for the expenditure.

Description	CFDA	Planned Amount	Actual Amount	FTE
1. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective and principals).				
ARRA Preschool Pass-through grant funds were used to hire 1.2 FTE c 84.392		31,897,994	31,897,994	3.40
Grant funds were used for the following positions: 1.0 coordinator, 1 84.391		11,870,604	11,870,604	116.00
MCPS will use FY 2011 Fiscal Stabilization ARRA funds to pay electrici 84.394		517,551	517,551	494.00
Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data that measure student success and inform teachers and principals how they can improve their practices).				
MCPS used its ARRA Infants and Toddlers grant to purchase laptop cc 84.392		1,079,680	1,079,680	
Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that measure students for success in college and the workplace).				
MCPS used the grant of \$85,000 to provide services to homeless high 84.387		85,000	85,000	
Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring around lowest performing schools).				
Funds from the ARRA Title I grant were used to provide academic support 84.388		11,812,010	11,812,010	57.10
MCPS used its Title I ARRA funds of \$58,594 to support students in all 84.389		58,594	58,594	
* Other				
National School Lunch - Equipment Assistance	10.579	72,305	72,305	
Maryland Clean Diesel Program	66.039	264,000	264,000	
Total		104,794,737	104,794,737	670.50

*Indicate any other ARRA funds received by the school system, including the CFDA number

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	29410	26722	90.9	29854	27025	90.5	30822	28292	91.8	14879	13273	89.2	15087	13376	88.7	15493	13949	90.0	14531	13449	92.6	14767	13649	92.4	15329	14343	93.6
Hispanic/Latino of any race							7697	6690	86.9							3890	3296	84.7							3807	3394	89.2
American Indian or Alaska Native							43	38	88.4							18	15	83.3							25	23	92.0
Asian							4543	4369	96.2							2233	2119	94.9							2310	2250	97.4
Black or African American							6225	5288	84.9							3112	2536	81.5							3113	2752	88.4
Native Hawaiian or Other Pacific Islander							17	17	100.0							10	10	100.0							7	7	100.0
White							10749	10426	97.0							5459	5251	96.2							5290	5175	97.8
Two or more races							1548	1464	94.6							771	722	93.6							777	742	95.5
Special Education	3146	2344	74.5	3081	2218	72.0	3170	2372	74.8	2112	1582	74.9	2097	1510	72.0	2152	1616	75.1	1034	762	73.7	984	708	72.0	1018	756	74.3
Limited English Proficient (LEP)	2848	2217	77.8	3442	2608	75.8	3906	3093	79.2	1522	1162	76.3	1878	1402	74.7	2168	1668	76.9	1326	1055	79.6	1564	1206	77.1	1738	1425	82.0
Free/Reduced Meals (FARMS)	8757	7128	81.4	9539	7670	80.4	10183	8511	83.6	4382	3441	78.5	4786	3704	77.4	5124	4120	80.4	4375	3687	84.3	4753	3966	83.4	5059	4391	86.8

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	30511	26907	88.2	30504	27160	89.0	30323	27224	89.8	15681	13431	85.7	15580	13456	86.4	15494	13514	87.2	14830	13476	90.9	14924	13704	91.8	14826	13710	92.5
Hispanic/Latino of any race							7150	5845	81.7							3660	2882	78.7							3490	2963	84.9
American Indian or Alaska Native							47	41	87.2							20	15	75.0							27	26	96.3
Asian							4286	4085	95.3							2136	2016	94.4							2150	2069	96.2
Black or African American							6750	5601	83.0							3404	2637	77.5							3346	2964	88.6
Native Hawaiian or Other Pacific Islander							8	8	100.0							3	3	100.0							5	5	100.0
White							10770	10406	96.6							5582	5318	95.3							5188	5088	98.1
Two or more races							1309	1238	94.6							689	643	93.3							620	595	96.0
Special Education	3567	2338	65.5	3388	2263	66.8	3384	2347	69.4	2392	1554	65.0	2249	1468	65.3	2288	1546	67.6	1175	784	66.7	1139	795	69.8	1096	801	73.1
Limited English Proficient (LEP)	1219	629	51.6	1072	581	54.2	1089	615	56.5	684	354	51.8	575	307	53.4	566	308	54.4	535	275	51.4	497	274	55.1	523	307	58.7
Free/Reduced Meals (FARMS)	8508	6329	74.4	9082	6999	77.1	9378	7359	78.5	4436	3099	69.9	4641	3368	72.6	4801	3548	73.9	4072	3230	79.3	4441	3631	81.8	4577	3811	83.3

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	9174	8169	89.0	9778	8641	88.4	9775	8744	89.5																		
Hispanic/Latino of any race							2007	1645	82.0																		
American Indian or Alaska Native							16	14	87.5																		
Asian							1471	1363	92.7																		
Black or African American							2119	1710	80.7																		
Native Hawaiian or Other Pacific Islander							9	9	100.0																		
White							3839	3706	96.5																		
Two or more races							314	297	94.6																		
Special Education	671	436	65.0	804	483	60.1	912	636	69.7																		
Limited English Proficient (LEP)	180	96	53.3	250	115	46.0	235	109	46.4																		
Free/Reduced Meals (FARMS)	1450	1065	73.4	1887	1418	75.1	2041	1589	77.9																		

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	29427	25869	87.9	29857	26383	88.4	30844	27369	88.7	14888	12978	87.2	15083	13246	87.8	15510	13613	87.8	14539	12891	88.7	14774	13137	88.9	15334	13756	89.7
Hispanic/Latino of any race							7699	6293	81.7							3892	3150	80.9							3807	3143	82.6
American Indian or Alaska Native							42	33	78.6							17	14	82.4							25	19	76.0
Asian							4555	4361	95.7							2241	2125	94.8							2314	2236	96.6
Black or African American							6234	4893	78.5							3117	2362	75.8							3117	2531	81.2
Native Hawaiian or Other Pacific Islander							17	16	94.1							10	10	100.0							7	6	85.7
White							10750	10340	96.2							5463	5243	96.0							5287	5097	96.4
Two or more races							1547	1433	92.6							770	709	92.1							777	724	93.2
Special Education	3147	1945	61.8	3074	1946	63.3	3167	2078	65.6	2113	1385	65.5	2094	1380	65.9	2150	1468	68.3	1034	560	54.2	980	566	57.8	1017	610	60.0
Limited English Proficient (LEP)	2873	2139	74.5	3464	2568	74.1	3948	2937	74.4	1534	1149	74.9	1888	1433	75.9	2193	1638	74.7	1339	990	73.9	1576	1135	72.0	1755	1299	74.0
Free/Reduced Meals (FARMS)	8762	6678	76.2	9540	7333	76.9	10196	7940	77.9	4388	3282	74.8	4786	3646	76.2	5131	3921	76.4	4374	3396	77.6	4754	3687	77.6	5065	4019	79.3

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	30487	23674	77.7	30505	24052	78.8	30388	24200	79.6	15668	11958	76.3	15577	12063	77.4	15520	12235	78.8	14819	11716	79.1	14928	11989	80.3	14858	11965	80.5
Hispanic/Latino of any race							7176	4758	66.3							3672	2424	66.0							3504	2334	66.6
American Indian or Alaska Native							47	35	74.5							20	14	70.0							27	21	77.8
Asian							4300	4017	93.4							2144	2003	93.4							2156	2014	93.4
Black or African American							6764	4368	64.6							3408	2113	62.0							3356	2255	67.2
Native Hawaiian or Other Pacific Islander							8	5	62.5							3	0	0.0							5	5	100.0
White							10771	9904	92.0							5583	5102	91.4							5188	4802	92.6
Two or more races							1312	1113	84.8							690	579	83.9							622	534	85.9
Special Education	3560	1631	45.8	3380	1600	47.3	3381	1731	51.2	2385	1118	46.9	2242	1086	48.4	2285	1228	53.7	1175	513	43.7	1138	514	45.2	1096	503	45.9
Limited English Proficient (LEP)	1227	552	45.0	1105	461	41.7	1163	555	47.7	686	316	46.1	593	253	42.7	601	295	49.1	541	236	43.6	512	208	40.6	562	260	46.3
Free/Reduced Meals (FARMS)	8495	4842	57.0	9086	5367	59.1	9422	5710	60.6	4432	2427	54.8	4643	2648	57.0	4822	2857	59.2	4063	2415	59.4	4443	2719	61.2	4600	2853	62.0

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	8737	8042	92.0	9374	8551	91.2	9365	8565	91.5																		
Hispanic/Latino of any race							1936	1679	86.7																		
American Indian or Alaska Native							16	16	100.0																		
Asian							1401	1357	96.9																		
Black or African American							2062	1666	80.8																		
Native Hawaiian or Other Pacific Islander							9	8	88.9																		
White							3645	3560	97.7																		
Two or more races							296	279	94.3																		
Special Education	665	468	70.4	801	515	64.3	903	626	69.3																		
Limited English Proficient (LEP)	144	94	65.3	216	139	64.4	210	144	68.6																		
Free/Reduced Meals (FARMS)	1399	1141	81.6	1849	1495	80.9	1986	1626	81.9																		

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	9938	7042	70.9	9924	6978	70.3	10346	7485	72.3	5043	3651	72.4	5071	3564	70.3	5192	3753	72.3	4892	3391	69.3	4853	3414	70.3	5154	3732	72.4
Hispanic/Latino of any race							2539	1404	55.3							1256	708	56.4							1283	696	54.2
American Indian or Alaska Native							21	10	47.6							6	3	50.0							15	7	46.7
Asian							1494	1241	83.1							755	620	82.1							739	621	84.0
Black or African American							2185	1190	54.5							1118	590	52.8							1067	600	56.2
Native Hawaiian or Other Pacific Islander							6	4	66.7							3	2	66.7							3	2	66.7
White							3594	3211	89.3							1792	1614	90.1							1802	1597	88.6
Two or more races							507	425	83.8							262	216	82.4							245	209	85.3
Special Education	1116	449	40.2	1095	437	39.9	1113	472	42.4	727	331	45.5	740	327	44.2	732	341	46.6	389	118	30.3	355	110	31.0	381	131	34.4
Limited English Proficient (LEP)	698	223	31.9	788	204	25.9	971	288	29.7	377	141	37.4	429	122	28.4	520	180	34.6	321	82	25.5	359	82	22.8	451	108	23.9
Free/Reduced Meals (FARMS)	2919	1294	44.3	3207	1398	43.6	3389	1628	48.0	1486	697	46.9	1616	695	43.0	1677	803	47.9	1433	597	41.7	1591	703	44.2	1712	825	48.2

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	10417	7716	74.1	10535	7952	75.5	10350	7832	75.7	5359	3942	73.6	5417	4067	75.1	5327	4044	75.9	5055	3774	74.7	5112	3884	76.0	5023	3788	75.4
Hispanic/Latino of any race							2496	1432	57.4							1270	761	59.9							1226	671	54.7
American Indian or Alaska Native							14	9	64.3							5	2	40.0							9	7	77.8
Asian							1527	1346	88.1							781	684	87.6							746	662	88.7
Black or African American							2328	1411	60.6							1189	702	59.0							1139	709	62.2
Native Hawaiian or Other Pacific Islander							4	2	50.0							2	0	0.0							2	2	100.0
White							3580	3274	91.5							1859	1695	91.2							1721	1579	91.7
Two or more races							401	358	89.3							221	200	90.5							180	158	87.8
Special Education	1228	523	42.6	1146	501	43.7	1110	431	38.8	830	379	45.7	755	369	48.9	753	318	42.2	398	144	36.2	391	132	33.8	357	113	31.7
Limited English Proficient (LEP)	463	115	24.8	441	124	28.1	474	118	24.9	247	71	28.7	242	74	30.6	229	64	27.9	216	44	20.4	199	50	25.1	245	54	22.0
Free/Reduced Meals (FARMS)	2870	1378	48.0	3094	1581	51.1	3243	1710	52.7	1508	740	49.1	1601	819	51.2	1639	880	53.7	1362	638	46.8	1493	762	51.0	1604	830	51.7

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

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# 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	9053	8352	92.3	9648	8836	91.6	9578	8804	91.9																		
Hispanic/Latino of any race							1958	1676	85.6																		
American Indian or Alaska Native							17	16	94.1																		
Asian							1440	1380	95.8																		
Black or African American							2054	1725	84.0																		
Native Hawaiian or Other Pacific Islander							8	8	100.0																		
White							3793	3708	97.8																		
Two or more races							308	291	94.5																		
Special Education	670	494	73.7	809	577	71.3	911	683	75.0																		
Limited English Proficient (LEP)	161	112	69.6	204	127	62.3	181	133	73.5																		
Free/Reduced Meals (FARMS)	1424	1138	79.9	1857	1474	79.4	1977	1603	81.0																		

Table 3.1: HSA Test Participation and Status - English 2010
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	9436	83.3	7858	11.8	1112	4.9	466	4707	80.3	3779	14.4	676	5.4	252	4729	86.3	4079	9.2	436	4.5	214
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	804	49.6	399	46.8	376	3.6	29	542	50.4	273	46.3	251	3.3	18	262	48.1	126	47.7	125	4.2	11
Limited English Proficient (LEP)	432	11.8	51	7.4	32	80.8	349	231	10.4	24	7.8	18	81.8	189	201	13.4	27	7.0	14	79.6	160
Free/Reduced Meals (FARMS)	1949	61.5	1199	24.7	481	13.8	269	972	56.8	552	28.1	273	15.1	147	977	66.2	647	21.3	208	12.5	122

Table 3.2: HSA Test Participation and Status - English 2010
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	9080	87.1	7908	10.4	943	2.5	229	4502	84.9	3822	12.5	561	2.6	119	4578	89.3	4086	8.3	382	2.4	110
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	773	63.5	491	34.5	267	1.9	15	498	64.7	322	33.9	169	1.4	7	275	61.5	169	35.6	98	2.9	8
Limited English Proficient (LEP)	322	22.4	72	36.6	118	41.0	132	163	19.0	31	38.7	63	42.3	69	159	25.8	41	34.6	55	39.6	63
Free/Reduced Meals (FARMS)	1788	71.4	1277	23.4	418	5.2	93	868	67.3	584	27.2	236	5.5	48	920	75.3	693	19.8	182	4.9	45

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
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	9210	87.0	8017	9.0	828	4.0	365	4598	87.1	4006	8.8	405	4.1	187	4612	87.0	4011	9.2	423	3.9	178
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	798	60.2	480	35.5	283	4.4	35	540	65.6	354	29.8	161	4.6	25	258	48.8	126	47.3	122	3.9	10
Limited English Proficient (LEP)	424	50.2	213	39.4	167	10.4	44	223	52.5	117	36.3	81	11.2	25	201	47.8	96	42.8	86	9.5	19
Free/Reduced Meals (FARMS)	1922	75.3	1448	22.2	426	2.5	48	958	74.9	718	22.2	213	2.8	27	964	75.7	730	22.1	213	2.2	21

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
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	8799	89.8	7903	7.6	665	2.6	231	4362	90.2	3936	7.3	317	2.5	109	4437	89.4	3967	7.8	348	2.7	122
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	763	68.2	520	28.3	216	3.5	27	489	73.2	358	23.9	117	2.9	14	274	59.1	162	36.1	99	4.7	13
Limited English Proficient (LEP)	318	60.1	191	29.6	94	10.4	33	162	63.6	103	25.9	42	10.5	17	156	56.4	88	33.3	52	10.3	16
Free/Reduced Meals (FARMS)	1758	79.6	1399	18.1	319	2.3	40	858	80.0	686	17.2	148	2.8	24	900	79.2	713	19.0	171	1.8	16

Table 3.5: HSA Test Participation and Status - Biology 2010
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	9341	79.4	7417	5.5	513	15.1	1411	4660	80.0	3727	4.9	227	15.2	706	4681	78.8	3690	6.1	286	15.1	705
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	798	54.3	433	21.2	169	24.6	196	539	60.5	326	16.9	91	22.6	122	259	41.3	107	30.1	78	28.6	74
Limited English Proficient (LEP)	411	38.0	156	9.0	37	53.0	218	223	35.9	80	9.0	20	55.2	123	188	40.4	76	9.0	17	50.5	95
Free/Reduced Meals (FARMS)	1920	61.3	1177	13.6	261	25.1	482	962	62.3	599	12.2	117	25.6	246	958	60.3	578	15.0	144	24.6	236

Table 3.6: HSA Test Participation and Status - Biology 2010
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	8952	91.0	8144	7.2	642	1.9	166	4432	91.2	4041	7.0	310	1.8	81	4520	90.8	4103	7.3	332	1.9	85
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	771	72.1	556	24.0	185	3.9	30	496	75.0	372	21.6	107	3.4	17	275	66.9	184	28.4	78	4.7	13
Limited English Proficient (LEP)	288	58.7	169	27.1	78	14.2	41	146	59.6	87	28.1	41	12.3	18	142	57.7	82	26.1	37	16.2	23
Free/Reduced Meals (FARMS)	1746	78.6	1373	18.1	316	3.3	57	850	78.9	671	18.2	155	2.8	24	896	78.3	702	18.0	161	3.7	33

Table 3.7: HSA Test Participation and Status - Government 2010
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	9250	88.3	8166	5.4	501	6.3	583	4611	87.9	4054	5.1	233	7.0	324	4639	88.6	4112	5.8	268	5.6	259
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	803	66.1	531	25.3	203	8.6	69	542	70.3	381	21.4	116	8.3	45	261	57.5	150	33.3	87	9.2	24
Limited English Proficient (LEP)	433	21.7	94	5.5	24	72.7	315	231	20.3	47	3.9	9	75.8	175	202	23.3	47	7.4	15	69.3	140
Free/Reduced Meals (FARMS)	1948	72.8	1418	12.5	243	14.7	287	971	72.2	701	11.5	112	16.3	158	977	73.4	717	13.4	131	13.2	129

Table 3.8: HSA Test Participation and Status - Government 2010
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	9097	91.8	8348	5.5	502	2.7	247	4469	91.8	4104	5.1	230	3.0	135	4628	91.7	4244	5.9	272	2.4	112
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	785	76.1	597	20.5	161	3.4	27	505	79.2	400	17.8	90	3.0	15	280	70.4	197	25.4	71	4.3	12
Limited English Proficient (LEP)	326	43.6	142	26.4	86	30.1	98	166	44.6	74	24.7	41	30.7	51	160	42.5	68	28.1	45	29.4	47
Free/Reduced Meals (FARMS)	1810	80.7	1460	14.4	260	5.0	90	875	80.9	708	13.5	118	5.6	49	935	80.4	752	15.2	142	4.4	41

Table 3.9: Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option														
	School Year	Enrolled #	HSA Graduation Requirement Options								Total			
			Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009	9474	7814	82.5	1254	13.2	280	3.0	117	1.2	9465	99.9	9	0.1
	2009-2010	10151	8299	81.8	1273	12.5	496	4.9	71	0.7	10139	99.9	86	0.8
	2010-2011	10119	8294	82.0	1208	11.9	574	5.7	40	0.4	10116	100.0	3	0.0
Male	2008-2009													
	2009-2010													
	2010-2011	5031	4069	80.9	669	13.3	275	5.5	17	0.3	5030	100.0	1	0.0
Female	2008-2009													
	2009-2010													
	2010-2011	5088	4225	83.0	539	10.6	299	5.9	23	0.5	5086	100.0	2	0.0

Table 3.10: Bridge Projects Passed						
	School Year	Algebra	Biology	English	Government	Total
		#	#	#	#	#
All Students	2008-2009	261	243	253	181	938
	2009-2010	833	643	617	511	2604
	2010-2011	785	613	682	532	2612
Male	2008-2009					
	2009-2010					
	2010-2011	358	281	363	233	1235
Female	2008-2009					
	2009-2010					
	2010-2011	427	332	319	299	1377

Table 3.11: Rising Seniors Who Have Not Yet Met the Graduation Requirement														
	School Year	Enrolled #	Met # %		Not Yet Met								Total # %	
					Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	2009-2010	10296	8694	84.4										
	2010-2011	9286	8249	88.8										
	2011-2012	8830	8037	91.0	143	1.6	170	1.9	172	2.0	308	3.5	793	9.0
Male	2009-2010													
	2010-2011													
	2011-2012	4376	3966	90.6										
Female	2009-2010													
	2010-2011													
	2011-2012	4454	4071	91.4										

Do not have all data to complete 3.11 and do not have male/female data for all cells, or for previous years.

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	9780	88.4	8641	11.6	1137	0.0	2	4980	85.4	4251	14.6	728	0.0	1	4800	91.5	4390	8.5	409	0.0	1
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	805	60.0	483	39.9	321	0.1	1	538	59.5	320	40.3	217	0.2	1	267	61.0	163	39.0	104	0.0	0
Limited English Proficient (LEP)	252	45.6	115	53.6	135	0.8	2	127	41.7	53	57.5	73	0.8	1	125	49.6	62	49.6	62	0.8	1
Free/Reduced Meals (FARMS)	1888	75.1	1418	24.8	469	0.1	1	902	71.8	648	28.0	253	0.1	1	986	78.1	770	21.9	216	0.0	0

Table 3.13: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
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	9374	91.2	8551	8.8	823	0.0	0	4800	91.7	4401	8.3	399	0.0	0	4574	90.7	4150	9.3	424	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	801	64.3	515	35.7	286	0.0	0	535	68.0	364	32.0	171	0.0	0	266	56.8	151	43.2	115	0.0	0
Limited English Proficient (LEP)	216	64.4	139	35.6	77	0.0	0	112	62.5	70	37.5	42	0.0	0	104	66.3	69	33.7	35	0.0	0
Free/Reduced Meals (FARMS)	1849	80.9	1495	19.1	354	0.0	0	888	81.9	727	18.1	161	0.0	0	961	79.9	768	20.1	193	0.0	0

Table 3.14: HSA Test Participation and Status - Biology 2010
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	9648	91.6	8836	8.4	812	0.0	0	4934	91.8	4528	8.2	406	0.0	0	4714	91.4	4308	8.6	406	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	809	71.3	577	28.7	232	0.0	0	542	74.5	404	25.5	138	0.0	0	267	64.8	173	35.2	94	0.0	0
Limited English Proficient (LEP)	204	62.3	127	37.7	77	0.0	0	109	62.4	68	37.6	41	0.0	0	95	62.1	59	37.9	36	0.0	0
Free/Reduced Meals (FARMS)	1857	79.4	1474	20.6	383	0.0	0	897	79.9	717	20.1	180	0.0	0	960	78.9	757	21.1	203	0.0	0

Table 3.15: HSA Test Participation and Status - Government 2010
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	10012	95.4	9552	4.6	457	0.0	3	5092	95.9	4885	4.0	205	0.0	2	4920	94.9	4667	5.1	252	0.0	1
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	825	79.4	655	20.5	169	0.1	1	554	82.7	458	17.1	95	0.2	1	271	72.7	197	27.3	74	0.0	0
Limited English Proficient (LEP)	252	71.0	179	28.6	72	0.4	1	126	73.8	93	26.2	33	0.0	0	126	68.3	86	31.0	39	0.8	1
Free/Reduced Meals (FARMS)	1938	88.0	1705	12.0	233	0.0	0	928	90.4	839	9.6	89	0.0	0	1010	85.7	866	14.3	144	0.0	0

Table 4.1: System AMAO I, 2010-2011			
	N	Number Who Met	%
Total	18211	12830	70.5

	N	Number Who Met Target	%
Total	19141	3691	19.3

Note: In order for a local school system to meet the System AMAO I, 2010-2011, **at least 60%** of students must make a 15 scale score point increase on the 2011 LAS administration as compared to last year's administration.

***Note:** In order for a local school system to meet the System AMAO II, 2010-2011, **at least 17%** of students must meet grade-specific targets for English Language Proficiency.

Table 4.3: System AMAO 3, 2010-2011				
AYP Status for Limited English Proficient Students				
	Reading		Mathematics	
	% Proficient	Participation Rate	% Proficient	Participation Rate
2008	MET	MET	MET	MET
2009	MET	MET	MET	MET
2010	NOT MET	MET	NOT MET	MET
2011	NOT MET	MET	NOT MET	MET

Indicate **MET** or **NOT MET** for each column.

Table 5.1: Number and Percentage of All Schools Making Adequate Yearly Progress												
School Year	Elementary			Middle			High			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2002-2003	125	103	82.4	36	25	69.4	23	11	47.8	6	2	33.3
2003-2004	125	119	95.2	36	27	75.0	23	19	82.6	7	5	71.4
2004-2005	125	123	98.4	36	25	69.4	24	19	79.2	7	0	0.0
2005-2006	125	112	89.6	38	17	44.7	24	20	83.3	7	1	14.3
2006-2007	129	124	96.1	38	27	71.1	25	20	80.0	7	5	71.4
2007-2008	130	124	95.4	38	33	86.8	25	24	96.0	7	5	71.4
2008-2009	130	127	97.7	38	26	68.4	25	23	92.0	6	4	66.7
2009-2010	131	103	78.6	38	22	57.9	25	15	60.0	6	5	83.3
2010-2011	132	97	73.5	38	12	31.6	25	13	52.0	6	2	33.3

Table 5.2: Number and Percentage of Title I Schools Making Adequate Yearly Progress												
School Year	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2002-2003	18	9	50.0									
2003-2004	18	17	94.4									
2004-2005	17	16	94.1									
2005-2006	20	16	80.0									
2006-2007	22	20	90.9									
2007-2008	23	22	95.7									
2008-2009	28	27	96.4									
2009-2010	30	20	66.7									
2010-2011	30	19	63.3									

Table 5.3: Number of All Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	2		1				1					3
Middle Schools	5	1					6	5				
High Schools							1					2
Special Placement Schools							4	1	1			
Total	7	1	1	0	0	0	12	6	1	0	0	5
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	1						1					1
Middle Schools	11	4	1			1	5	2	2			7
High Schools		1					1	1				
Special Placement Schools	4			1			1				1	2
Total	16	5	1	1	0	1	8	3	2	0	1	10
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	1							1				
Middle Schools	1	2	2			4	5	2	2			1
High Schools	1					1						1
Special Placement Schools	1											1
Total	4	2	2	0	0	5	5	3	2	0	0	3
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	8		1									
Middle Schools	6	5	2	2								
High Schools	6											
Special Placement Schools	1											
Total	21	5	3	2	0	0						

Table 5.4: Number of Title I Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools			1			6						1
Middle Schools												
High Schools												
Special Placement Schools												
Total			1			6						1
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools												
Middle Schools												
High Schools												
Special Placement Schools												
Total												
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools												
Middle Schools												
High Schools												
Special Placement Schools												
Total												
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	4											
Middle Schools												
High Schools												
Special Placement Schools												
Total	4											

Table 5.5: Attendance Rates																
		All Students					Male					Female				
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	Elementary	96.4	95.9	95.9	95.8	96.0	96.3	95.9	95.9	95.8	96.0	96.4	95.9	95.9	95.8	96.0
	Middle	95.8	95.5	95.6	95.5	95.7	95.8	95.4	95.5	95.5	95.7	95.9	95.6	95.6	95.6	95.7
	High	95.3	94.9	95.5	95.3	95.4	95.6	95.2	95.8	95.5	95.6	95.1	94.6	95.2	95.1	95.2
Hispanic/Latino of any race	Elementary					95.3					95.3					95.2
	Middle					94.8					94.7					94.9
	High					94.1					94.3					94.0
American Indian or Alaska Native	Elementary					95.5					95.8					95.4
	Middle					93.6					94.1					93.3
	High					93.4					93.7					93.0
Asian	Elementary					97.0					97.0					97.0
	Middle					97.6					97.7					97.5
	High					97.4					97.5					97.3
Black or African American	Elementary					96.3					96.2					96.3
	Middle					95.8					95.7					95.8
	High					95.2					95.3					95.1
Native Hawaiian or Other Pacific Islander	Elementary					97.2					97.3					97.0
	Middle					97.4					97.7					97.3
	High					96.9					97.4					96.0
White	Elementary					95.9					95.9					95.9
	Middle					95.6					95.6					95.6
	High					95.5					95.8					95.3
Two or more races	Elementary					95.8					95.8					95.9
	Middle					95.7					95.9					95.6
	High					95.6					96.0					95.2
Special Education	Elementary	95.4	95.0	94.8	94.6	94.9	95.5	95.0	94.9	94.7	95.1	95.4	94.8	94.5	94.4	94.6
	Middle	94.0	93.7	94.0	93.8	93.8	94.0	93.8	94.0	93.8	94.0	93.9	93.6	93.9	93.9	93.5
	High	93.4	92.9	93.8	93.5	93.4	93.7	93.2	94.4	94.0	93.8	92.8	92.2	92.8	92.6	92.7
Limited English Proficient (LEP)	Elementary	96.1	95.5	95.7	95.4	95.8	96.1	95.5	95.7	95.5	95.8	96.0	95.5	95.6	95.3	95.7
	Middle	95.9	95.4	95.7	95.6	96.1	95.9	95.4	95.7	95.7	96.4	96.0	95.6	95.6	95.6	95.8
	High	95.2	94.5	95.1	94.7	95.0	95.6	94.8	95.3	94.8	95.0	94.7	94.1	94.9	94.6	95.0
Free/Reduced Meals (FARMS)	Elementary	95.6	95.2	95.3	95.1	95.4	95.5	95.1	95.2	95.1	95.4	95.7	95.3	95.4	95.1	95.4
	Middle	94.4	94.1	94.5	94.5	94.6	94.2	94.0	94.5	94.4	94.5	94.6	94.3	94.6	94.6	94.7
	High	93.8	93.4	94.2	94.0	94.0	94.1	93.6	94.6	94.3	94.2	93.5	93.1	93.9	93.8	93.8

Table 5.6: Four-Year Cohort Graduation Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	85.0	86.2	81.5	83.6	88.7	89.0
Hispanic/Latino of any race		74.2				
American Indian or Alaska Native		79.2				
Asian		94.7				
Black or African American		78.1				
Native Hawaiian or Other Pacific Islander		100.0				
White		93.7				
Two or more races		92.3				
Special Education	59.3	59.5				
Limited English Proficient (LEP)	50.8	52.3				
Free/Reduced Meals (FARMS)	70.7	73.4				

Table 5.7: Four-Year Cohort Dropout Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	8.8	7.4	10.2	8.4	7.2	6.3
Hispanic/Latino of any race		14.3				
American Indian or Alaska Native		20.8				
Asian		2.6				
Black or African American		11.2				
Native Hawaiian or Other Pacific Islander		0.0				
White		3.5				
Two or more races		1.9				
Special Education	13.9	12.0				
Limited English Proficient (LEP)	22.2	25.4				
Free/Reduced Meals (FARMS)	15.1	12.5				

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

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

Table 6.3: Number of Classes <u>Not</u> 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		To
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes
2007-2008	63	0.3	23	0.1	79	0.4	461	2.3	592	2.9	324	1.6	1542
2008-2009	25	0.1	42	0.2	60	0.3	504	2.5	396	2.0	198	1.0	1225
2009-2010	29	0.1	53	0.2	59	0.2	458	1.3	382	1.1	124	0.4	1105
2010-2011	32	0.1	69	0.2	56	0.2	467	1.4	375	1.1	57	0.2	1056

tal
All Classes
20444.0
20182.0
34324.0
34194.0

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	
	#	#	%	#	#	%
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

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

* 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.

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall 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	
2007-2008	234	11604	2.02	291	11604	2.51	46	11604	0.40	29	11604	0.25	
2008-2009	250	11503	2.17	317	11503	2.76	52	11503	0.45	75	11503	0.65	
2009-2010	242	11679	2.07	181	11679	1.55	44	11679	0.38	148	11679	1.27	
2010-2011	308	11556	2.67	248	11556	2.15	41	11556	0.35	70	11556	0.61	

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:

- 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

Table 7.1: Number of Persistently Dangerous Schools								
# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	0	0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
Not Applicable			

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
Not Applicable			

* Add rows when necessary

170

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
# of Schools	0	0	0	0	0	0	0

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

* Add rows if necessary

Table 7.6 Incidents of Bullying, Harassment, or Intimidation						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2009-2011
Number of Incidents	137	77	79	127	295	437

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004	186	113		299
2004-2005	144	139		283
2005-2006	176	120	54	350
2006-2007	172	106	85	363
2007-2008	199	104	84	387
2008-2009	91	40	37	168
2009-2010	96	25	49	170
2010-2011	109	48	97	254

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

	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	2008-2009	139282																	
	2009-2010	141722																	
	2010-2011	144569	150	0.1	2	0.0	23	0.0	260	0.2	0	0.0	113	0.1	14	0.0	562	0.4	
Male	2008-2009	71526																	
	2009-2010	72737																	
	2010-2011	74156	118	0.2	2	0.0	16	0.0	186	0.3	0	0.0	92	0.1	8	0.0	422	0.6	
Female	2008-2009	67756																	
	2009-2010	68985																	
	2010-2011	70413	32	0.0	0	0.0	7	0.0	74	0.1	0	0.0	21	0.0	6	0.0	140	0.2	

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

	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	2008-2009	139282																	
	2009-2010	141722																	
	2010-2011	144569	1004	0.7	4	0.0	142	0.1	1796	1.2	1	0.0	583	0.4	144	0.1	3674	2.5	
Male	2008-2009	71526																	
	2009-2010	72737																	
	2010-2011	74156	730	1.0	2	0.0	115	0.2	1216	1.6	1	0.0	466	0.6	108	0.1	2638	3.6	
Female	2008-2009	67756																	
	2009-2010	68985																	
	2010-2011	70413	274	0.4	2	0.0	27	0.0	580	0.8	0	0.0	117	0.2	36	0.1	1036	1.5	

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category							
	School Year	In-School Suspensions			Out-of-School Suspensions		
		#1	#2	#3	#1	#2	#3
All Students	2008-2009	807	405	101	405	402	701
	2009-2010	807	405	701	405	402	701
	2010-2011	405	101	807	405	402	203
Male	2008-2009	405	807	701	405	402	701
	2009-2010	807	405	402	405	402	203
	2010-2011	405	101	402	405	402	203
Female	2008-2009	807	101	405	405	402	701
	2009-2010	807	101	701	405	402	201
	2010-2011	405	807	101	405	402	803

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	66.0	45.0	55.0	33.0	40.0	63.0	74.0	59.0	29.0	44.0	37.0	58.0	51.0	33.0	24.0	36.0	5.0	11.0	7.0	10.0	10.0	3.0	3.0	5.0
2005-2006	68.0	53.0	61.0	36.0	44.0	66.0	75.0	68.0	28.0	38.0	33.0	55.0	49.0	30.0	22.0	33.0	5.0	9.0	6.0	9.0	7.0	3.0	2.0	4.0
2006-2007	68.0	58.0	65.0	41.0	51.0	69.0	78.0	68.0	26.0	34.0	29.0	50.0	42.0	28.0	19.0	28.0	5.0	8.0	6.0	9.0	7.0	3.0	2.0	4.0
2007-2008	71.0	61.0	65.0	43.0	53.0	71.0	81.0	70.0	24.0	32.0	29.0	49.0	40.0	26.0	17.0	26.0	4.0	7.0	5.0	8.0	7.0	3.0	2.0	4.0
2008-2009	73.0	64.0	68.0	46.0	57.0	74.0	83.0	73.0	23.0	29.0	27.0	47.0	37.0	24.0	16.0	24.0	4.0	7.0	5.0	8.0	6.0	2.0	2.0	3.0
2009-2010	74.0	66.0	72.0	51.0	60.0	77.0	83.0	76.0	22.0	28.0	23.0	42.0	34.0	21.0	15.0	21.0	4.0	6.0	5.0	7.0	6.0	3.0	2.0	4.0
2010-2011	73.0	65.0	69.0	52.0	59.0	78.0	85.0	74.0	23.0	28.0	25.0	41.0	35.0	20.0	14.0	22.0	5.0	7.0	6.0	7.0	6.0	2.0	1.0	3.0

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	49.0	59.0	43.0	36.0	8.0	5.0
2005-2006	52.0	61.0	40.0	35.0	8.0	5.0
2006-2007	58.0	66.0	35.0	29.0	7.0	5.0
2007-2008	60.0	65.0	33.0	30.0	7.0	6.0
2008-2009	67.0	70.0	28.0	26.0	5.0	4.0
2009-2010	67.0	74.0	28.0	22.0	5.0	5.0
2010-2011	66.0	70.0	27.0	25.0	7.0	5.0

Table 8.3: September 30 Prekindergarten Enrollment				
Montgomery Prekindergarten (4 year old) Enrollment Data - 9.30.10				
School	Half Day or Full Day	Total Students Enrolled 9.30.10	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Arcola	Full Day	20	20	
Beall	Half Day	37	37	
Bel Pre	Half Day	94	94	
Bells Mill	Half Day	18	18	
Broad Acres	Half/Full Day	89	89	
Brook Grove	Half Day	17	17	
Brookhaven	Half Day	23	23	
Brown Station	Half/Full Day	47	47	
Burnt Mills	Half Day	23	23	
Rachel Carson	Half Day	39	39	
Cashell	Half Day	19	19	
Clearspring	Half Day	20	19	1
Clopper Mill	Half/Full Day	56	56	
College Gardens	Half Day	16	14	2
Capt. James E. Daly	Half Day	40	40	
Dr. Charles R. Drew	Half Day	64	64	
East Silver Spring	Half/Full Day	68	68	
Fairland	Half Day	43	43	
Fields Road	Half Day	15	15	
Flower Hill	Half Day	42	42	
Forest Knolls	Half Day	46	46	
Fox Chapel	Half Day	40	40	
Gaithersburg	Half Day	45	45	
Galway	Half Day	46	46	
Georgian Forest	Half/Full Day	63	63	
Germantown	Half Day	16	16	
William B. Gibbs, Jr.	Half Day	42	42	
Glen Haven	Half Day	45	45	
Glenallen	Half Day	12	12	
Greencastle	Half Day	46	46	
Harmony Hills	Half/Full Day	66	66	
Highland	Half/Full Day	65	64	1
Jackson Road	Half Day	46	46	
Kemp Mill	Half Day	46	46	
Lake Seneca	Half Day	23	23	
Maryvale	Half Day	70	70	
McAuliffe	Half Day	20	19	1
Ronald McNair	Half Day	44	44	
Mill Creek Towne	Half Day	16	16	
Montgomery College	Half Day	20	20	

Table 8.3: September 30 Prekindergarten Enrollment				
Montgomery Prekindergarten (4 year old) Enrollment Data - 9.30.10				
School	Half Day or Full Day	Total Students Enrolled 9.30.10	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Montgomery Knolls	Half/Full Day	66	64	2
New Hampshire Estates	Half/Full Day	98	98	
William Tyler Page	Half Day	45	45	
Judith Resnik	Half Day	41	41	
Dr. Sally K. Ride	Half Day	54	54	
Rock View	Half Day	46	46	
Rolling Terrace	Half/Full Day	66	66	
Roscoe Nix	Half Day	46	46	
Rosemary Hills	Half Day	49	49	
Rosemont	Half Day	42	42	
Sargent Shriver	Half Day	43	43	
South Lake	Half/Full Day	59	58	1
SS Presbyterian Children's	Half Day	10	9	1
Stedwick	Half Day	39	39	
Strawberry Knoll	Half Day	24	24	
Summit Hall	Half/Full Day	61	60	1
Twinbrook	Half/Full Day	59	59	
Viers Mill	Half/Full Day	65	63	2
Washington Grove	Half/Full Day	58	58	
Watkins Mill	Half/Full Day	42	41	1
Weller Road	Half/Full Day	64	63	1
Wheaton Woods	Half/Full Day	65	64	1
Whetstone	Half Day	39	39	
CentroNia (Preschool for		20	20	
Peppertree Children's		18	18	
TOTAL		2826	2811	15

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

2011 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 6-20-11



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**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

Local School System: Montgomery

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Broad Acres ES (SW)	0304	90.89%	\$920,817.45						
Harmony Hills ES (SW)	0797	87.28%	\$826,892.31						
New Hampshire Estates ES (SW)	0791	85.71%	\$612,707.89						
Highland ES (SW)	0774	83.77%	\$639,042.04						
Wheaton Woods ES (SW)	0788	79.87%	\$621,485.94						
Summit Hall ES (SW)	0563	78.64%	\$693,465.95						
Weller Road ES (SW)	0777	77.64%	\$746,134.25						
Sargent Shriver ES (SW)	0779	76.31%	\$882,194.03						

Gaithersburg ES (SW)	0553	75.63%	\$745,256.45						
Kemp Mill ES (SW)	0805	74.85%	\$602,174.23						
South Lake ES (SW)	0564	74.81%	\$831,281.34						
Washington Grove ES (SW)	0552	74.53%	\$449,436.16						
Arcola ES (SW)	0790	72.36%	\$781,246.45						
Georgian Forest ES (SW)	0786	71.31%	\$588,129.35						
Viers Mill ES (SW)	0772	70.69%	\$682,054.49						
Roscoe Nix ES (SW)	0307	69.43%	\$561,795.20						
Glen Haven ES (SW)	0767	68.74%	\$622,363.75						
Oak View ES (SW)	0766	68.23%	\$358,144.44						
Cresthaven ES (SW)	0808	67.26%	\$465,236.65						
Jackson Road ES (SW)	0305	67.15%	\$684,687.90						
Brookhaven ES (SW)	0807	66.42%	\$448,558.36						
Brown Station ES (SW)	0559	66.09%	\$510,004.71						
Clopper Mill ES (SW)	0100	65.63%	\$446,802.75						
Burnt Mills ES (SW)	0309	63.90%	\$440,658.11						

Twinbrook ES (SW)	0206	63.86%	\$596,029.60						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$15,756,599.80						
School System Administration (For Title I, Use Table 7-8 LINE 5)			\$1,796,694.13						
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)			\$2,670,392.99						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			\$217,748.08						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$20,441,435.00						

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2012**

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, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
St. Catherine Laboure Catholic School 11801 Claridge Road Wheaton, Maryland 20902-2299	Private School	24			17	23	
	Public School						
	Neutral Site						
St. Francis International School 1500 St. Camillus Drive Silver Spring, Maryland 20903	Private School	22			83		
	Public School						
	Neutral Site						
St. Jude Catholic School 4820 Walbridge Street Rockville, Maryland 20853	Private School	10			45		
	Public School						
	Neutral Site						

St. Michael the Archangel 824 Wayne Avenue Silver Spring, Maryland 20910-4426	Private School	14			23			
	Public School							
	Neutral Site							
The Torah School of Greater Washington 2010 Linden Lane Silver Spring, Maryland 20910	Private School	22			2			
	Public School							
	Neutral Site							
Charles E. Smith Jewish Day School – Lower School 1901 East Jefferson Street Rockville, Maryland 20852	Private School				30			
	Public School							
	Neutral Site							
Charles E. Smith Jewish Day School Upper School 1901 East Jefferson Street Rockville, Maryland 20852	Private School				4			
	Public School							
	Neutral Site							
Forcey Christian School 2130 East Randolph Road Silver Spring, Maryland 20904	Private School				14			
	Public School							
	Neutral Site							

French International School (The) 9600 Forest Road Bethesda, Maryland 20814	Private School						
	Public School			3			
	Neutral Site						
Little Flower School 5601 Massachusetts Avenue Bethesda, Maryland 20816	Private School						
	Public School			24			
	Neutral Site						
Mater Dei School 9600 Seven Locks Road Bethesda, Maryland 20817	Private School						
	Public School			10			
	Neutral Site						
Mother of God School 20501 Goshen Road Gaithersburg, Maryland 20879	Private School						
	Public School			10	10		
	Neutral Site						
Our Lady of Good Counsel 17301 Old Vic Boulevard Olney, Maryland 20832	Private School						
	Public School			102			
	Neutral Site						
Our Lady of Lourdes School 7500 Pearl Street Bethesda, Maryland 20814	Private School						
	Public School			26	7		
	Neutral Site						

Our Lady of Mercy School 9222 Kentsdale Drive Potomac, Maryland 20854	Private School				19			
	Public School							
	Neutral Site							
St. Bartholomew's School 6900 River Road Bethesda, Maryland 20817	Private School				29			
	Public School							
	Neutral Site							
St. Bernadette School 80 University Boulevard East Silver Spring, Maryland 20901	Private School				29	11		
	Public School							
	Neutral Site							
St. Elizabeth School 917 Montrose Road Rockville, Maryland 20852	Private School				34			
	Public School							
	Neutral Site							
St. John the Baptist School 12319 New Hampshire Avenue Silver Spring, Maryland 20904	Private School				3	21		
	Public School							
	Neutral Site							
St. John the Evangelist School 10201 Woodland Drive Silver Spring, Maryland 20902	Private School				15			
	Public School							
	Neutral Site							

St. Mary's School 600 Veirs Mill Road Rockville, Maryland 20852	Private School				5			
	Public School							
	Neutral Site							
St. Patrick's School 4101 Norbeck Road Rockville, Maryland 20853	Private School				17			
	Public School							
	Neutral Site							
St. Raphael School 1513 Dunster Road Rockville, Maryland 20854	Private School				14			
	Public School							
	Neutral Site							
Washington Waldorf School 4800 Sangamore Road Bethesda, Maryland 20816	Private School				44			
	Public School							
	Neutral Site							
Woods Academy 6801 Greentree Road Bethesda, Maryland 20817	Private School				1			
	Public School							
	Neutral Site							

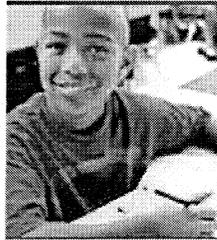
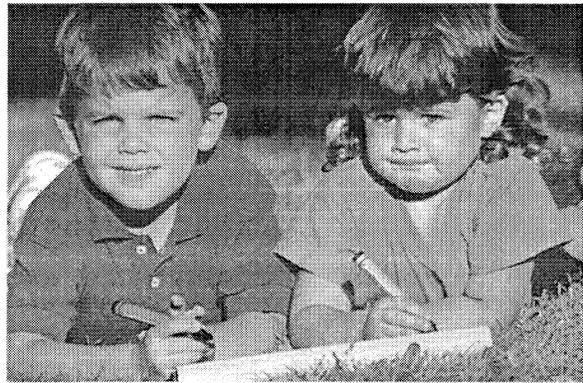
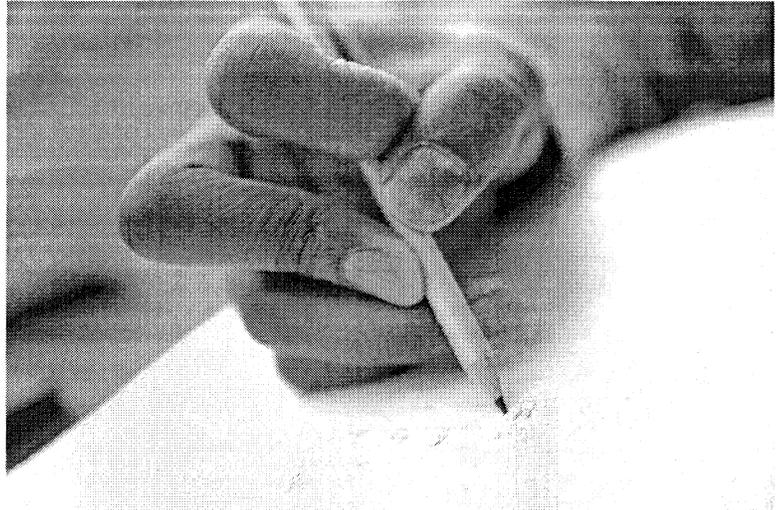
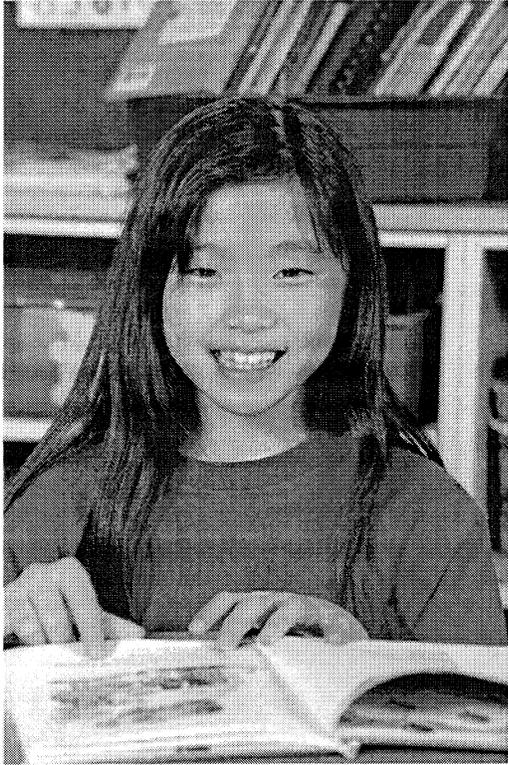
Yeshiva of Greater Washington 2010 Linden Lane Silver Spring, Maryland 20910	Private School						
	Public School			5			
	Neutral Site						
St. Martin of Tours School 115 South Frederick Ave. Gaithersburg, Maryland 20877	Private School						
	Public School			17	23		
	Neutral Site						
Don Bosco Christo Rey School 1010 10 Larch Avenue Takoma Park, Maryland 20912	Private School						
	Public School			2	3		
	Neutral Site						
Academy of the Holy Cross 4920 Strathmore Avenue Kensington, Maryland 20895	Private School						
	Public School			50			
	Neutral Site						
Avalon School 200 W. Diamond Avenue Gaithersburg, Maryland 20877	Private School						
	Public School			10			
	Neutral Site						
Brookewood School 10401 Amory Avenue Kensington, Maryland 20895	Private School						
	Public School			10			
	Neutral Site						
Christ Episcopal Day School 109 South Washington Street Rockville, Maryland 20850	Private School						
	Public School			1			
	Neutral Site						

Connelly School of the Holy Child 9029 Bradley Boulevard Potomac, Maryland 20854	Private School				11			
	Public School							
	Neutral Site							
Geneva Day School (The) 11931 Seven Locks Road Potomac, Maryland 20854	Private School				32			
	Public School							
	Neutral Site							
Georgetown Preparatory School 10900 Rockville Pike Rockville, Maryland 20852	Private School				10			
	Public School							
	Neutral Site							
Heights School 10400 Seven Locks Road Potomac, Maryland 20854	Private School				10			
	Public School							
	Neutral Site							
Holy Cross School 4900 Strathmore Avenue Garrett Park, Maryland 20895	Private School				31			
	Public School							
	Neutral Site							
Holy Redeemer School 9715 Summit Avenue Kensington, Maryland 20895	Private School				25			
	Public School							
	Neutral Site							

Katherine Thomas School 9975 Medical Center Drive Rockville, Maryland 20850	Private School				11			
	Public School							
	Neutral Site							
Mary of Nazareth Roman Catholic School 14131 Seneca Road Darnestown, Maryland 20874	Private School				35			
	Public School							
	Neutral Site							
Muslim Community School 7917 Montrose Road Potomac, Maryland 20854	Private School				1			
	Public School							
	Neutral Site							
Pathways School (Edgewood, Springville, Northwood) 1106 University Boulevard West Silver Spring, Maryland 20902	Private School				1			
	Public School							
	Neutral Site							
Seneca Academy 15601 Germantown Road Darnestown, Maryland 20874	Private School				1			
	Public School							
	Neutral Site							
St. Andrew Apostle School 11602 Kemp Mill Road Silver Spring, Maryland 20902	Private School				21			
	Public School							
	Neutral Site							
St. Camillus School 1500 St. Camillus Drive Silver Spring, Maryland 20903	Private School				19			
	Public School							
	Neutral Site							

St. Jane de Chantal School 9525 Old Georgetown Road Bethesda, Maryland 20814	Private School				24			
	Public School							
	Neutral Site							
St. John the Episcopal School 3427 Olney-Laytonville Road Olney, Maryland 20832	Private School				35			
	Public School							
	Neutral Site							
St. Peter's School 2900 Sandy Spring Road Olney, Maryland 20832	Private School				8			
	Public School							
	Neutral Site							
Stone Ridge School of the Sacred Heart 9101 Rockville Pike Bethesda, Maryland 20814	Private School				10			
	Public School							
	Neutral Site							
	Public School							
	Neutral Site							

Attachment 7



Title I, Part A
Improving Basic Programs
LEA: Montgomery County Public Schools

SY 2011–2012

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

Local Educational Agency: <u>Montgomery County</u>	Fiscal Year 2012
Title I Coordinator: <u>Dr. Felicia Lanham Tarason</u>	
Telephone: <u>301-230-0660</u>	E-mail: <u>Felicia E LanhamTarason@mcpsmd.org</u>

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

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

A. SCHOOLS IN IMPROVEMENT:

1. DESCRIPTION of the process the school and/or LEA follows to inform parents of each student enrolled in a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Complete letters a-c. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2011 administration of the Maryland School Assessment, does the LEA have any Title I schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS?
 X Yes No

If “No”, proceed to Highly Qualified.

- b. Describe the methods used to inform parents about the status of their child’s school if it is in THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Include in this description the timeline and the names/positions/departments/schools responsible.

Kemp Mill, Sargent Shriver, and South Lake elementary schools are Title I schools in Montgomery County Public Schools (MCPS) in Year 1 of School Improvement. In April 2011, prior to the release of the 2011 Maryland School Assessment (MSA) data, the Division of Title I Programs (DTP) mailed a letter which included the required information to all families in the three schools. The letter invited families to attend a local school meeting to provide information regarding the Federal Title I School Choice Option, ongoing plans for continuous improvement, and to review state and local assessment data. A question and answer booklet explaining the Federal Title I School Choice Option was included along with an application form. MSA data was enclosed for each school that *may* go into improvement, as well as MSA data for the two designated schools to which the child/children may transfer. This early mailing of the information in April gave families a better opportunity to understand and consider the options available to them. Information was mailed out in English and Spanish to all families. A small number of families listed Vietnamese and French as their language spoken at home. Therefore, the information was mailed out in their respective languages.

At the local school meetings, interpreters were available to families who needed translation in Spanish, Vietnamese, Amharic, and French. A flyer in English and Spanish advertising the meeting was sent home from each school. Notification of the meetings also included electronic telephone messaging via Connect-ED and was included in school and community newsletter articles. The information was posted on the school system's website along with the dates and times of the scheduled meetings. In addition, this information was shared with the press.

When MCPS received official Adequate Yearly Progress (AYP) results in June 2011, DTP prepared a second school choice letter for Kemp Mill, Sargent Shriver, and South Lake elementary schools (Attachment A). This second school choice letter will be mailed in July 2011. The letter will inform families of the school's improvement status; explain the reason for identification; and explain the option to transfer to another public school. Also, as in the April mailing, this mailing includes MSA data for both the school in improvement and MSA data for the two designated schools to which the child/children may transfer.

Identify by name, title and department the person(s) responsible notifying parents

Office of School Performance

Community Superintendents

Dr. Christopher S. Garran, Sargent Shriver Elementary School
Ms. Bronda L. Mills, Kemp Mill Elementary School
Mr. Darryl L. Williams, South Lake Elementary School

Directors of School Performance

Dr. Kathy L. Brake, South Lake Elementary School
Dr. Denise C. Greene, Sargent Shriver Elementary School
Dr. Shawn Joseph, Kemp Mill Elementary School

Division of Title I Programs

Dr. Felicia E. Lanham Tarason, director
Mrs. Joyce H. Colbert, supervisor
Ms. Charon Hines, instructional specialist
Mrs. Nichelle Owens-Jones, instructional specialist
Ms. Natalie S. Thomas, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

- c. Describe how parents who enroll their child/children later in the school year are notified.

On July 20, 2011 MCPS notified families of students enrolled at Kemp Mill, Sargent Shriver, and South Lake elementary schools of the school choice option via U. S. mail. Families who register their child/children after beyond July 20 are notified of school choice option at the local school during the registration process. Staff members provide families with a brochure and letter that explains the Federal Title I School Choice Option. Parents who have questions may contact the school principal or the Title I office. If a parent decides to apply for school choice, he/she will complete an application for school choice and submit it to the school office. The school will forward paperwork to the Title I office, decide on a student's placement based on their application and notify the family.

2. DOCUMENTATION: Include sample copies of letters that will be used for school year 2011-2012 documentation to support that items a-f below have been included in the parent notification letter(s).

- a. what the identification means;
- b. the reasons for the identification;
- c. what the school is doing to address the problem of low achievement;
- d. how the LEA and MSDE are helping the school address the achievement problem;

- e. how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
- f. how the school compares to others.

See Attachment A

3. DESCRIPTION of the process including specific timelines/dates that the Local Educational Agency will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer (Choice) and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)

- a. What date(s) were parents notified about their School Choice options?
April 15, 2011 and July 20, 2011
- b. Will the LEA be offering SES this year? _____ Yes No
- c. What date(s) were parents notified about the SES option? n/a
- d. Describe how the LEA informs parents about the SES program and their choices of Providers. Not applicable
- e. What is the projected start-up date for these services? n/a
- f. Will the LEA provide a summer SES program? _____ Yes No

If yes, what is the projected start-up date _____ **and** what is the projected duration of the program? _____

- g. Describe how parents who enroll their child/children later in the school year are notified of their **School Choice and SES options.**

On July 20, 2011 MCPS notified families of students enrolled at Kemp Mill, Sargent Shriver, and South Lake elementary schools of the school choice option via U. S. mail. Families who register their child/children after beyond July 20 are notified of school choice option at the local school during the registration process. Staff members provide families with a brochure and letter that explains the Federal Title I School Choice Option. Parents who have questions may contact the school principal or the Title I office. If a parent decides to apply for school choice, he/she will complete an application for school choice and submit it to the school office. The school will forward paperwork to the Title I office, decide on a student's placement based on their application and notify the family.

4. DOCUMENTATION: Include sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local Educational Agency will use for the 2011-2012 school year. Attachments should include supporting information for parents, i.e. current profiles of test scores for the home school and the receiving schools, provider profiles, etc.

See Attachment A

5. DESCRIBE the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.

DTP is organized to assist Title I schools with the development of a comprehensive School Improvement Plan (SIP) which includes the 10 Requirements for School Improvement. Each Title I school has a designated DTP instructional specialist. Title I schools in Year 1 of School Improvement are considered priority schools and will receive focused technical assistance when developing their school improvement plans.

In addition to Title I requirements, Title I schools in MCPS use the Baldrige-guided School Improvement Process. Among other things, this process ensures that input from stakeholders is included in the development and continuous review of the SIP. Title I schools that are in Year 1 of School Improvement will be encouraged to seek additional technical assistance from central office's content and curriculum specialists. DTP instructional specialists will continue to provide technical assistance related to the schoolwide program, the 10 Requirements for School Improvement, and exiting school improvement status.

As part of DTP's technical assistance, the division provides templates and checklists for schools to use as teams develop, implement, and monitor their school plans. Schools are expected to use these tools to ensure the inclusion of all requirements.

As active members of school-based leadership teams, DTP instructional specialists work with school teams to develop and monitor improvement plans. DTP offers training to school administrators and leadership teams on writing a comprehensive SIP that includes the 10 Requirements for School Improvement. To ensure that the 10 Requirements for School Improvement are aligned with the district's comprehensive strategic plan, plans are developed in coordination with system initiatives related to staff development, curriculum implementation, and district assessments.

SIPs for schools in improvement will be peer reviewed by all stakeholders including DTP instructional specialists and representatives from the Office of Curriculum and Instructional Programs (OCIP), the Office of Human Resources and Development (OHRD), and the Office of School Performance (OSP) to ensure that the 10 Requirements for School Improvement are included. Each SIP has a table of contents which specifically identifies the location of the 10 Requirements for Schools Improvement. DTP instructional specialists use a checklist to evaluate the information pertaining to Title I requirements.

OSP reviews SIPs and provides feedback to principals on a periodic basis. OSP also monitors data points and SIPs using the OSP Monitoring Calendar during supervisory visits to schools.

6. If any of the 10 Requirements for School Improvement are not adequately addressed, describe steps the LEA will take to ensure that revisions to the school improvement plans occur in a timely manner.

If a school does not adequately address the 10 Requirements for School Improvement, 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 final written approval from the community superintendent and DTP director or supervisor before school plans are accepted.

B. 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”).

OHRD and OSP distribute a memorandum (Attachment B) to principals of Title I schools in September informing them of the parental notification process. Each Title I school includes this information in at least one school newsletter or notification at the start of the school year. In MCPS, OHRD responds to parental requests for information regarding their child’s teacher or paraprofessional in writing. A draft newsletter item is included (Attachment C).

- 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 OSP distribute a memorandum (Attachment B) 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. DTP instructional specialists 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 (Attachment B).

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

Division of Title I Programs

Dr. Felicia E. Lanham Tarason, director
Mrs. Joyce H. Colbert, supervisor
Ms. Susan J. Ginsberg, instructional specialist
Ms. Charon Hines, instructional specialist
Mrs. Nichelle Owens-Jones, instructional specialist
Ms. Natalie S. Thomas, 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 Elementary

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, Support Services Team, staffing analyst

- 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.

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 their monthly review of the 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 the school. 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 2011-2012.

Attachments C and D

3. Are all paraprofessionals in Title I schoolwide schools qualified?
 Yes No Not Applicable
4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No Not Applicable

C. SCHOOLWIDE PROGRAMS:

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

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. A 21st CCLC grant provides an afternoon component to the Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) morning academic program in seven Title I schools. Title I funds are used to supplement 17 full-day Head Start classes in 15 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 SIP that includes the 10 Components of a Schoolwide Program. Title I schools in MCPS use the Baldrige-guided School 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. OSP 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 MSA 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, the staff member and parent surveys, TerraNova second edition (TN/2) test results, Measures of Academic Progress-Reading (MAP-R), 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 OSP 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.

- 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 ELO SAIL extended-year model is in place for rising kindergarten through Grade 5 students. Students enrolled in 23 Title I schools, eligible private school students, and elementary school level homeless students 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.

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.

In addition, seven Title I schools participate in a 21st CCLC Extended Learning Opportunities Cultural Arts and Recreational Experiences program which is offered as an afternoon complement to the ELO SAIL program. The program aligns academics with cultural arts and enrichment classes for students.

- 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.

Division of Title I Programs

Dr. Felicia E. Lanham Tarason, director
Mrs. Joyce H. Colbert, supervisor
Ms. Susan J. Ginsberg, instructional specialist
Mrs. Charon Hines, instructional specialist
Ms. Nichelle Owens-Jones, instructional specialist
Ms. Natalie S. Thomas, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Coordinating federal, state, and local funds for schoolwide programs

Mr. Larry A. Bowers, Chief Operating Officer
Dr. Frank H. Stetson, Chief School Performance Officer
Mrs. Nancy J. Austin, budget management/specialist, Division of Management, Budget, and Planning
Ms. Patricia A. Callahan, accountant, Division of Title I Programs
Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs
Dr. Marshall C. Spatz, director, Department of Management, Budget, and Planning

2. **For LEAs with 1003g SIG Funds:** Describe how the LEA will insure that the 10 components for schoolwide are intergraded throughout the schools' models.

D. 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)
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.
 - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
 - c. Minimizing the removal of children from regular classroom instruction for additional services.
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.
4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
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.
7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

8. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2011-2012 and are planning to become Schoolwide for the 2012-2013 school year.

E. 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 and parents from non-Title schools across the county are invited to provide feedback on the LSS Parent Involvement Policy. The Department 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 in the Title I schools. All Title I schools share the district-level parent involvement policy/plan with parents. Methods for sharing vary with Title I schools 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
- Posted on 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. See Attachment E
No changes have been made since the last Master Plan submission

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 throughout the school improvement process. Parents 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 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. 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 E.

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 that participated in the Title I program during the 2010–2011 school year have School/Parent Compacts that meet requirements set forth by MSDE. No new schools will be added for the 2011–2012 school year. Each year Title I schools review and update their School/Parent Compacts by soliciting stakeholder feedback. A sample copy of a School/Parent Compact is provided in Attachment E.

- 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 have opportunities at Parent Teacher Association meetings and parent 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.

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 the *No Child Left Behind Act of 2001*. 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 F.

- 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 Performance

Community Superintendents

Dr. Christopher S. Garran
Dr. Donna S. Hollingshead
Dr. LaVerne G. Kimball
Ms. Bronda L. Mills
Ms. Beth Schiavino-Narvaez
Mr. Darryl L. Williams

Directors of School Performance

Mr. Pat D. Abrunzo
Dr. Kathy L. Brake
Dr. Denise C. Greene
Dr. Shawn Joseph
Dr. Myra J. Smith
Ms. Elizabeth B. Strubel

Division of Title I Programs

Dr. Felicia E. Lanham Tarason, director
Mrs. Joyce H. Colbert, supervisor
Ms. Susan J. Ginsberg, instructional specialist
Ms. Charon Hines, instructional specialist
Mrs. Nichelle Owens-Jones, instructional specialist
Ms. Natalie S. Thomas, instructional specialist
Mrs. Lynda M. Wainwright, instructional specialist

Division of Family and Community Partnerships

Mr. Eric A. Davis, director
Mrs. Denise B. Stultz, supervisor
Mrs. Giuseppina Alving, parent community coordinator
Mrs. Kimberly A. Bloch-Rincan, partnership manager
Mr. Weldyn A. Cartagena, parent community coordinator
Mrs. Young Mee Choi, parent community coordinator
Mrs. Nilda G. Colgrove, parent community coordinator
Mrs. Molly Hong, parent community coordinator
Mrs. Nan P. Iuculano, parent community coordinator
Mrs. Beatriz E. Mendoza, parent community coordinator
Mrs. Janae E. Robinson-Casey, parent community coordinator
Mrs. Sylvia J. Romero, parent community coordinator
Mrs. Laurene S. Thomas, parent community coordinator
Ms. Rachel L. Sprecher, partnership manager
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.

Ninety-five percent of one percent of the total MCPS Title I, Part A, allocation is distributed to each school and the private school program based on a per pupil allocation. 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 and stored in the school's documentation binder.

- c. Does the LEA reserve more than 1% of its total allocation for parent involvement? Yes No
- d. If yes, describe *how* these additional funds are used.

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

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

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

The MCPS' Budget Office 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 G).

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 H). 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.

See Attachment I

5. DELIVERY OF SERVICES

a. Will LEA staff be providing the services directly to the eligible private school students? Yes No
If yes, when will services begin? September 1, 2011

b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? Yes No

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

- Prince George's County Public Schools (PGCPS)–September 1, 2011
- District of Columbia Public Schools (DCPS)–September 1, 2011

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.

MCPS and the DCPS met throughout the previous school year under the guidance of MSDE. During these meetings, both districts worked together to develop a MOU to provide Title I educational instructional services to certain eligible private school children provided that the children meet established eligibility and residency criteria. This will be the first agreement between the two LEAs. 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 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 Attachments J and K

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 monthly consultation meetings, Title I teachers met with administrators and designated school staff to discuss student progress. Finally, DTP asks administrators, classroom teachers, and parents 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.



July 20, 2011

Dear Families of Students Assigned to the Kemp Mill Elementary School Prekindergarten Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Kemp Mill Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Kemp Mill Elementary School did not meet AYP goals in the following categories:

- Reading: Free and Reduced-price Meals System and Special Education
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Kemp Mill Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

- Forest Knolls Elementary School
- Glen Haven Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Kemp Mill Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Kemp Mill Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Kemp Mill Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

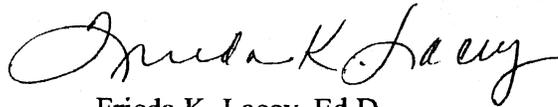
We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

July 20, 2011

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have additional questions after reviewing the information, please call your principal, Mr. Floyd D. Starnes, at 301-649-8046, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Ms. Mills
Dr. Smith
Mrs. Colbert
Dr. Lanham Tarason
Mr. Masline
Dr. Smith
Mr. Starnes

2011 Maryland School Assessment Information For Kemp Mill, Forest Knolls, and Glen Haven Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

KEMP MILL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	79.40	Met	Not Met	76.00	Met	Met	95.30
American Indian or Alaskan Native	na	50.00	na	na	50.00	na		
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	80.30	Met	Met	80.30	Met		
Hispanic of Any Race	Met	77.40	Met	Not Met	69.30	Met		
White	Met	78.30	na	Met	87.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Not Met	75.20	Met	Not Met	70.90	Met		
Special Education	Not Met	56.30	na	Not Met	50.00	na		
Limited English Proficient	Met	78.90	Met	Not Met	65.20	Met		

'na' indicates too few students for AYP rules.

FOREST KNOLLS ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	95.40	Met	Met	90.80	Met	Met	95.90
Asian	Met	96.60	na	Met	93.10	na		
Black or African American	Met	81.10	na	Met	83.80	na		
Hispanic of Any Race	Met	98.00	Met	Met	86.30	Met		
White	Met	97.40	Met	Met	97.40	Met		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	93.90	Met	Met	81.80	Met		
Special Education	Met	84.40	na	Met	68.80	na		
Limited English Proficient	Met	95.50	na	Met	80.30	na		

'na' indicates too few students for AYP rules.

GLEN HAVEN ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	84.20	Met	Met	82.80	Met	Met	95.60
Asian	Met	80.80	na	Met	88.50	na		
Black or African American	Met	85.10	Met	Met	85.10	Met		
Hispanic of Any Race	Met	80.70	Met	Met	77.10	Met		
Native Hawaiian or Other Pacific Islander	na	100.00	na	na	100.00	na		
White	Met	94.10	na	Met	82.40	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	78.10	Met	Met	78.80	Met		
Special Education	Met	87.50	na	Met	68.80	na		
Limited English Proficient	Met	71.80	Met	Met	76.90	Met		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending Kemp Mill Elementary School:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Kemp Mill Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Kemp Mill Elementary School did not meet AYP goals in the following categories:

- Reading: Free and Reduced-price Meals System and Special Education
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Kemp Mill Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

- Sherwood Elementary School
- Westover Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Kemp Mill Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Kemp Mill Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 on **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Kemp Mill Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week summer program.

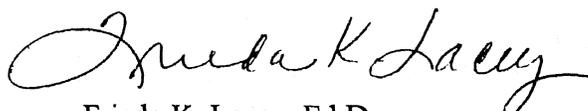
How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have additional questions after reviewing the information, please call your principal, Mr. Floyd D. Starnes, at 301-649-8046, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Ms. Mills
Dr. Smith
Mrs. Colbert
Dr. Kelly
Dr. Lanham Tarason
Mr. Perlet
Mr. Starnes

2011 Maryland School Assessment Information For Kemp Mill, Sherwood, and Westover Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

KEMP MILL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	79.40	Met	Not Met	76.00	Met	Met	95.30
American Indian or Alaskan Native	na	50.00	na	na	50.00	na		
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	80.30	Met	Met	80.30	Met		
Hispanic of Any Race	Met	77.40	Met	Not Met	69.30	Met		
White	Met	78.30	na	Met	87.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Not Met	75.20	Met	Not Met	70.90	Met		
Special Education	Not Met	56.30	na	Not Met	50.00	na		
Limited English Proficient	Met	78.90	Met	Not Met	65.20	Met		

'na' indicates too few students for AYP rules.

SHERWOOD ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	96.50	Met	Met	91.20	Met	Met	95.70
Asian	Met	95.00	na	Met	97.50	na		
Black or African American	Met	97.20	na	Met	83.30	na		
Hispanic of Any Race	Met	100.00	na	Met	89.30	na		
White	Met	97.20	Met	Met	90.80	Met		
Two or More Races	Met	85.70	na	Met	100.00	na		
FARMS	Met	88.00	na	Met	84.60	na		
Special Education	Met	87.80	na	Met	71.40	na		
Limited English Proficient	Met	90.90	na	Met	100.00	na		

'na' indicates too few students for AYP rules.

WESTOVER ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	98.30	Met	Met	90.80	Met	Met	96.00
American Indian or Alaskan Native	na	100.00	na	na	0.00	na		
Asian	Met	100.00	na	Met	95.20	na		
Black or African American	Met	97.60	na	Met	87.80	na		
Hispanic of Any Race	Met	100.00	na	Met	93.30	na		
White	Met	97.00	na	Met	90.90	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	94.70	na	Met	73.70	na		
Special Education	Met	100.00	na	Met	81.80	na		
Limited English Proficient	Met	100.00	na	Met	78.60	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending Kemp Mill Elementary School:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

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Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Kemp Mill Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Kemp Mill Elementary School did not meet AYP goals in the following categories:

- Reading: Free and Reduced-price Meals System and Special Education
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Kemp Mill Elementary School for the next school year. The designated schools listed below provide comparable special education services to those available at your home school. On the Federal Title I School Choice Option Application form, you can identify your first and second choice from the following designated schools:

- Broad Acres Elementary School
- Sherwood Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Kemp Mill Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Kemp Mill Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Kemp Mill Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have any additional questions after reviewing the information, please call your principal, Mr. Floyd D. Starnes, at 301-649-8046, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bw1

Enclosures

Copy to:

Dr. Stetson
Ms. Mills
Dr. Smith
Mr. Bayewitz
Mrs. Colbert
Dr. Lanham Tarason
Mr. Perlet
Mr. Starnes

2011 Maryland School Assessment Information For Kemp Mill, Broad Acres, and Sherwood Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

KEMP MILL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	79.40	Met	Not Met	76.00	Met	Met	95.30
American Indian or Alaskan Native	na	50.00	na	na	50.00	na		
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	80.30	Met	Met	80.30	Met		
Hispanic of Any Race	Met	77.40	Met	Not Met	69.30	Met		
White	Met	78.30	na	Met	87.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Not Met	75.20	Met	Not Met	70.90	Met		
Special Education	Not Met	56.30	na	Not Met	50.00	na		
Limited English Proficient	Met	78.90	Met	Not Met	65.20	Met		

'na' indicates too few students for AYP rules.

BROAD ACRES ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.80	Met	Met	94.90	Met	Met	95.70
Asian	Met	93.10	na	Met	96.60	na		
Black or African American	Met	90.50	na	Met	95.20	na		
Hispanic of Any Race	Met	87.20	Met	Met	94.30	Met		
White	na	100.00	na	na	100.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	88.30	Met	Met	94.40	Met		
Special Education	Met	69.70	na	Met	84.40	na		
Limited English Proficient	Met	82.60	Met	Met	94.20	Met		

'na' indicates too few students for AYP rules.

SHERWOOD ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	96.50	Met	Met	91.20	Met	Met	95.70
Asian	Met	95.00	na	Met	97.50	na		
Black or African American	Met	97.20	na	Met	83.30	na		
Hispanic of Any Race	Met	100.00	na	Met	89.30	na		
White	Met	97.20	Met	Met	90.80	Met		
Two or More Races	Met	85.70	na	Met	100.00	na		
FARMS	Met	88.00	na	Met	84.60	na		
Special Education	Met	87.80	na	Met	71.40	na		
Limited English Proficient	Met	90.90	na	Met	100.00	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending Sargent Shriver Elementary School:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Sargent Shriver Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Sargent Shriver Elementary School did not meet AYP goals in the following categories:

- Reading: Limited English Proficient
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Sargent Shriver Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

- Farmland Elementary School
- Rock Creek Valley Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Sargent Shriver Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Sargent Shriver Elementary School or the Division of Title I Programs, 4910 Marsh Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Sargent Shriver Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have additional questions after reviewing the information, please call your principal, Mrs. Tamisha L. Sampson, principal, at 301-929-4426, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:td

Enclosures

Copy to:
Dr. Stetson
Mr. Abrunzo
Dr. Garran
Mrs. Colbert
Ms. Jasperse
Dr. Lanham Tarason
Ms. Sampson
Mrs. Smith

2011 Maryland School Assessment Information For Sargent Shriver, Farmland, and Rock Creek Valley Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SARGENT SHRIVER ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	83.10	Met	Not Met	76.60	Met	Met	96.60
Asian	Met	97.00	na	Met	88.20	na		
Black or African American	Met	74.40	na	Met	79.50	na		
Hispanic of Any Race	Met	81.40	Met	Not Met	72.90	Met		
White	Met	94.40	na	Met	88.90	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	80.20	Met	Not Met	73.70	Met		
Special Education	Met	72.20	na	Not Met	50.00	na		
Limited English Proficient	Not Met	75.00	Met	Not Met	66.40	Met		

'na' indicates too few students for AYP rules.

FARMLAND ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	97.50	Met	Met	95.80	Met	Met	96.50
American Indian or Alaskan Native	na	100.00	na	na	100.00	na		
Asian	Met	98.60	Met	Met	100.00	Met		
Black or African American	Met	78.60	na	Met	78.60	na		
Hispanic of Any Race	Met	94.70	na	Met	84.20	na		
White	Met	99.20	Met	Met	97.60	Met		
Two or More Races	Met	100.00	na	Met	91.70	na		
FARMS	Met	89.50	na	Met	68.40	na		
Special Education	Met	95.50	na	Met	95.50	na		
Limited English Proficient	Met	97.70	na	Met	100.00	na		

'na' indicates too few students for AYP rules.

ROCK CREEK VALLEY ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	98.30	Met	Met	93.60	Met	Met	96.30
Asian	Met	100.00	na	Met	92.30	na		
Black or African American	Met	92.30	na	Met	92.30	na		
Hispanic of Any Race	Met	98.50	Met	Met	93.80	Met		
White	Met	98.70	Met	Met	94.70	Met		
Two or More Races	Met	100.00	na	Met	83.30	na		
FARMS	Met	95.90	na	Met	91.80	na		
Special Education	Met	97.00	na	Met	87.90	na		
Limited English Proficient	Met	97.70	na	Met	90.70	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending the Sargent Shriver Elementary School Multidisciplinary Educational Training and Support (METS) Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Sargent Shriver Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Sargent Shriver Elementary School did not meet AYP goals in the following categories:

- Reading: Limited English Proficient
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Sargent Shriver Elementary School for the next school year. On the Federal Title I School Choice Option Application form, you can identify your first and second choice from the following designated schools:

- Broad Acres Elementary School
- Rock Creek Valley Elementary School

Broad Acres Elementary School provides comparable METS support that is currently available at Sargent Shriver Elementary School. Rock Creek Valley Elementary School does not have the METS program, only English Speakers of Other Languages (ESOL) services.

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Sargent Shriver Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Sargent Shriver Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Sargent Shriver Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have any additional questions after reviewing the information, please call your principal, Ms. Tamisha Sampson, at 301-929-4426, or Ms. Frida Barturen, instructional specialist METS, Division of ESOL/Bi-lingual Programs, at 301-230-0670.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Mr. Abrunzo
Dr. Smith
Mr. Bayewitz
Mrs. Colbert
Ms. Jasperse
Dr. Lanham Tarason
Ms. Sampson

2011 Maryland School Assessment Information For Sargent Shriver, Broad Acres, and Rock Creek Valley Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SARGENT SHRIVER ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	83.10	Met	Not Met	76.60	Met	Met	96.60
Asian	Met	97.00	na	Met	88.20	na		
Black or African American	Met	74.40	na	Met	79.50	na		
Hispanic of Any Race	Met	81.40	Met	Not Met	72.90	Met		
White	Met	94.40	na	Met	88.90	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	80.20	Met	Not Met	73.70	Met		
Special Education	Met	72.20	na	Not Met	50.00	na		
Limited English Proficient	Not Met	75.00	Met	Not Met	66.40	Met		

'na' indicates too few students for AYP rules.

BROAD ACRES ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.80	Met	Met	94.90	Met	Met	95.70
Asian	Met	93.10	na	Met	96.60	na		
Black or African American	Met	90.50	na	Met	95.20	na		
Hispanic of Any Race	Met	87.20	Met	Met	94.30	Met		
White	na	100.00	na	na	100.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	88.30	Met	Met	94.40	Met		
Special Education	Met	69.70	na	Met	84.40	na		
Limited English Proficient	Met	82.60	Met	Met	94.20	Met		

'na' indicates too few students for AYP rules.

ROCK CREEK VALLEY ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	98.30	Met	Met	93.60	Met	Met	96.30
Asian	Met	100.00	na	Met	92.30	na		
Black or African American	Met	92.30	na	Met	92.30	na		
Hispanic of Any Race	Met	98.50	Met	Met	93.80	Met		
White	Met	98.70	Met	Met	94.70	Met		
Two or More Races	Met	100.00	na	Met	83.30	na		
FARMS	Met	95.90	na	Met	91.80	na		
Special Education	Met	97.00	na	Met	87.90	na		
Limited English Proficient	Met	97.70	na	Met	90.70	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Assigned to the Sargent Shriver Elementary School Prekindergarten Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Sargent Shriver Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Sargent Shriver Elementary School did not meet AYP goals in the following categories:

- Reading: Limited English Proficient
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Sargent Shriver Elementary School Prekindergarten Program

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Sargent Shriver Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

- Viers Mill Elementary School
- Wheaton Woods Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Sargent Shriver Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Sargent Shriver Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Sargent Shriver Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

July 20, 2011

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have additional questions after reviewing the information, please call your principal, Mrs. Tamisha L. Sampson, at 301-929-4426, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:
Dr. Stetson
Dr. Garran
Ms. Colbert
Mr. Devan
Dr. Lanham Tarason
Dr. Statham
Ms. Sampson

2011 Maryland School Assessment Information For Sargent Shriver, Viers Mill, and Wheaton Woods Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SARGENT SHRIVER ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	83.10	Met	Not Met	76.60	Met	Met	96.60
Asian	Met	97.00	na	Met	88.20	na		
Black or African American	Met	74.40	na	Met	75.50	na		
Hispanic of Any Race	Met	81.40	Met	Not Met	72.90	Met		
White	Met	94.40	na	Met	83.90	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	80.20	Met	Not Met	73.70	Met		
Special Education	Met	72.20	na	Not Met	50.00	na		
Limited English Proficient	Not Met	75.00	Met	Not Met	66.40	Met		

'na' indicates too few students for AYP rules.

VIERS MILL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	96.70	Met	Met	98.10	Met	Met	96.30
American Indian or Alaskan Native	na	100.00	na	na	100.00	na		
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	91.70	na	Met	87.50	na		
Hispanic of Any Race	Met	96.40	Met	Met	99.30	Met		
White	Met	100.00	na	Met	100.00	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	96.10	Met	Met	98.10	Met		
Special Education	Met	88.70	na	Met	96.20	na		
Limited English Proficient	Met	95.00	Met	Met	99.00	Met		

'na' indicates too few students for AYP rules.

WHEATON WOODS ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	93.40	Met	Met	90.60	Met	Met	97.10
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	96.20	na	Met	88.50	na		
Hispanic of Any Race	Met	90.60	Met	Met	90.60	Met		
White	Met	100.00	na	Met	87.50	na		
FARMS	Met	92.70	Met	Met	92.60	Met		
Special Education	Met	88.90	na	Met	77.80	na		
Limited English Proficient	Met	90.00	Met	Met	91.00	Met		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending Sargent Shriver Elementary School:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

Sargent Shriver Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the comprehensive needs pathway established by MSDE. The comprehensive needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

Sargent Shriver Elementary School did not meet AYP goals in the following categories:

- Reading: Limited English Proficient
- Mathematics: All Students, Free and Reduced-price Meals System, Hispanic of Any Race, Limited English Proficient, and Special Education

Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than Sargent Shriver Elementary School for the next school year. The designated schools listed below provide comparable special education services to those available at your home school. On the Federal Title I School Choice Option Application form, you can identify your first and second choice from the following designated schools:

- Forest Knolls Elementary School
- Glen Haven Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for Sargent Shriver Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to Sargent Shriver Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at Sargent Shriver Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

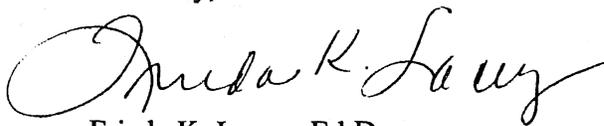
How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have any additional questions after reviewing the information, please call your principal, Mrs. Tamisha L. Sampson, at 301-929-4426, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Dr. Garran
Ms. Mills
Mrs. Colbert
Dr. Lanham Tarason
Mr. Masline
Ms. Sampson
Dr. Smith

2011 Maryland School Assessment Information For Sargent Shriver, Forest Knolls, and Glen Haven Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SARGENT SHRIVER ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	83.10	Met	Not Met	76.60	Met	Met	96.60
Asian	Met	97.00	na	Met	88.20	na		
Black or African American	Met	74.40	na	Met	79.50	na		
Hispanic of Any Race	Met	81.40	Met	Not Met	72.90	Met		
White	Met	94.40	na	Met	88.90	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	80.20	Met	Not Met	73.70	Met		
Special Education	Met	72.20	na	Not Met	50.00	na		
Limited English Proficient	Not Met	75.00	Met	Not Met	66.40	Met		

'na' indicates too few students for AYP rules.

FOREST KNOLLS ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	95.40	Met	Met	90.80	Met	Met	95.90
Asian	Met	96.60	na	Met	93.10	na		
Black or African American	Met	81.10	na	Met	83.80	na		
Hispanic of Any Race	Met	98.00	Met	Met	86.30	Met		
White	Met	97.40	Met	Met	97.40	Met		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	93.90	Met	Met	81.80	Met		
Special Education	Met	84.40	na	Met	68.80	na		
Limited English Proficient	Met	95.50	na	Met	80.30	na		

'na' indicates too few students for AYP rules.

GLEN HAVEN ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	84.20	Met	Met	82.80	Met	Met	95.60
Asian	Met	80.80	na	Met	88.50	na		
Black or African American	Met	85.10	Met	Met	85.10	Met		
Hispanic of Any Race	Met	80.70	Met	Met	77.10	Met		
Native Hawaiian or Other Pacific Islander	na	100.00	na	na	100.00	na		
White	Met	94.10	na	Met	82.40	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	78.10	Met	Met	78.80	Met		
Special Education	Met	87.50	na	Met	68.80	na		
Limited English Proficient	Met	71.80	Met	Met	76.90	Met		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending South Lake Elementary School:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

South Lake Elementary School did not achieve AYP for the second consecutive year and enters the focused needs pathway established by MSDE. The focused needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

South Lake Elementary School did not meet AYP goals in one category, special education mathematics. Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than South Lake Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

Office of Curriculum and Instructional Programs

850 Hungerford Drive, Room 246 ♦ Rockville, Maryland 20850 ♦ 301-279-3411

- Fox Chapel Elementary School
- Goshen Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for South Lake Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to South Lake Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at South Lake Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week summer program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

Families of Students Attending
South Lake Elementary School

3

July 20, 2011

If you have additional questions after reviewing the information, please call your principal, Ms. Celeste D. King at 301-840-7141, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,

A handwritten signature in black ink, appearing to read "Frieda K. Lacey". The signature is fluid and cursive, with a large initial "F" and "L".

Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Mr. Williams
Mrs. Colbert
Ms. C. King
Ms. L. King
Dr. Lanham Tarason
Ms. Zabetakis

2011 Maryland School Assessment Information For South Lake, Fox Chapel, and Goshen Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SOUTH LAKE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.10	Met	Met	81.70	Met	Met	95.90
Asian	Met	75.00	na	Met	87.50	na		
Black or African American	Met	89.00	Met	Met	84.90	Met		
Hispanic of Any Race	Met	89.80	Met	Met	78.90	Met		
White	Met	86.70	na	Met	80.00	na		
Two or More Races	Met	91.70	na	Met	83.30	na		
FARMS	Met	86.30	Met	Met	79.70	Met		
Special Education	Met	81.30	na	Not Met	56.30	na		
Limited English Proficient	Met	87.20	Met	Met	72.30	Met		

'na' indicates too few students for AYP rules.

FOX CHAPEL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	91.40	Met	Met	88.10	Met	Met	96.80
American Indian or Alaskan Native	na	100.00	na	na	66.70	na		
Asian	Met	98.80	Met	Met	98.80	Met		
Black or African American	Met	80.00	Met	Met	74.30	Met		
Hispanic of Any Race	Met	89.00	Met	Met	82.40	Met		
White	Met	100.00	na	Met	100.00	na		
Two or More Races	Met	92.90	na	Met	100.00	na		
FARMS	Met	84.80	Met	Met	79.70	Met		
Special Education	Met	91.30	na	Met	73.90	na		
Limited English Proficient	Met	90.40	na	Met	79.50	na		

'na' indicates too few students for AYP rules.

GOSHEN ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	89.90	Met	Met	89.20	Met	Met	96.20
American Indian or Alaskan Native	na	100.00	na	na	100.00	na		
Asian	Met	93.80	na	Met	96.90	na		
Black or African American	Met	88.70	Met	Met	83.10	Met		
Hispanic of Any Race	Met	85.50	na	Met	81.20	na		
White	Met	92.90	Met	Met	96.40	Met		
Two or More Races	Met	90.00	na	Met	95.00	na		
FARMS	Met	84.40	Met	Met	79.20	Met		
Special Education	Met	66.70	na	Met	74.30	na		
Limited English Proficient	Met	85.50	na	Met	81.60	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Assigned to the South Lake Elementary School Head Start Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

South Lake Elementary School did not achieve AYP for the second consecutive year and enters the focused needs pathway established by MSDE. The focused needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

South Lake Elementary School did not meet AYP goals in one category, special education mathematics. Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than South Lake Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

- Summit Hall Elementary School
- Washington Grove Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for South Lake Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to South Lake Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at South Lake Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. MCPS provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week summer program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

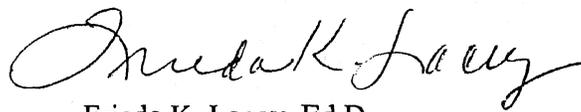
- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

Families of Students Assigned to the 3
South Lake Elementary School Head Start Program

July 20, 2011

If you have additional questions after reviewing the information, please call your principal, Ms. Celeste D. King at 301-840-7141, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Mr. Williams
Mrs. Barranger
Mrs. Colbert
Mr. Jones
Ms. King
Dr. Lanham Tarason

2011 Maryland School Assessment Information For South Lake, Summit Hall, and Washington Grove Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SOUTH LAKE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.10	Met	Met	81.70	Met	Met	95.90
Asian	Met	75.00	na	Met	87.50	na		
Black or African American	Met	89.00	Met	Met	84.90	Met		
Hispanic of Any Race	Met	89.80	Met	Met	78.90	Met		
White	Met	86.70	na	Met	80.00	na		
Two or More Races	Met	91.70	na	Met	83.30	na		
FARMS	Met	86.30	Met	Met	79.70	Met		
Special Education	Met	81.30	na	Not Met	56.30	na		
Limited English Proficient	Met	87.20	Met	Met	72.30	Met		

'na' indicates too few students for AYP rules.

SUMMIT HALL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	90.20	Met	Met	89.20	Met	Met	95.20
Asian	na	100.00	na	na	100.00	na		
Black or African American	Met	81.70	na	Met	83.30	na		
Hispanic of Any Race	Met	93.50	Met	Met	90.20	Met		
White	Met	87.50	na	Met	100.00	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	89.60	Met	Met	89.60	Met		
Special Education	Met	78.80	na	Met	72.70	na		
Limited English Proficient	Met	93.50	Met	Met	91.30	Met		

'na' indicates too few students for AYP rules.

WASHINGTON GROVE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	96.50	Met	Met	92.30	Met	Met	95.90
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	100.00	na	Met	95.00	na		
Hispanic of Any Race	Met	93.50	Met	Met	89.60	Met		
Native Hawaiian or Other Pacific Islander	na	100.00	na	na	100.00	na		
White	Met	100.00	na	Met	87.50	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	97.00	Met	Met	89.90	Met		
Special Education	Met	86.40	na	Met	81.80	na		
Limited English Proficient	Met	93.30	Met	Met	88.00	Met		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Attending the South Lake Elementary School Multidisciplinary Educational Training and Support (METS) Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

South Lake Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the focused needs pathway established by MSDE. The focused needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure.

South Lake Elementary School did not meet AYP goals in one category, special education mathematics. Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than South Lake Elementary School for the next school year. On the Federal Title I School Choice

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

Option Application form, you can identify your first and second choice from the following designated schools:

- Broad Acres Elementary School
- Fox Chapel Elementary School

Broad Acres Elementary School provides comparable METS support that is available at South Lake Elementary School. Fox Chapel Elementary School does not have the METS program, only English Speakers of Other Languages (ESOL) services.

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for South Lake Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to South Lake Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at South Lake Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. Montgomery County Public Schools provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

If you have any additional questions after reviewing the information, please call your principal, Ms. Celeste D. King, at 301-840-7141, or Ms. Frida Barturen, instructional specialist METS, Division of ESOL/Bi-lingual Programs, at 301-230-0670.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:ag

Enclosures

Copy to:

Dr. Stetson
Mr. Williams
Mr. Bayewitz
Mrs. Colbert
Ms. King
Dr. Lanham Tarason
Ms. Zabetakis

2011 Maryland School Assessment Information For South Lake, Broad Acres, and Fox Chapel Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SOUTH LAKE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.10	Met	Met	81.70	Met	Met	95.90
Asian	Met	75.00	na	Met	87.50	na		
Black or African American	Met	89.00	Met	Met	84.90	Met		
Hispanic of Any Race	Met	89.80	Met	Met	78.90	Met		
White	Met	86.70	na	Met	80.00	na		
Two or More Races	Met	91.70	na	Met	83.30	na		
FARMS	Met	86.30	Met	Met	79.70	Met		
Special Education	Met	81.30	na	Not Met	56.30	na		
Limited English Proficient	Met	87.20	Met	Met	72.30	Met		

'na' indicates too few students for AYP rules.

BROAD ACRES ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.80	Met	Met	94.90	Met	Met	95.70
Asian	Met	93.10	na	Met	96.60	na		
Black or African American	Met	90.50	na	Met	95.20	na		
Hispanic of Any Race	Met	87.20	Met	Met	94.30	Met		
White	na	100.00	na	na	100.00	na		
Two or More Races	na	100.00	na	na	100.00	na		
FARMS	Met	88.30	Met	Met	94.40	Met		
Special Education	Met	69.70	na	Met	84.40	na		
Limited English Proficient	Met	82.60	Met	Met	94.20	Met		

'na' indicates too few students for AYP rules.

FOX CHAPEL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	91.40	Met	Met	88.10	Met	Met	96.80
American Indian or Alaskan Native	na	100.00	na	na	66.70	na		
Asian	Met	98.80	Met	Met	98.80	Met		
Black or African American	Met	80.00	Met	Met	74.30	Met		
Hispanic of Any Race	Met	89.00	Met	Met	82.40	Met		
White	Met	100.00	na	Met	100.00	na		
Two or More Races	Met	92.90	na	Met	100.00	na		
FARMS	Met	84.80	Met	Met	79.70	Met		
Special Education	Met	91.30	na	Met	73.90	na		
Limited English Proficient	Met	90.40	na	Met	79.50	na		

'na' indicates too few students for AYP rules.



July 20, 2011

Dear Families of Students Assigned to the South Lake Elementary School Prekindergarten Program:

I am writing to inform you that your child **has** the option to participate in the Federal Title I School Choice Option program for the 2011–2012 school year based on the 2011 Maryland School Assessment (MSA) test results. The Federal Title I School Choice Option is explained in the following enclosures:

- Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year brochure (Enclosure 1)
- Federal Title I School Choice Option Application form (Enclosure 2)
- 2011 Maryland School Assessment Information sheet (Enclosure 3)

Your child attends a school that receives federal Title I funds under the *No Child Left Behind Act of 2001*. Therefore, the school must adhere to specific requirements. The Federal Title I School Choice Option is one such requirement. Each spring the MSA is given to all students in Grades 3 through 8 to test their skills in reading and mathematics. Established Maryland State Department of Education (MSDE) goals, known as Adequate Yearly Progress (AYP), are reported based on reading, mathematics, attendance, and the percentage of students who take this test. Schools that meet the MSA goals achieve AYP. The Federal Title I School Choice Option is offered to students in a Title I school that does not achieve AYP for two consecutive years.

South Lake Elementary School did not achieve AYP in the 2010–2011 school year for the second consecutive year and enters the focused needs pathway established by MSDE. The focused needs pathway is explained in the enclosed Frequently Asked Questions About the Federal Title I School Choice Option for the 2011–2012 School Year Brochure.

South Lake Elementary School did not meet AYP goals in one category, special education mathematics. Therefore, families have the following two options:

- Students may continue to attend their current school—no action is needed.
- Students may attend a designated Montgomery County public school.

Two designated schools have been identified for parents who choose to participate in the *voluntary* Federal Title I School Choice Option and enroll their children in a school other than South Lake Elementary School for the next school year. You will be able to identify your first and second choice from the following designated schools on the enclosed Federal Title I School Choice application form:

Office of the Deputy Superintendent of Schools

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3474

- Summit Hall Elementary School
- Washington Grove Elementary School

The enclosed 2011 Maryland School Assessment Information sheet summarizes the state test results for South Lake Elementary School and the two designated schools. Additional information regarding student achievement at each school is available on the Montgomery County Public Schools website at www.montgomeryschoolsmd.org and on the Maryland State Department of Education website at www.mdreportcard.org.

If you would like your child to attend one of the designated schools, please return the completed application to South Lake Elementary School or the Division of Title I Programs, 4910 Macon Road, Room 204, Rockville, Maryland 20852 by **Monday, August 1, 2011**. If you previously submitted an application for your child in May, you do not need to submit another one.

Making Progress at South Lake Elementary School

Our immediate goal is to continue to build on the academic success students have demonstrated. MCPS provides additional assistance to your school through the Division of Title I Programs. The school improvement process includes an ongoing analysis of student achievement. The staff is committed to monitoring student progress in all areas to help improve achievement and to meet AYP goals. The staff is working hard to implement effective instructional practices and dedicated to offering your child the best education possible.

Your school benefits from reduced class size of 19 in full-day kindergarten and 19 in Grades 1 and 2, as well as, additional staff members to support reading and mathematics. Other special features include funds for family involvement and staff development programs and an instructional four-week summer program.

How Families Can Help

We need all families to be involved in order to achieve the rigorous academic standards set by Montgomery County Public Schools and the Maryland State Department of Education. You can help by—

- volunteering to become a member of the school improvement team or other committees,
- joining and being actively involved in the Parent Teacher Association,
- participating in parent education activities, and
- attending parent/teacher conferences where you will learn more about how to help your child at home and school.

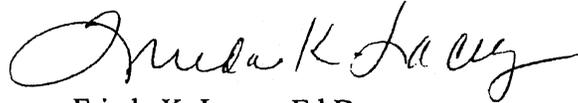
Families of Students Assigned to the
South Lake Elementary School Prekindergarten Program

3

July 20, 2011

If you have additional questions after reviewing the information, please call your principal, Ms. Celeste D. King at 301-840-7141, or Dr. Felicia E. Lanham Tarason, director, Division of Title I Programs, at 301-230-0660.

Sincerely,



Frieda K. Lacey, Ed.D.
Deputy Superintendent of Schools

FKL:bwl

Enclosures

Copy to:

Dr. Stetson
Mr. Williams
Mrs. Barranger
Ms. Colbert
Mr. Jones
Ms. King
Dr. Lanham Tarason

2011 Maryland School Assessment Information For South Lake, Summit Hall, and Washington Grove Elementary Schools

There are specific rules that apply to Title I schools regarding meeting academic goals. These goals known as Adequate Yearly Progress (AYP) are based on state assessments in reading, mathematics, and attendance that are a part of the *No Child Left Behind Act of 2001*. In Maryland, academic progress is measured by the Maryland School Assessment (MSA), which is given to all students in Grades 3–8. The following chart provides information about the academic achievement of your school and the two potential schools designated as transfer options for your child.

SOUTH LAKE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	88.10	Met	Met	81.70	Met	Met	95.90
Asian	Met	75.00	na	Met	87.50	na		
Black or African American	Met	89.00	Met	Met	84.90	Met		
Hispanic of Any Race	Met	89.80	Met	Met	78.90	Met		
White	Met	86.70	na	Met	80.00	na		
Two or More Races	Met	91.70	na	Met	83.30	na		
FARMS	Met	86.30	Met	Met	79.70	Met		
Special Education	Met	81.30	na	Not Met	56.30	na		
Limited English Proficient	Met	87.20	Met	Met	72.30	Met		

'na' indicates too few students for AYP rules.

SUMMIT HALL ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	90.20	Met	Met	89.20	Met	Met	95.20
Asian	na	100.00	na	na	100.00	na		
Black or African American	Met	81.70	na	Met	83.30	na		
Hispanic of Any Race	Met	93.50	Met	Met	90.20	Met		
White	Met	87.50	na	Met	100.00	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	89.60	Met	Met	89.60	Met		
Special Education	Met	78.80	na	Met	72.70	na		
Limited English Proficient	Met	93.50	Met	Met	91.30	Met		

'na' indicates too few students for AYP rules.

WASHINGTON GROVE ELEMENTARY SCHOOL								
Subgroup	Reading			Mathematics			Attendance	
	Proficient Status	Proficient %	Participation Status	Proficient Status	Proficient %	Participation Status	Proficient Status	Attendance %
All Students	Met	96.50	Met	Met	92.30	Met	Met	95.90
Asian	Met	100.00	na	Met	100.00	na		
Black or African American	Met	100.00	na	Met	95.00	na		
Hispanic of Any Race	Met	93.50	Met	Met	89.60	Met		
Native Hawaiian or Other Pacific Islander	na	100.00	na	na	100.00	na		
White	Met	100.00	na	Met	87.50	na		
Two or More Races	Met	100.00	na	Met	100.00	na		
FARMS	Met	97.00	Met	Met	89.90	Met		
Special Education	Met	86.40	na	Met	81.80	na		
Limited English Proficient	Met	93.30	Met	Met	88.00	Met		

'na' indicates too few students for AYP rules.

This e-mail message has been approved for distribution by Mr. Larry A. Bowers, chief operating officer, and Dr. Frieda K. Lacey, deputy superintendent of schools. No hard copy will be provided.

**ACTION DUE: September 23, 2011 (Attachment B)
October 7, 2011 (Attachment E)**

Office of School Performance
Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

DRAFT

September 9, 2011

MEMORANDUM

To: All Title I Principals

From: Frank H. Stetson, Chief School Performance Officer
Carole C. Goodman, Associate Superintendent, Office of 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 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 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 to Mr. Jeffrey M. Martinez, director of Recruitment and Staffing, Office of Human Resources and Development (OHRD), and to Dr. Felicia E. Lanham Tarason, 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, 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 to discuss the steps needed if parents 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 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, OHRD. Mrs. Bercaw will provide the information on teacher qualifications and Mr. Duane A. Merson, staffing specialist, OHRD, will provide the information on paraeducator qualifications directly to the parent, 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. 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 **September 23, 2011**, 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 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 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 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, the NCLB mandates an annual validation to ensure that applicable “highly qualified” requirements were met. This “letter of assurance” form 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 **October 7, 2011**. Retain a copy at the school and send a copy to Mr. Martinez and Dr. Lanham Tarason.

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 Dr. Lanham Tarason.

Translations of notifications to parents also will be provided in Spanish. Please refer questions to Mr. Martinez at 301-279-3278 or Dr. Lanham Tarason at 301-230-0660.

FHS:CCG:cat

Attachments

Copy to:

Community Superintendents
Mrs. Bledsoe
Mrs. Bercaw
Mrs. Collins
Directors of School Performance
Mr. Martinez
Mr. Merson
Dr. Steinberg
Dr. Lanham Tarason
Dr. Mugge
Mr. Prouty

Approved:

Larry A. Bowers, Chief Operating Officer

Frieda K. Lacey, Deputy Superintendent of Schools

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.

(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

[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

**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 Dr. Felicia Lanham Tarason, 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: _____
Principal's Signature

Date: _____

School Name: _____

Title I “Non-Highly Qualified (HQ)” 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
 Metro Park North

Dr. Felicia Lanham Tarason, Director
 Division of Title I Programs
 Rocking Horse Road Center, Room 204

“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
 Metro Park North

Dr. Felicia Lanham Tarason, Director
 Division of Title I Programs
 Rocking Horse Road Center, Room 204

Right to Request Information

Our schools are fortunate to receive supplemental funding through Title I, a federal grant program for schools that serve 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 Act)*. The NCLB Act requires the 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 request 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 you will receive a written response from them within 30 business days.

Please contact the principal if you have any questions.

Nuestra escuelas es afortunada de recibir fondos suplementarios a traves del Titulo L un programa federal de donaciones para escuelas que sirven a las comunidades con estudiantes que tienen altas necesidades economicas. La legislacion federal que establece las regulaciones del Titulo I se conoce como *No Child Left Behind Act of 2001 (NCLB Act - Decreto Ningun Debe Quedar Atras del 2001)*. El NCLB Act requiere que Montgomery County Public Schools les informen a ustedes que tienen el derecho de solicitar informacion sobre las cualificaciones y certificaciones profesionales de los maestros de sus hijos, maestros substitutos, o paraeducadores (anteriormente llamados asistentes de instruccion).

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

- Titulo universitario y area de certificacion
- Estado de la certificacion del Estado de Maryland, incluyendo certificacion condicional.
- Cualificaciones de los paraeducadores o substitutos a largo plazo que pueden estar trabajando con su estudiante

Su solicitud sera enviada a la Office of Human Resources (Oficina de Recursos Humanos) y usted recibira una respuesta de ellos dentro de los proximos 30 dias de trabajo.

Por favor, contacte al director si tiene preguntas.

(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

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 review process.

Policy History: Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resolution 489-02, October 28, 2002, amended by Resolution 417-10, July 26, 2010.

2011-2012 _____ 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:	<u>School Staff</u>	<u>Parent</u>	<u>Student</u>
High quality curriculum and instruction	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VSC). We will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will support education and believe that my child can reach high goals. I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will do my best and work hard. I will:</p> <ul style="list-style-type: none"> • 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	<p>As a school, we will:</p> <ul style="list-style-type: none"> • hold at least one parent-teacher conference annually • assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend meetings about what my child is learning • ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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

	of upcoming events		
Accessibility	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • respect all students and adults
Opportunities to be involved/volunteer	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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 2011-2012

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

<u>Responsabilidades Compartidas para:</u>	<u>La Escuela</u>	<u>Los Padres</u>	<u>El Estudiante</u>
Curriculum e instrucción de alto nivel	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres, apoyaremos la enseñanza y creemos que nuestro estudiante puede alcanzar metas altas. Nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como estudiante, yo haré lo máximo y trabajaré fuertemente. Yo:</p> <ul style="list-style-type: none"> • 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	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres:</p> <ul style="list-style-type: none"> • asistiremos a reuniones acerca de lo que nuestro estudiante esta aprendiendo • haremos preguntas acerca de cómo ayudar a nuestro estudiante en la casa 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • 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 frecuentes	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres:</p> <ul style="list-style-type: none"> • 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 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>preocupación acerca del proceso de aprendizaje de nuestro estudiante</p> <ul style="list-style-type: none"> • avisaremos al maestro o a la escuela cuando no entendamos algo que llegue a nuestra casa 	<ul style="list-style-type: none"> • compartiré con mi familia todo el trabajo de la escuela y los volantes o noticias que reciba
Accesibilidad	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres:</p> <ul style="list-style-type: none"> • 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 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • ayudaré a otros estudiantes • respetaré a todos los estudiantes y adultos
Oportunidades de participación/voluntariado	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres:</p> <ul style="list-style-type: none"> • 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 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • 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.

2011-2012 _____ 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:	<u>School Staff</u>	<u>Parent</u>	<u>Student</u>
High quality curriculum and instruction	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VSC). We will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will support education and believe that my child can reach high goals. I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will do my best and work hard. I will:</p> <ul style="list-style-type: none"> • 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	<p>As a school, we will:</p> <ul style="list-style-type: none"> • hold at least one parent-teacher conference annually • assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend meetings about what my child is learning • ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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

	of upcoming events		
Accessibility	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • respect all students and adults
Opportunities to be involved/volunteer	<p>As a school, we will:</p> <ul style="list-style-type: none"> • 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 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • 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 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • 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 2011-2012

Elementary School - Padres

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Curriculum e instrucción de alto nivel	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Como padres, apoyaremos la enseñanza y creemos que nuestro estudiante puede alcanzar metas altas. Nosotros:</p> <ul style="list-style-type: none"> • 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 	<p>Como estudiante, yo haré lo máximo y trabajaré fuertemente. Yo:</p> <ul style="list-style-type: none"> • 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
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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 2011-2012 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: <ul style="list-style-type: none"> • Maryland School Assessment Program • Maryland and MCPS 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	

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

Elementary School 2011-2012 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 DFCP 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	

Division of Title I Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 12, 2011

Dear Administrator:

Your school was identified by the Maryland State Department of Education (MSDE) as a state-approved private school. As a result, your school receives the enclosed parent survey which is used to determine the eligibility of Montgomery County private school students for Title I services, as required by the *No Child Left Behind Act of 2001* (NCLB Act). Participation is optional. Please indicate your intention to seek Title I services by completing the enclosed *Title I Private School Interest Form*. I am requesting that you return it to the address below by **Friday, September 16, 2011**.

The NCLB Act requires that residency and poverty information be used to determine funding for Title I services for eligible students in the district. It is necessary to collect this information for all students prekindergarten to Grade 5. Prekindergarten students are those who will turn age four by September 1, 2011. This information will determine the amount of funding that will be allocated for services to both public and private schools. The data will be collected every year.

Please duplicate and send the enclosed survey with a letter of explanation to all families. You will need to provide Montgomery County Public Schools (MCPS) with the address and family income for all of your students in prekindergarten to Grade 5 who complete the survey. Names of individuals are not required. All information provided to the MCPS will remain confidential. Since this data is used to generate federal funds, they are subject to audit and must be supported with documented records.

Families must submit information to schools no later than Monday, October 31, 2011. The *Income Eligibility Guidelines* and the *Classroom Teacher's Grade Level Summary* form should be used to compile the information collected. Please forward the information on the *Classroom Teacher's Grade Level Summary* form **no later than Friday, November 11, 2011** to:

Division of Title I Programs
Rocking Horse Road Center
Private School Services
4910 Macon Road, Room 204
Rockville, Maryland 20852

Private schools follow the same schedule as MCPS for submitting survey information. Information submitted to MCPS after the November 11, 2011 deadline cannot be accepted.

Please feel free to contact Ms. Joyce Colbert, supervisor, Division of Title I Programs, at 301-230-0660, if you have any questions or need additional information.

Sincerely,

Felicia Lanham Tarason, Ed.D.
Director

September 29, 2010

**MCPS DIVISION OF TITLE I PROGRAMS - PRIVATE SCHOOL
PARTNERS' MEETING**

Division of Title I Programs
Title I Private School Partners Meeting
Wednesday, September 29, 2010
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
Denise Ligon	St. Jude Catholic School
Tung Do	Data Systems Operator, Division of Title I Programs
Nichelle Owens-Jones	Instructional Specialist, Division of Title I Programs
Joyce Colbert	Supervisor, Division of Title I Programs
Ana Gudiel	Secretary, Division of Title I Programs
Jennifer Daniels	Director Government Relations, Archdiocese of Washington
Jan Guttman	Teacher, Division of Title I Programs
Lori Duke	Teacher, Division of Title I Programs

1. Introductions
2. Outcomes
 - a. Recaptured processes and activities from 2009-2010 school year
 - b. Heard administrative updates
 - c. Collaborated to create communication and scheduling structures
 - d. Viewed demonstration of the 2010-2010 assessment components
 - e. Discussed topics for family involvement activities for the upcoming year
 - f. Determine how we will involve families in the Title I Program
 - g. Identify next steps
 - h. Evaluated the effectiveness of the meeting
3. Recap of 2009-2010
 - a. ELO attendance by school
 - i. St. Catherine Laboure – 12
 - ii. St. Francis – 4
 - iii. St. Jude – 3
 - iv. St. Michael – 1
 - v. Torah School – 9
 - b. Served five schools (listed above)
 - c. Employed three MCPS teachers at 1.363 FTE
 - d. Held three family involvement events and one parent conference

4. Overview of 2010-2011
 - a. Continue to serve five schools (listed above)
 - b. Employ two MCPS teachers at 1.5 FTE
 - i. One teacher took another position during MCPS' hiring season, which is well before DTP knows its allocation from MSDE and the number of students generating funds.
 - ii. Leaves DTP with two MCPS teachers working with private school students; one teacher increased hours to full-time.
 - iii. Jan works with St. Catherine Laboure and St. Jude
 - iv. Lori works with the Torah School of Greater Washington, St. Michael, and St. Francis
 - c. Planning to hold four family involvement events and one parent conference
5. 2009-2010 Feedback from Teachers (employed by private schools)
 - a. Teachers believe that extra support for improving reading/language arts and mathematics is the strongest feature of the Title I program
 - b. Teachers think that if Title I could offer just one subject area it should offer reading/language arts
 - c. In terms of communication teachers interacted with Title I teachers primarily through one-on-one meetings about students.
 - d. Overall, teachers made favorable comments about Title I teachers; see PowerPoint slide
 - e. Group discussed including a data sheet for teachers and parents after each assessment period
6. 2009-2010 Feedback from Administrators
 - a. Three of the five administrators completed the feedback survey
 - b. When asked what was the strongest feature of the Title I Program responses were favorable
 - c. When asked about communication with Title I teachers and Title I staff, respondents thought that they were informed throughout the year.
 - d. Administrators also gave feedback on performance of teachers, parent involvement efforts, assessment, and identification of students
7. Group decided that it would meet within 4-6 weeks.
 - a. The following are proposed dates for Title I Partner meetings; these dates will remain tentative until the DTP meets with the Torah School
 - i. Wednesday, November 10
 - ii. Wednesday, December 7
 - iii. Wednesday, February 9
 - iv. Wednesday, March 30
 - v. Wednesday, May 4
 - b. Final consultation for the year will take place when Nichelle visits individual schools for end of year review and discussion

8. Mathematics Assessment

- a. Same as last year
- b. Student need is not as strong in math. Generally, teachers make fewer math referrals than reading.
- c. Covers the following topics:
 - i. Computation and number relationships
 1. Addition, subtraction, multiplication, and division
 2. Whole numbers
 3. Greater than and less than
 4. Fact families
 5. Place value
 - ii. Measurement
 1. Time
 2. Money
 - iii. Statistics
 1. Graphing
 2. Charts
 - iv. Geometry
 1. Symmetry
 - v. Problem solving

9. Reading Assessment

- a. Reading 3D - new this year; uses Palm technology and DIBELS
- b. Teachers have started assessments; DTP asks schools for some flexibility and patience as teachers learn new technology and processes
- 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 – calculates amount of time taken to identify/produce the correct sound
 - ii. Letter naming fluency – calculates students ability to name as many letter names as he/she can
 - iii. Phoneme segmentation fluency – assesses student's ability to segment 3 and 4 phoneme words into their individual phonemes fluently
 - iv. Nonsense word fluency – tests a student's ability to blend letters into words in which letters represent their most common sounds.
 - v. Oral reading fluency – test of accuracy and fluency with connected text
 - vi. Word use fluency – tests student's ability to use a word properly
 - vii. Text reading and comprehension – using leveled text

10. 2010 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 (6)
 - ii. Learning more easily because there are fewer students in the class (5)
 - iii. Participating in a variety of activities (6)
 - 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 (5)
 - ii. Telephone conversations (2)
 - iii. Progress reports (1)
 - iv. Parent-teacher meeting (2)
 - v. Other written communication (notes, letters, comments on student work) (2)

11. Family Involvement

- a. Group agreed to hold two Title I information meetings at different locations and days of the week. This meeting will merge with the toolbox meeting.
 - i. Tuesday, October 26th at St. Francis International School
 - ii. Wednesday, November 3rd at St. Catherine Laboure School
- b. Group tentatively scheduled parent meeting dates
 - i. January 12th
 - ii. February 23rd
 - iii. March 30th
- c. Team made suggestions parent involvement meeting topics for this year
 - i. Writing strategies
 - ii. Technology access to free info in mathematics and reading
 - iii. Games and computer night
 - iv. Visit to public library
 - v. Homework
 - 1. How to assist child with homework (without doing the homework for them)
 - 2. Managing homework
 - 3. Homework takes precedence over sports and other extracurricular activities
 - 4. Striking a balance between homework and other activities
 - 5. Brain based learning – what parents can do to boost the brain
 - 6. Family field trips – helping children build background knowledge
 - vi. During conferences consider making games available for families to check out
- d. Administrative Updates
 - i. Compliant Policy
 - 1. We distributed MCPS' policy explaining how anyone can file a complaint
 - a. Policy KLA-RA, ABA

- 2. 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
- ii. Poverty survey information
 - 1. Reminded partners that DTP sent information to all private schools in Montgomery county
 - 2. Schools have until the end of September to express their intent to participate in Title I
 - 3. Schools that express interested in participating have until November 29th to submit their poverty data to DTP
 - 4. Archdiocese of Washington (ADW)
 - a. ADW is concerned about duplicating the data collection process and asked if DTP can send their schools’ survey data to back to the ADW
 - b. This process would only include K-5 students, which means the ADW would not get all of the data it intended to collect
- e. Meeting Time for Administrators and Teachers
 - i. Teachers and administrators/points-of contact discussed referrals, students, and assessments
- f. Evaluation

+	Δ
<ul style="list-style-type: none"> • Very informative • Visual presentation of surveys • Positive feedback from surveys • Planning dates as soon as possible as early as possible for parents and schools • Three school represented • Presenting all players involved • Adapting to needs by letting the meeting go a little longer 	<ul style="list-style-type: none"> • End on time • Absence of TSGW because DTP scheduled meeting without referring to their school calendar. • Include all parties on email list

Actions steps as a result of this meeting

Who?	What?	By when?
Nichelle	Meet with TSGW to share information from meeting and firm up proposed meeting dates	October 15
Nichelle	Hire interpreter and child care provider for October 26 and November 3 meetings	October 15
Teachers	Prepare for upcoming Title I information and toolkit meeting	October 26

**Montgomery County Public Schools
Division of Title I Programs
Private School Timeline
2011-2012**

Month	Task	Person Responsible	Completed
<i>April 2011</i>			
	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 Ms. Nichelle Owens-Jones	
<i>May 2011</i>			
	Conduct Spring Assessment – student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
	Discuss use of Title I, Part A funds for the 2011-2012 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 monthly administrators' meetings	Ms. Nichelle Owens-Jones	
	Conduct monthly consultation meeting with private school administrators	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	
<i>June 2011</i>			
	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	
<i>July 2011</i>			
	Obtain a list of private schools – church exempt and State approved (Check MSDE website) for Fiscal Year 2012	Mrs. Ana Gudiel Ms. Nichelle Owens-Jones	

Month	Task	Person Responsible	Completed
	Obtain income guidelines for Free and Reduced Lunch meals	Mrs. Ana Gudiel	
	Prepare labels for all of the private schools serving grades preK through 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	
<i>August 2011</i>			
	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 Ms. Nichelle Owens-Jones	
	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	
<i>September 2011</i>			
	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 Ms. Nichelle Owens-Jones	
	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	
	Update and maintain the Private Schools documentation notebook	Mrs. Ana Gudiel	

Month	Task	Person Responsible	Completed
		Ms. Nichelle Owens-Jones	
	Review all private school requirements and plan administrators' meeting	Ms. Nichelle Owens-Jones	
	Hold monthly consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
October 2011			
	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 Ms. Nichelle Owens-Jones	
	Review all private school requirements and plan administrators' meeting	Ms. Nichelle Owens-Jones	
	Hold monthly consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
November 2011			
	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 Ms. Nichelle Owens-Jones	
	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	
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Month	Task	Person Responsible	Completed
	Update and maintain the Private Schools documentation notebook	Mrs. Nichelle Owens-Jones Mrs. Ana Gudiel	
	Review all private school requirements and plan administrators' meeting	Mrs. Nichelle Owens-Jones	
	Hold monthly consultation meeting with private school administrators	Mrs. Nichelle Owens-Jones	
<i>December 2011</i>			
	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	
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	Review all private school requirements and plan administrators' meeting	Ms. Nichelle Owens-Jones	
	Hold monthly consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
<i>January 2012</i>			
	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	
	Conduct mid-year evaluation of the Title I program – parents and school staff	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	
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Month	Task	Person Responsible	Completed
<i>February 2012</i>			
	Share with the administrators the result of the mid-year Title I Program evaluation	Mrs. Nichelle Owens-Jones	
	Share information about the upcoming ELO SAIL summer program for administrator and parents	Mrs. Joyce Colbert Mrs. 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	
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	Review all private school requirements and plan monthly administrators' meeting	Ms. Nichelle Owens-Jones	
	Plan parent involvement trainings for session 3	Mrs. Lori Duke Mrs. Jan Guttman	
	Hold monthly consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
<i>March 2012</i>			
	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 monthly administrators' meeting	Ms. Nichelle Owens-Jones	
	Hold monthly consultation meeting with private school administrators	Ms. Nichelle Owens-Jones	
<i>April 2012</i>			
	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	

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	Conduct Spring Assessment – student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
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	Conduct mid-year winter assessments – student progress monitoring	Mrs. Lori Duke Mrs. Jan Guttman	
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<i>June 2012</i>			
	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	

AFFIRMATION OF CONSULTATION PARTICIPATING TITLE I PRIVATE SCHOOLS

I am an administrator of the St. Jude, a private school with qualified students living within attendance boundaries of Title I schools of Montgomery County Public Schools (MCPS). I hereby affirm that in a series of meetings, MCPS and St. Jude engaged in meaningful consultation about *Title I, Part A* of the *No Child Left Behind Act of 2001* (NCLB Act) for the 2011--2012 school year:

TOPICS DISCUSSED

How MCPS will determine the number of private school children who will receive services:

- Every year, parent income surveys will be mailed to all private schools in Montgomery County
- Schools will return income data and attendance area information by the deadline established by the Maryland State Department of Education, October 31, 2011
- The amount of services to be provided to the schools is based on the number of students from low-income families who live within the boundaries of MCPS Title I schools
- Services will be provided to students who demonstrate academic need and live within the boundaries of MCPS Title I schools
- Services may be provided to students who demonstrate high academic need and live within the boundaries of a Title I school in another Local School System (LSS) depending on the agreement between MCPS and the LSS in which the student resides

How MCPS will identify student academic need:

Selection of students will be based on multiple criteria:

- Classroom teacher recommendation with principal sign-off
- Report card data
- Agreed upon assessments to determine academic needs as defined in this document
- Review of assessment data and other criteria with a team comprised of principal, Title I teacher, and Division of Title I Programs instructional specialist

How and when MCPS will make decisions about the delivery of services:

- School administrators will be invited to attend regularly scheduled meetings (minimum of 5) to discuss the types and amount of services to their schools will be discussed

- Collaborative effort by MCPS and administrators of private schools to finalize decisions about Title I services for the next school year

How, where, and by whom MCPS will provide services, including whether a third party will provide them:

- Highly qualified MCPS teachers will provide services to identified students through direct instruction, individually or in small groups
- Services will be provided at the private school site
- Schedules will be developed with the individual schools to determine the amount of time for services at the schools based on the process described in this document
- The use of third-party providers to deliver services was discussed by MCPS and private schools and both parties agreed by consensus not to pursue this option at this time

How MCPS will academically assess the services, and how MCPS will use the results of that assessment to improve Title I services:

- Assessments for Reading/Language Arts
Grades K-2

Foundational Skills

mClass Wireless Generation

- *Initial Sound Fluency
- *Letter Name Fluency
- *Phoneme Sound Fluency
- *Nonsense Word Fluency
- *Oral Reading Fluency
- *Text Reading Comprehension

Grades K-5

Reading Skills

- *Oral Reading Fluency
- *Word Use Fluency
- *Text Reading Comprehension

Math, Measurement, Problem Solving (*After School Math Achievers*)

- Assessments for Mathematics
Grades K Math Achievers
 - *Number Sense—to demonstrate an understanding of general number knowledge
 - *Basic Operations—understanding of mathematical operations-addition, subtraction, multiplication, and division
- Grades 1-5 Mathematics Pre/Post Assessments
 - *Number Sense
 - *Basic Operations
- Frequency of Assessments
Reading: three times per year (fall, winter, and spring)
Mathematics: two times per year (fall and spring)
- Maintain portfolio for each identified student and collect work samples to show progress over time
- Data reviewed with Title I teachers and classroom teachers at regularly scheduled meetings
- Work with classroom teachers to align Title I support with classroom instruction at regularly scheduled meetings

The size and scope of the services that MCPS will provide, and the proportion of funds that MCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility;
- Assessments will be used to determine the academic need of recommended students who meet residency requirements
- The MCPS teacher(s) will provide instruction to the identified Title I students as individuals or in small groups
- Students who receive Title I services will be eligible to attend an Extended Learning Opportunities Program Summer Adventures in Learning (ELO-SAIL) in July of 2011

What instructional materials will MCPS utilize:

- Reading—Grades K-3: Phonemic Awareness/Phonics (*Phonics/Word Study*)
- Reading—Grades 1-2: Vocabulary /Fluency (*Early Success*)
- Reading—Grades 3-5: Comprehension (*Soar To Success*)
- Mathematics—Grades K-5: Number Sense, Basic Operations, Algebra, Geometry, Mental

The services MCPS will give teachers of participating students:

- Title I teachers will share instructional strategies with the private school classroom teachers

The services MCPS will give families of participating students:

- Regular parent meetings including Title I information and strategies on how to help their children at home with general study habits in reading/language arts and mathematics
- Regular parent meetings will begin with the parents currently identified Title I students

COOPERATION BY SCHOOL

By choosing to participate in *Title I, Part A* of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the MCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Mary Ellen Jordan

Signature of Authorized Private School Official

MARY ELLEN JORDAN

Name of Private School Official

6/8/11

Date

St. Jude

Name of School

301.946-7888

Telephone Number

AFFIRMATION OF CONSULTATION PARTICIPATING TITLE I PRIVATE SCHOOLS

I am an administrator of the St. Francis International School, a private school with qualified students living within attendance boundaries of Title I schools of Montgomery County Public Schools (MCPS). I hereby affirm that in a series of meetings, MCPS and St. Francis International School engaged in meaningful consultation about *Title I, Part A* of the *No Child Left Behind Act of 2001* (NCLB Act) for the 2011--2012 school year:

TOPICS DISCUSSED

How MCPS will determine the number of private school children who will receive services:

- Every year, parent income surveys will be mailed to all private schools in Montgomery County
- Schools will return income data and attendance area information by the deadline established by the Maryland State Department of Education, October 31, 2011
- The amount of services to be provided to the schools is based on the number of students from low-income families who live within the boundaries of MCPS Title I schools
- Services will be provided to students who demonstrate academic need and live within the boundaries of MCPS Title I schools
- Services may be provided to students who demonstrate high academic need and live within the boundaries of a Title I school in another Local School System (LSS) depending on the agreement between MCPS and the LSS in which the student resides

How MCPS will identify student academic need:

Selection of students will be based on multiple criteria:

- Classroom teacher recommendation with principal sign-off
- Report card data
- Agreed upon assessments to determine academic needs as defined in this document
- Review of assessment data and other criteria with a team comprised of principal, Title I teacher, and Division of Title I Programs instructional specialist

How and when MCPS will make decisions about the delivery of services:

- School administrators will be invited to attend regularly scheduled meetings (minimum of 5) to discuss the types and amount of services to their schools will be discussed

- Collaborative effort by MCPS and administrators of private schools to finalize decisions about Title I services for the next school year

How, where, and by whom MCPS will provide services, including whether a third party will provide them:

- Highly qualified MCPS teachers will provide services to identified students through direct instruction, individually or in small groups
- Services will be provided at the private school site
- Schedules will be developed with the individual schools to determine the amount of time for services at the schools based on the process described in this document
- The use of third-party providers to deliver services was discussed by MCPS and private schools and both parties agreed by consensus not to pursue this option at this time

How MCPS will academically assess the services, and how MCPS will use the results of that assessment to improve Title I services:

- Assessments for Reading/Language Arts
Grades K-2

Foundational Skills

mClass Wireless Generation

- *Initial Sound Fluency
- *Letter Name Fluency
- *Phoneme Sound Fluency
- *Nonsense Word Fluency
- *Oral Reading Fluency
- *Text Reading Comprehension

Grades K-5

Reading Skills

- *Oral Reading Fluency
- *Word Use Fluency
- *Text Reading Comprehension

Math, Measurement, Problem Solving (*After School Math Achievers*)

- Assessments for Mathematics
Grades K Math Achievers
 - *Number Sense—to demonstrate an understanding of general number knowledge
 - *Basic Operations—understanding of mathematical operations-addition, subtraction, multiplication, and division
- Grades 1-5 Mathematics Pre/Post Assessments
 - *Number Sense
 - *Basic Operations
- Frequency of Assessments
Reading: three times per year (fall, winter, and spring)
Mathematics: two times per year (fall and spring)
- Maintain portfolio for each identified student and collect work samples to show progress over time
- Data reviewed with Title I teachers and classroom teachers at regularly scheduled meetings
- Work with classroom teachers to align Title I support with classroom instruction at regularly scheduled meetings

The size and scope of the services that MCPS will provide, and the proportion of funds that MCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility;
- Assessments will be used to determine the academic need of recommended students who meet residency requirements
- The MCPS teacher(s) will provide instruction to the identified Title I students as individuals or in small groups
- Students who receive Title I services will be eligible to attend an Extended Learning Opportunities Program Summer Adventures in Learning (ELO-SAIL) in July of 2011

What instructional materials will MCPS utilize:

- Reading—Grades K-3: Phonemic Awareness/Phonics (*Phonics/Word Study*)
- Reading—Grades 1-2: Vocabulary /Fluency (*Early Success*)
- Reading—Grades 3-5: Comprehension (*Soar To Success*)
- Mathematics—Grades K-5: Number Sense, Basic Operations, Algebra, Geometry, Mental

The services MCPS will give teachers of participating students:

- Title I teachers will share instructional strategies with the private school classroom teachers

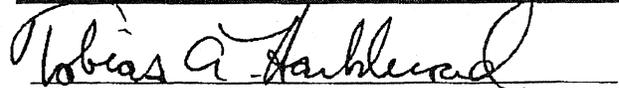
The services MCPS will give families of participating students:

- Regular parent meetings including Title I information and strategies on how to help their children at home with general study habits in reading/language arts and mathematics
- Regular parent meetings will begin with the parents currently identified Title I students

COOPERATION BY SCHOOL

By choosing to participate in *Title I, Part A* of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the MCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL


Signature of Authorized Private School Official

Tobias A. Harkleroad, Principal
Name of Private School Official

6/15/11
Date

St. Francis International
Name of School

(301) 434-2344
Telephone Number

AFFIRMATION OF CONSULTATION PARTICIPATING TITLE I PRIVATE SCHOOLS

I am an administrator of the St. Michael the Archangel School, a private school with qualified students living within attendance boundaries of Title I schools of Montgomery County Public Schools (MCPS). I hereby affirm that in a series of meetings, MCPS and St. Michael the Archangel School engaged in meaningful consultation about *Title I, Part A* of the *No Child Left Behind Act of 2001* (NCLB Act) for the 2011--2012 school year:

TOPICS DISCUSSED

How MCPS will determine the number of private school children who will receive services:

- Every year, parent income surveys will be mailed to all private schools in Montgomery County
- Schools will return income data and attendance area information by the deadline established by the Maryland State Department of Education, October 31, 2011
- The amount of services to be provided to the schools is based on the number of students from low-income families who live within the boundaries of MCPS Title I schools
- Services will be provided to students who demonstrate academic need and live within the boundaries of MCPS Title I schools
- Services may be provided to students who demonstrate high academic need and live within the boundaries of a Title I school in another Local School System (LSS) depending on the agreement between MCPS and the LSS in which the student resides

How MCPS will identify student academic need:

Selection of students will be based on multiple criteria:

- Classroom teacher recommendation with principal sign-off
- Report card data
- Agreed upon assessments to determine academic needs as defined in this document
- Review of assessment data and other criteria with a team comprised of principal, Title I teacher, and Division of Title I Programs instructional specialist

How and when MCPS will make decisions about the delivery of services:

- School administrators will be invited to attend regularly scheduled meetings (minimum of 5) to discuss the types and amount of services to their schools will be discussed

- Collaborative effort by MCPS and administrators of private schools to finalize decisions about Title I services for the next school year

How, where, and by whom MCPS will provide services, including whether a third party will provide them:

- Highly qualified MCPS teachers will provide services to identified students through direct instruction, individually or in small groups
- Services will be provided at the private school site
- Schedules will be developed with the individual schools to determine the amount of time for services at the schools based on the process described in this document
- The use of third-party providers to deliver services was discussed by MCPS and private schools and both parties agreed by consensus not to pursue this option at this time

How MCPS will academically assess the services, and how MCPS will use the results of that assessment to improve Title I services:

- Assessments for Reading/Language Arts
Grades K-2
Foundational Skills
mClass Wireless Generation
 - *Initial Sound Fluency
 - *Letter Name Fluency
 - *Phoneme Sound Fluency
 - *Nonsense Word Fluency
 - *Oral Reading Fluency
 - *Text Reading Comprehension

Grades K-5

Reading Skills

- *Oral Reading Fluency
- *Word Use Fluency
- *Text Reading Comprehension

Math, Measurement, Problem Solving (*After School Math Achievers*)

- Assessments for Mathematics
Grades K Math Achievers
 - *Number Sense—to demonstrate an understanding of general number knowledge
 - *Basic Operations—understanding of mathematical operations-addition, subtraction, multiplication, and division
- Grades 1-5 Mathematics Pre/Post Assessments
 - *Number Sense
 - *Basic Operations
- Frequency of Assessments
Reading: three times per year (fall, winter, and spring)
Mathematics: two times per year (fall and spring)
- Maintain portfolio for each identified student and collect work samples to show progress over time
- Data reviewed with Title I teachers and classroom teachers at regularly scheduled meetings
- Work with classroom teachers to align Title I support with classroom instruction at regularly scheduled meetings

The size and scope of the services that MCPS will provide, and the proportion of funds that MCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility;
- Assessments will be used to determine the academic need of recommended students who meet residency requirements
- The MCPS teacher(s) will provide instruction to the identified Title I students as individuals or in small groups
- Students who receive Title I services will be eligible to attend an Extended Learning Opportunities Program Summer Adventures in Learning (ELO-SAIL) in July of 2011

What instructional materials will MCPS utilize:

- Reading—Grades K-3: Phonemic Awareness/Phonics (*Phonics/Word Study*)
- Reading—Grades 1-2: Vocabulary /Fluency (*Early Success*)
- Reading—Grades 3-5: Comprehension (*Soar To Success*)
- Mathematics—Grades K-5: Number Sense, Basic Operations, Algebra, Geometry, Mental

The services MCPS will give teachers of participating students:

- Title I teachers will share instructional strategies with the private school classroom teachers

The services MCPS will give families of participating students:

- Regular parent meetings including Title I information and strategies on how to help their children at home with general study habits in reading/language arts and mathematics
- Regular parent meetings will begin with the parents currently identified Title I students

COOPERATION BY SCHOOL

By choosing to participate in *Title I, Part A* of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the MCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Francis A. Scary
Signature of Authorized Private School Official

St. Michael's the Archangel
Name of Private School Official

6-9-11
Date

Francis A. Scary
Name of School

301-585-6873
Telephone Number

AFFIRMATION OF CONSULTATION PARTICIPATING TITLE I PRIVATE SCHOOLS

I am an administrator of The Torah School of Greater Washington, a private school with qualified students living within attendance boundaries of Title I schools of Montgomery County Public Schools (MCPS). I hereby affirm that in a series of meetings, MCPS and The Torah School of Greater Washington engaged in meaningful consultation about *Title I, Part A* of the *No Child Left Behind Act of 2001* (NCLB Act) for the 2011--2012 school year:

TOPICS DISCUSSED

How MCPS will determine the number of private school children who will receive services:

- Every year, parent income surveys will be mailed to all private schools in Montgomery County
- Schools will return income data and attendance area information by the deadline established by the Maryland State Department of Education, October 31, 2011
- The amount of services to be provided to the schools is based on the number of students from low-income families who live within the boundaries of MCPS Title I schools
- Services will be provided to students who demonstrate academic need and live within the boundaries of MCPS Title I schools
- Services may be provided to students who demonstrate high academic need and live within the boundaries of a Title I school in another Local School System (LSS) depending on the agreement between MCPS and the LSS in which the student resides

How MCPS will identify student academic need:

Selection of students will be based on multiple criteria:

- Classroom teacher recommendation with principal sign-off
- Report card data
- Agreed upon assessments to determine academic needs as defined in this document
- Review of assessment data and other criteria with a team comprised of principal, Title I teacher, and Division of Title I Programs instructional specialist

How and when MCPS will make decisions about the delivery of services:

- School administrators will be invited to attend regularly scheduled meetings (minimum of 5) to discuss the types and amount of services to their schools will be discussed

- Collaborative effort by MCPS and administrators of private schools to finalize decisions about Title I services for the next school year

How, where, and by whom MCPS will provide services, including whether a third party will provide them:

- Highly qualified MCPS teachers will provide services to identified students through direct instruction, individually or in small groups
- Services will be provided at the private school site
- Schedules will be developed with the individual schools to determine the amount of time for services at the schools based on the process described in this document
- The use of third-party providers to deliver services was discussed by MCPS and private schools and both parties agreed by consensus not to pursue this option at this time

How MCPS will academically assess the services, and how MCPS will use the results of that assessment to improve Title I services:

- Assessments for Reading/Language Arts
Grades K-2
Foundational Skills
mClass Wireless Generation
 - *Initial Sound Fluency
 - *Letter Name Fluency
 - *Phoneme Sound Fluency
 - *Nonsense Word Fluency
 - *Oral Reading Fluency
 - *Text Reading Comprehension

Grades K-5

Reading Skills

- *Oral Reading Fluency
- *Word Use Fluency
- *Text Reading Comprehension

- Assessments for Mathematics
Grades K Math Achievers
*Number Sense—to demonstrate an understanding of general number knowledge
*Basic Operations—understanding of mathematical operations-addition, subtraction, multiplication, and division
Grades 1-5 Mathletics Pre/Post Assessments
*Number Sense
*Basic Operations
- Frequency of Assessments
Reading: three times per year (fall, winter, and spring)
Mathematics: two times per year (fall and spring)
- Maintain portfolio for each identified student and collect work samples to show progress over time
- Data reviewed with Title I teachers and classroom teachers at regularly scheduled meetings
- Work with classroom teachers to align Title I support with classroom instruction at regularly scheduled meetings

The size and scope of the services that MCPS will provide, and the proportion of funds that MCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility;
- Assessments will be used to determine the academic need of recommended students who meet residency requirements
- The MCPS teacher(s) will provide instruction to the identified Title I students as individuals or in small groups
- Students who receive Title I services will be eligible to attend an Extended Learning Opportunities Program Summer Adventures in Learning (ELO-SAIL) in July of 2011

What instructional materials will MCPS utilize:

- Reading—Grades K-3: Phonemic Awareness/Phonics (*Phonics/Word Study*)
- Reading—Grades 1-2: Vocabulary /Fluency (*Early Success*)
- Reading—Grades 3-5: Comprehension (*Soar To Success*)

- Mathematics—Grades K-5: Number Sense, Basic Operations, Algebra, Geometry, Mental Math, Measurement, Problem Solving (*After School Math Achievers*)

The services MCPS will give teachers of participating students:

- Title I teachers will share instructional strategies with the private school classroom teachers

The services MCPS will give families of participating students:

- Regular parent meetings including Title I information and strategies on how to help their children at home with general study habits in reading/language arts and mathematics
- Regular parent meetings will begin with the parents currently identified Title I students

COOPERATION BY SCHOOL

By choosing to participate in *Title I, Part A* of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the MCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL



Signature of Authorized Private School Official

Rabbi Yitzchak Charner

Name of Private School Official

June 13, 2011

Date

Torah School of Greater Wash.

Name of School

301-962-8003

Telephone Number

AFFIRMATION OF CONSULTATION PARTICIPATING TITLE I PRIVATE SCHOOLS

I am an administrator of the St. Catherine Laboure School, a private school with qualified students living within attendance boundaries of Title I schools of Montgomery County Public Schools (MCPS). I hereby affirm that in a series of meetings, MCPS and St. Catherine Laboure School engaged in meaningful consultation about *Title I, Part A* of the *No Child Left Behind Act of 2001* (NCLB Act) for the 2011--2012 school year:

TOPICS DISCUSSED

How MCPS will determine the number of private school children who will receive services:

- Every year, parent income surveys will be mailed to all private schools in Montgomery County
- Schools will return income data and attendance area information by the deadline established by the Maryland State Department of Education, October 31, 2011
- The amount of services to be provided to the schools is based on the number of students from low-income families who live within the boundaries of MCPS Title I schools
- Services will be provided to students who demonstrate academic need and live within the boundaries of MCPS Title I schools
- Services may be provided to students who demonstrate high academic need and live within the boundaries of a Title I school in another Local School System (LSS) depending on the agreement between MCPS and the LSS in which the student resides

How MCPS will identify student academic need:

Selection of students will be based on multiple criteria:

- Classroom teacher recommendation with principal sign-off
- Report card data
- Agreed upon assessments to determine academic needs as defined in this document
- Review of assessment data and other criteria with a team comprised of principal, Title I teacher, and Division of Title I Programs instructional specialist

How and when MCPS will make decisions about the delivery of services:

- School administrators will be invited to attend regularly scheduled meetings (minimum of 5) to discuss the types and amount of services to their schools will be discussed

- Collaborative effort by MCPS and administrators of private schools to finalize decisions about Title I services for the next school year

How, where, and by whom MCPS will provide services, including whether a third party will provide them:

- Highly qualified MCPS teachers will provide services to identified students through direct instruction, individually or in small groups
- Services will be provided at the private school site
- Schedules will be developed with the individual schools to determine the amount of time for services at the schools based on the process described in this document
- The use of third-party providers to deliver services was discussed by MCPS and private schools and both parties agreed by consensus not to pursue this option at this time

How MCPS will academically assess the services, and how MCPS will use the results of that assessment to improve Title I services:

- Assessments for Reading/Language Arts
Grades K-2

Foundational Skills

mClass Wireless Generation

- *Initial Sound Fluency
- *Letter Name Fluency
- *Phoneme Sound Fluency
- *Nonsense Word Fluency
- *Oral Reading Fluency
- *Text Reading Comprehension

Grades K-5

Reading Skills

- *Oral Reading Fluency
- *Word Use Fluency
- *Text Reading Comprehension

Math, Measurement, Problem Solving (After School Math Achievers)

- Assessments for Mathematics
Grades K Math Achievers
 *Number Sense—to demonstrate an understanding of general number knowledge
 *Basic Operations—understanding of mathematical operations-addition, subtraction, multiplication, and division
 Grades 1-5 Mathletics Pre/Post Assessments
 *Number Sense
 *Basic Operations
- Frequency of Assessments
 Reading: three times per year (fall, winter, and spring)
 Mathematics: two times per year (fall and spring)
- Maintain portfolio for each identified student and collect work samples to show progress over time
- Data reviewed with Title I teachers and classroom teachers at regularly scheduled meetings
- Work with classroom teachers to align Title I support with classroom instruction at regularly scheduled meetings

The size and scope of the services that MCPS will provide, and the proportion of funds that MCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility;
- Assessments will be used to determine the academic need of recommended students who meet residency requirements
- The MCPS teacher(s) will provide instruction to the identified Title I students as individuals or in small groups
- Students who receive Title I services will be eligible to attend an Extended Learning Opportunities Program Summer Adventures in Learning (ELO-SAIL) in July of 2011

What instructional materials will MCPS utilize:

- Reading—Grades K-3: Phonemic Awareness/Phonics (*Phonics/Word Study*)
- Reading—Grades 1-2: Vocabulary /Fluency (*Early Success*)
- Reading—Grades 3-5: Comprehension (*Soar To Success*)
- Mathematics—Grades K-5: Number Sense, Basic Operations, Algebra, Geometry, Mental

The services MCPS will give teachers of participating students:

- Title I teachers will share instructional strategies with the private school classroom teachers

The services MCPS will give families of participating students:

- Regular parent meetings including Title I information and strategies on how to help their children at home with general study habits in reading/language arts and mathematics
- Regular parent meetings will begin with the parents currently identified Title I students

COOPERATION BY SCHOOL

By choosing to participate in *Title I, Part A* of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the MCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Beverly Consilvia
Signature of Authorized Private School Official

Beverly Consilvia
Name of Private School Official

6/7/11
Date

St. Catherine Labouré
Name of School

(301) 946-1717
Telephone Number

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 15th day of November, 2010, by and between Montgomery County Public Schools (MCPS) and Prince George's Public Schools (PGCPS), hereafter collectively referred to as the "Parties."

WHEREAS, the Parties enter into a MOU dated November 15, 2010, 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 November 15, 2010, and ending June 30, 2011.

NOW THEREFORE, the Parties hereby set forth this November 15, 2010, 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 the *No Child Left Behind Act of 2001*.

Term

The initial term of this Agreement will be for the 2010–2011 school year. Thereafter, the Agreement may be renewed annually, beginning July 1, 2011. 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 the following:

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 as follows:

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 December 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 April 1st, 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 authorized representatives of both Parties.

10. Governing Law

The Agreement is deemed to be made under, and shall be constructed in accordance with, the laws of the State of Maryland.

11. Counterparts

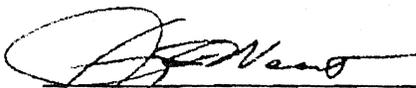
This Agreement may be executed in one or more counterparts; each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

12. Approvals

The individuals designated below, by signing this Agreement, so indicate that they possess the necessary authority to bind the parties to the obligations described herein.

**MONTGOMERY COUNTY
PUBLIC SCHOOLS**

**PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS**



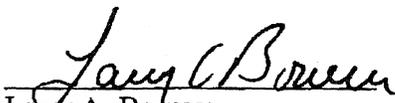
Jerry D. Weast, Ed.D.
Superintendent of Schools

Date 3/21/11



William R. Hite, Jr., Ed.D.
Superintendent of Schools

Date 4-11-11



Larry A. Bowers
Chief Operating Officer

Date 5/28/11



Matthew E. Stanski
Chief Financial Officer

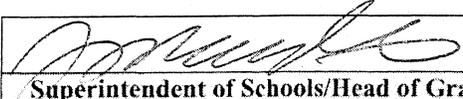
Date 4/11/11

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.

	7-20-2011
Superintendent of Schools/Head of Grantee Agency	Date

II. TABLES AND WORKSHEETS

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

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

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

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

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. 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;
X	B.	Use the same poverty data the LEA uses to count public school children;
	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.

- 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-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- 35% rule** -- all schools *at or above* 35% are eligible for services. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 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.

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, 2010 to complete this table along with the September 30, 2010 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

<u>44,231</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2010)	÷	<u>144,064</u> Total LEA Student Enrollment (September 30, 2010)	=	<u>30.70%</u> District-Wide Average (percentage) of Low-Income Children
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Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

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

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (_____)		÷		
Middle (_____)		÷		
High (_____)		÷		

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

<u>Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)</u>	÷	<u>Total Number Of Low-Income Public and Private Students</u> (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]

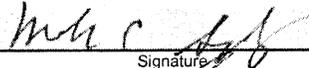
Table 7-6 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year</u>. LIST below any school(s) that the school system will grandfather for one additional year. Schools must be served in rank order.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A		

Table 7-7 TITLE I SKIPPED SCHOOLS		
<p>LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.</p>		
<p>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:</p> <ol style="list-style-type: none"> 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 :	N/A	Note: The completed Skipped School Allocation Worksheet must be submitted with the Attachment 7 submission.
<p>Source of Compensatory Funds: (Attach documentation in which Compensatory Funding Source was approved in the LEA.)</p>		

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

ORIGINAL GRANT BUDGET	\$20,441,435	AMENDED BUDGET #		REQUEST DATE	07/12/11
GRANT NAME	Title I - Grant to Local School System	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Montgomery County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	TO	6/30/2013

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21 General Support								
Prog. 22 Business Support	52,805.50	17,082.00						69,887.50
Prog. 23 Centralized Support								
202 Mid-Level Administration								
Prog. 15 Office of the Principal								
Prog. 16 Inst. Admin. & Supv.	1,150,483.00							1,150,483.00
203-205 Instruction Categories								
Prog. 01 Regular Prog.	12,640,904.61	37,278.00	386,231.20	16,371.00	71,235.00			13,152,019.81
Prog. 02 Special Prog.								
Prog. 03 Career & Tech Prog.								
Prog. 04 Gifted & Talented Prog.								
Prog. 07 Non Public Transfers								
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				213,083.70				213,083.70
210 Plant Operation								
Prog. 30 Warehousing & Distr.								
Prog. 31 Operating Services								
211 Plant Maintenance								
212 Fixed Charges				5,855,960.99				5,855,960.99
214 Community Services								
215 Capital Outlay								
Prog. 34 Land & Improvements								
Prog. 35 Buildings & Additions								
Prog. 36 Remodeling								
Total Expenditures By Object	13,844,193.11	54,360.00	386,231.20	6,085,415.69	71,235.00	0.00		20,441,435.00

Finance Official Approval	Dr. Marshall C. Spatz		7/14/11	301-279-3547
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Joshua Starr		7/20/11	301-279-3381
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Ms. Maria E. Lamb			410-767-0310
	Name	Signature	Date	Telephone #

Title I FY 12 Allocation Worksheet School Year 2011-2012

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 9/30/10)	Number of Low Income- Public School Children (as of 10/31/10)	FTE Low Income Public School Children (10/31/10)	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	304	Broad Acres	PreK-5	90.89%	615	559	524.50	10	8.5	\$1,755.61	\$920,817.45	\$14,922.69
2	SW	797	Harmony Hills	PreK-5	87.28%	566	494	471.00	5	4.2	\$1,755.61	\$826,892.31	\$7,373.56
3	SW	791	New Hampshire Estates	PreK-2	85.71%	420	360	349.00	4	3.7	\$1,755.61	\$612,707.89	\$6,495.76
4	SW	774	Highland	PreK-5	83.77%	462	387	364.00	6	5.2	\$1,755.61	\$639,042.04	\$9,129.17
5	SW	788	Wheaton Woods	PreK-5	79.87%	472	377	354.00	7	6.0	\$1,755.61	\$621,485.94	\$10,533.66
6	SW	563	Summit Hall	PreK-5	78.64%	529	416	395.00	0	0.0	\$1,755.61	\$693,465.95	\$0.00
7	SW	777	Weller Road	PreK-5	77.64%	577	448	425.00	2	2.0	\$1,755.61	\$746,134.25	\$3,511.22
8	SW	779	Sargent Shriver	PreK-5	76.31%	688	525	502.50	10	9.0	\$1,755.61	\$882,194.03	\$15,800.49
9	SW	553	Gaithersburg	PreK-5	75.63%	591	447	424.50	0	0.0	\$1,755.61	\$745,256.45	\$0.00
10	SW	805	Kemp Mill	PreK-5	74.85%	489	366	343.00	15	14.7	\$1,755.61	\$602,174.23	\$25,807.47
11	SW	564	South Lake	PreK-5	74.81%	659	493	473.50	0	0.0	\$1,755.61	\$831,281.34	\$0.00
12	SW	552	Washington Grove	PreK-5	74.53%	369	275	256.00	0	0.0	\$1,755.61	\$449,436.16	\$0.00
13	SW	790	Arcola	PreK-5	72.36%	615	445	445.00	7	6.5	\$1,755.61	\$781,246.45	\$11,411.47
14	SW	786	Georgian Forest	PreK-5	71.31%	502	358	335.00	1	0.7	\$1,755.61	\$588,129.35	\$1,228.93
15	SW	772	Viers Mill	PreK-5	70.69%	580	410	388.50	5	4.5	\$1,755.61	\$682,054.49	\$7,900.25
16	SW	307	Roscoe Nix	PreK-2	69.43%	494	343	320.00	7	6.5	\$1,755.61	\$561,795.20	\$11,411.47
17	SW	767	Glen Haven	PreK-5	68.74%	547	376	354.50	2	2.0	\$1,755.61	\$622,363.75	\$3,511.22
18	SW	766	Oak View	3-5	68.23%	299	204	204.00	1	0.7	\$1,755.61	\$358,144.44	\$1,228.93
19	SW	808	Cresthaven	3-5	67.26%	394	265	265.00	5	5.0	\$1,755.61	\$465,236.65	\$8,778.05
20	SW	305	Jackson Road	PreK-5	67.15%	615	413	390.00	6	6.0	\$1,755.61	\$684,687.90	\$10,533.66
21	SW	807	Brookhaven	PreK-5	66.42%	402	267	255.50	1	0.5	\$1,755.61	\$448,558.36	\$877.81
22	SW	559	Brown Station	PreK-5	66.09%	463	306	290.50	4	4.0	\$1,755.61	\$510,004.71	\$7,022.44
23	SW	100	Clopper Mill	PreK-5	65.63%	416	273	254.50	0	0.0	\$1,755.61	\$446,802.75	\$0.00
24	SW	309	Burnt Mills	PreK-5	63.90%	410	262	251.00	14	13.1	\$1,755.61	\$440,658.11	\$22,998.49
25	SW	206	Twinbrook	PreK-5	63.86%	559	357	339.50	5	4.5	\$1,755.61	\$596,029.60	\$7,900.25
							9426	8975.00	117	107.3		\$15,756,599.80	\$188,376.99

Table 7-9

Table 7-9

Table 4 A & B

Table 4 A & B

Title I FY 12 Allocation Worksheet School Year 2011-2012

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 9/30/10)	Number of Low Income- Public School Children (as of 10/31/10)	FTE Low Income Public School Children (10/31/10)	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)

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 ALLOCATION¹

Total Title I 2011-2012 Allocation		\$ 20,441,435.00 (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)
	1 District-wide Title I Instructional Program(s) Reservation 34CFR Sec. 200.64, <i>and</i> District-wide Professional Development (Not to include required PD for low performing schools) 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	\$2,241,794.31	<p>Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL)</p> <p>Substitutes:</p> <ul style="list-style-type: none"> • Teacher substitutes for staff that cannot teacher ELO SAIL for 19 days 23 schools x 6 substitutes x 4.5 hours x \$17.91 per hours = \$11,122.11 <p>Professional Part-time:</p> <ul style="list-style-type: none"> • Teacher cost for ELO SAIL 137 teachers x 19 days x 4.5 hours per day x \$48 per hour = \$562,248.00 • Teacher costs for mathematics and reading training for ELO SAIL 70 teachers x 1 day x 1 hours per day x \$48 per hour = \$3,360.00 • Teacher costs for ELO SAIL set-up and close-down 137 teachers x 1 day x 6 hours per day x \$48 per hour = \$39,456.00 <p>Supporting Services Part-time:</p> <ul style="list-style-type: none"> • Paraeducator costs for ELO SAIL 35 paraeducators x 19 days x 4 hours per day x \$28 per hour = \$74,480.00

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. Question 5, Pages 9-11.

				<ul style="list-style-type: none"> • Clerical costs for registering students for ELO SAIL 23 support staff x 40 hours x 15.70 per hour = \$14,444.00 • Clerical costs for registering students for 21st Century Extended Learning Opportunities Cultural Arts and Recreational program 6 support staff x 20 hours x 15.70 per hour = \$1,884.00 • Attendance secretary costs for ELO SAIL set-up 23 support staff x 1 day x 4 hours per day x \$28 per hour = \$2,576.00 • Attendance secretary costs for ELO SAIL 23 support staff x 19 days x 5 hours per day x \$28 per hour = \$61,180.00 • Cafeteria manager training costs for ELO SAIL 23 cafeteria managers x 1 days x 1 hour per day x \$28 per hour = \$644.00 • Cafeteria manager costs for ELO SAIL 23 cafeteria managers x 19 days x 4 hours per day x \$28 per hour = \$48,944.00 <p>Instructional Materials:</p> <ul style="list-style-type: none"> • School materials, building supplies, and incentives = \$26,696.24 <p>Transportation:</p> <ul style="list-style-type: none"> • Transportation costs for students to attend ELO SAIL = \$21,400.00 <p>Fixed Charges:</p> <ul style="list-style-type: none"> • Fixed charges for substitutes, supporting services and professional part-time salaries to support ELO SAIL = \$65,627.05 <p>Full-day Head Start—supplemental salary allocation to support 17 full-day classes</p> <p>Position Salary:</p> <ul style="list-style-type: none"> • 6.8 FTE Head Start teachers x \$74,750.25 yearly salary = \$508,301.70 • 8.925 FTE Head Start paraeducators x \$37,548.98 yearly salary = \$335,124.65 <p>Fixed Charges:</p> <ul style="list-style-type: none"> • Fixed charges for positions = \$387,976.12 <p>Reading Recovery Teacher Leader—Provide training and consultation for Reading Recovery teachers and program</p> <p>Position Salary:</p> <ul style="list-style-type: none"> • Reading recovery teacher .500 FTE x \$101,095 = \$50,547.50
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			<p>Professional Part-time</p> <ul style="list-style-type: none"> • Provide data documentation for reading recovery program 5 days x 8 hours per day x \$58.59 = \$2,343.60 <p>Fixed Charges</p> <ul style="list-style-type: none"> • Fixed charges for position and part-time salaries = \$23,439.34
2	<p>Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditure)</p>	<p>\$205,796.80</p>	<p>Position Salary</p> <ul style="list-style-type: none"> • <u>Board Acres Elementary School (ES)</u> Parent community coordinator (PCC) salary to support parent outreach 0.1233354 PCC x \$37,360 yearly salary = \$4,607.81 • <u>Harmony Hills ES</u> PCC salary to support parent outreach 0.1756096 PCC x \$33,808 yearly salary = \$5,937.01 • <u>Jackson Road ES</u> PCC salary to support parent outreach 0.125 PCC x \$26,045 yearly salary = \$3,255.63 • <u>Kemp Mill ES</u> PCC salary to support parent outreach 0.0763781 PCC x \$33,639 yearly salary = \$2,569.28 • <u>South Lake ES</u> Parent Resource Paraeducator to support parent outreach 0.1682159 Paraeducator x \$28,321.68 yearly salary = \$4,764.16 • <u>Sargent Shriver ES</u> PCC salary to support parent outreach 0.1143358 PCC x \$37,173.20 yearly salary = \$4,250.23 • <u>Twinbrook ES</u> Parent Resource Paraeducator to support parent outreach 0.02963511 Paraeducator x \$39,370.16 yearly salary = \$1,166.74 • <u>Viers Mill ES</u> PCC salary to support parent outreach 0.040 PCC x \$38,558.24 yearly salary = \$1,542.33 <p>Professional Part-Time</p> <ul style="list-style-type: none"> • <u>Arcola ES</u> Family mathematics night 15 teachers x 1 day x 3 hours x \$20 per hour = \$900.00 Family and community academic resource night 10 teachers x 1 day x 3 hours x \$20 per hour = \$600.00 Family reading night 15 teachers x 1 day x 3 hours x \$20 per hour = \$900.00

				<p>Maryland School Assessment (MSA) information meeting 10 teachers x 1 day x 2 hours x \$20 per hour = \$400.00</p> <p>Special education families meeting 5 teachers x 1 day x 2 hours x \$20 per hour = \$200.00</p> <ul style="list-style-type: none"> • <u>Brookhaven ES</u> Family learning nights 14 teachers x 4 days x 3 hours x \$20 per hour = \$3,360.00 Family reading celebration night 12 teachers x 1 day x 3 hours x \$20 per hour = \$720.00 Family English for Speakers of Other Languages(ESOL) night 6 teachers x 1 day x 2 hours x \$20 per hour = \$240.00 • <u>Brown Station ES</u> Family involvement committee meetings 6 teachers x 5 days x 1 hours x \$20 per hour = \$600.00 Grades k–2 literacy night 16 teachers x 1 day x 2 hours x \$20 per hour = \$640.00 Grades 3-5 literacy night 11 teachers x 1 day x 2 hours x \$20 per hour = \$440.00 Mathematics night 27 teachers x 1 day x 2 hours x \$20 per hour = \$1,080.00 MSA information meeting 10 teachers x 1 day x 2 hours x \$20 per hour = \$400.00 • <u>Burnt Mills ES</u> ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights 42 teachers x 1 day x 2 hours x \$20 per hour = \$1,680.00 • <u>Cresthaven ES</u> MSA family Saturday academy 11 teachers x 1 day, 3 hours x \$20 per hour = \$660.00 Third Grade orientation 5 teachers x 1 day x 2 hours x \$20 per hour = \$200.00 Family field trip to University of Maryland 2 teachers x 1 day x 4 hours x \$20 per hour = \$160.00 ESOL, family reading, mathematics, and science curriculum nights 11 teachers x 4 days x 2 hours x \$20 per hour = \$1,760.00
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				<ul style="list-style-type: none"> • <u>Clopper Mill ES</u> Reading curriculum night 10 teachers x 1 day x 3 hours x \$20 per hour = \$600.00 Mathematics curriculum night 10 teachers x 1 day x 3 hours x \$20 per hour = \$600.00 MSA and TerraNova, second edition (TN/2) parent information night 8 teachers x 1 day x 2 hours x \$20 per hour = \$320.00 Special education families meeting 6 teachers x 1 day x 2 hours x \$20 per hour = \$240.00 • <u>Gaithersburg ES</u> Family mathematics and reading learning nights 12 teachers x 6 days x 2 hours x \$20 per hour = \$2,880.00 • <u>Georgian Forest ES</u> Annual Title I information, ESOL family and special education families information, MSA, Positive Behavioral Intervention and Supports (PBIS), and State Academics Standards meetings 17 teachers x 1 day x 1 hour x \$20 per hour = \$340.00 MCPS curricula information meetings 30 teachers x 5 days x 1 hour x \$20 per hour = \$3,000.00 • <u>Harmony Hills ES</u> Family mathematics fitness, <i>Empty Bowl</i>- procedural reading and science nights 12 teachers x 1 day x 1.5 days x \$20 per hour = \$360.00 Leadership learning nights 6 teachers x 3 days x 1.5 hours x \$20 per hour = \$540.00 Saturday field trips 2 teachers x 2 days x 5 hours x \$20 per hour = \$400.00 • <u>Highland ES</u> <i>Dinner with Dads</i> reading night 10 teachers x 1 day x 3 hours x \$20 per hour = 600.00 State academic standards information meeting 5 teachers x 1 day x 2 hours x \$20 per hour = \$200.00 MSA information meeting 5 teachers x 1 day x 2 hours x \$20 per hour = \$200.00 • <u>Jackson Road ES</u> Academic fitness, mathematics and reading nights 30 teachers x 1 day x 1.5 hours x \$20 per hour = \$900.00 Family ESOL nights 10 teachers x 2 days x 1.5 hours x \$20 per hour = \$600.00
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				<ul style="list-style-type: none"> • <u>Kemp Mill ES</u> Family mathematics and reading nights 10 teachers x 2 days x 2 hours x \$20 per hour = \$800.00 Family ESOL night 5 teachers x 1 day x 2 hours x \$20 per hour = \$200.00 • <u>New Hampshire Estates ES</u> Grade level nights 18 teachers x 1 day x 2.5 hours x \$20 per hour = \$900.00 Family academic fitness night 7 teachers x 1 day x 2 hours x \$20 per hour = \$280.00 Family mathematics and reading nights 12 teachers x 2 days x 3 hours x \$20 per hour = \$1,440.00 • <u>Oak View ES</u> ESOL and special education families meeting 7 teachers x 1 day x 3 hours x \$20 per hour = \$420.00 • <u>Roscoe Nix ES</u> Cultural reading family learning and nights 20 teachers x 3 days x 2 hours x \$20 per hour = \$2,400.00 1 teacher x 8 days x 2 hours x \$20 per hour = \$320.00 <i>Parent Books and Breakfast Saturday</i> events 6 teachers x 2 days x 2 hours x \$20 per hour = \$480.00 • <u>Summit Hall ES</u> <i>Yoke Day</i>—green school activity—science activities for students and parents 8 teachers x 2 days x 3.5 hours x \$20 per hour = \$1,120.00 Montgomery County Public Schools (MCPS) curricula information meetings 20 teachers x 2 days x 3 hours x \$20 per hour = \$2,400.00 ESOL and special education families meeting 40 teachers x 1 day x 3 hours x \$20 per hour = \$2,400.00 • <u>South Lake ES</u> Quarterly parent curriculum planning meetings 3 teachers x 3 days x 3 hours x \$20 per hour = \$540.00 • <u>Sargent Shriver ES</u> Family learning nights 6 teachers x 7 days x 2 hours x \$20 per hour = \$1,680.00 Family reading night 6 teachers x 1 day x 2 hours x \$20 per hour = \$240.00 • <u>Twinbrook ES</u> Family curriculum nights
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				<p>19 teachers x 2 days x 2.5 hours x \$20 per hour = \$1,900.00 Family curriculum and special education planning night 23 teachers x 1 day x 1 hour x \$20 per hour = \$460.00 Family special education night 4 teachers x 1 day x 2.5 hours x \$20 per hour = \$200.00</p> <ul style="list-style-type: none"> • <u>Viers Mill ES</u> Family learning nights 16 teachers x 5 days x 2.5 hours x \$20 per hour = \$4,000.00 • <u>Washington Grove ES</u> Family learning nights 15 teachers x 2 days x 2 hours x \$20 per hour = \$1,200.00 <i>Come Read with Me</i> night 3 teachers x 4 days x 1.5 hours x \$20 per hour = \$360.00 • <u>Weller Road ES</u> Parent academy nights 2 teachers x 10 days x 2 hours x \$20 per hour = \$800.00 Family learning nights 14 teachers x 2 days x 2 hours x \$20 per hour = \$1,120.00 • <u>Wheaton Woods ES</u> Family learning nights 12 teachers x 6 days x 2 hours x \$20 per hour = \$2,880.00 Family learning field trips 5 teachers x 4 days x 4 hours x \$20 per hour = \$1,600.00 Parent conferences 10 teachers x 2 days x 1.5 hours x \$20 per hour = \$600.00 <p>Supporting Services Part-Time</p> <ul style="list-style-type: none"> • <u>Arcola ES</u> Family mathematics night 7 paraeducators x 1 day x 3 hours x \$15 per hour = \$315.00 Family community academic resource night 5 paraeducators x 1 day x 3 hours x \$15 per hour = \$225.00 Family reading night 7 paraeducators x 1 day x 3 hours x \$15 per hour = \$315.00 Interpreter for family reading night 2 paraeducators x 1 day x 3 hours x \$20 per hour = \$120.00 Interpreter for family mathematics night 2 paraeducators x 1 day x 3 hours x \$20 per hour = \$120.00 Interpreter for family community academic
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				<p>resource night 4 paraeducators x 1 day x 3 hours x \$20 per hour = \$240.00</p> <p>Interpreter for MSA information meeting 4 paraeducators x 1 day x 2 hours x \$20 per hour = \$160.00</p> <p>Interpreter for special education families meeting 3 paraeducators x 1 day x 2 hours x \$20 per hour = \$120.00</p> <ul style="list-style-type: none"> • <u>Brookhaven ES</u> Interpreter for family learning nights 1 paraeducator x 4 days x 3 hours x \$20 per hour = \$240.00 Interpreter for family reading celebration night 1 paraeducator x 1 day x 3 hours x \$20 per hour = \$60.00 • <u>Cresthaven ES</u> Interpreter for ESOL curriculum, family reading, mathematics, science and nights 1 paraeducator x 4 days x 2 hours x \$20 per hour = \$160.00 Interpreter for MSA family Saturday academy 1 paraeducator x 1 day x 3 hours x \$20 per hour = \$60.00 Interpreter for third grade orientation 1 paraeducator x 1 day x 2 hours x \$20 per hour = \$40.00 • <u>Gaithersburg ES</u> Interpreter for family reading and mathematics learning nights 6 paraeducators x 6 days x 2 hours x \$20 per hour = \$1,440.00 Interpreter for Back to School nights 6 paraeducators x 2 days x 2 hours x \$20 per hour = \$480.00 • <u>Georgian Forest ES</u> PBIS, annual Title I information, state academics standards, MSA, ESOL families and special education families information meetings 7 paraeducators x 1 day x 1 hour x \$15 per hour = \$105.00 Interpreter for Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings 6 paraeducators x 1 day x 1 hour x \$20 per hour = \$120.00 MCPS curricula information meetings 2 paraeducators x 5 days x 1 hour x \$15 per hour = \$150.00 Interpreter for MCPS curricula information meetings 1 paraeducator x 5 days x 1 hour x \$20 per hour = \$100.00 • <u>Highland ES</u> <i>Dinner with Dads</i> reading night
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				<p>5 paraeducators x 1 day x 3 hours x \$15 per hour = \$225.00</p> <p>Interpreter for <i>Dinner with Dads</i> reading night 1 paraeducator x 1 day x 3 hours x \$20 per hour = \$60.00</p> <ul style="list-style-type: none"> • <u>Jackson Road ES</u> Academic fitness, mathematics, and reading nights 3 paraeducators x 1 day x 1.5 hours x \$15 per hour = \$67.50 Interpreters for academic fitness, mathematics, and reading nights 3 paraeducators x 1 day x 1.5 hours x \$20 per hour = \$90.00 ESOL nights 1 paraeducator x 2 days x 1.5 hours x \$15 per hour = \$45.00 Interpreters for ESOL nights 1 paraeducator x 2 days x 1.5 hours x \$20 per hour = \$60.00 • <u>Kemp Mill ES</u> Interpreters for parent coffee nights 2 paraeducators x 4 days x 1 hour x \$20 per hour = \$160.00 • <u>New Hampshire Estates ES</u> Grade level night 7 paraeducators x 1 day x 2.5 hours x \$15 per hour = \$262.50 Interpreters for grade level night 3 paraeducators x 1 day x 2.5 hours x \$20 per hour = \$150.00 Family academic fitness night 2 paraeducators x 1 day x 2 hours x \$15 per hour = \$60.00 Interpreters for family academic fitness night 1 paraeducator x 1 day x 2 hours x \$20 per hour = \$40.00 Reading and mathematics nights 3 paraeducators x 2 days x 3 hours x \$15 per hour = \$270.00 Interpreters for mathematics and reading nights 3 paraeducators x 2 days x 3 hours x \$20 per hour = \$360.00 Translations services 1 paraeducator x 105 hours x \$20 per hour = \$2,100.00 • <u>Oak View ES</u> Mathematics and reading nights 10 paraeducators x 1 day x 3 hours x \$15 per hour = \$450.00 Interpreters for mathematics and reading nights 2 paraeducators x 1 day x 3 hours x \$20 per hour = \$120.00 Translations for family communication 1 paraeducator x 7 days x 6.5 hours x \$20 per hour = \$910.00 ESOL and special education families night
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				<p>4 paraeducators x 1 day x 3 hours x \$15 per hour = \$180.00 Interpreters for ESOL and special education families night 2 paraeducators x 1 day x 3 hours x \$20 per hour = \$120.00</p> <ul style="list-style-type: none"> • <u>Roscoe Nix ES</u> Child care for family learning nights 2 paraeducators x 3 days x 2 hours x \$10 per hour = \$120.00 Interpreters for family learning nights 2 paraeducators x 3 days x 2 hours x \$20 per hour = \$240.00 Interpreters for parent curriculum workshops 1 paraeducator x 8 days x 2 hours x \$20 per hour = \$320.00 Interpreter for <i>Parent Books and Breakfast Saturday</i> events 1 paraeducator x 2 days x 2 hours x \$20 per hour = \$80.00 • <u>Sargent Shriver ES</u> Interpreters for parent conferences 4 paraeducators x 2 days x 5 hours x \$20 per hour = \$800.00 Family learning nights 2 paraeducators x 7 days x 2 hours x \$15 per hour = \$420.00 Reading night 2 paraeducators x 1 day x 2 hours x \$15 per hour = \$60.00 • <u>South Lake ES</u> Child care for quarterly parent curriculum meetings 2 paraeducators x 3 days x 2.5 hours x \$10 per hour = \$150.00 Interpreters for quarterly parent curriculum meetings 2 paraeducators x 3 days x 2.5 hours x \$20 per hour = \$300.00 • <u>Summit Hall ES</u> <i>Yoke Day</i>—green school activity—science activities for students and parents 4 paraeducators x 2 days x 3.5 hours x \$15 per hour = \$420.00 Interpreters for MCPS curricula information meetings 4 paraeducators x 2 days x 3 hours x \$20 per hour = \$480.00 Interpreters for ESOL and special education families meeting 6 paraeducators x 1 day x 3 hours x \$20 per hour = \$360.00 • <u>Twinbrook ES</u> Curriculum nights 3 paraeducators x 2 days x 2.5 hours x \$15 per
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				<p>hour = \$225.00 Child care for curriculum nights 4 paraeducators x 2 days x 2.5 hours x \$10 per hour = \$200.00 Interpreter for curriculum nights 1 paraeducator x 2 days x 2.5 hours x \$20 per hour = \$100.00 Special education night 3 paraeducators x 1 day x 2.5 hours x \$15 per hour = \$112.50 Child care for special education night 2 paraeducators x 1 day x 2.5 hours x \$10 per hour = \$50.00 Interpreter for special education night 1 paraeducator x 1 day x 2.5 hours x \$20 per hour = \$50.00</p> <ul style="list-style-type: none"> • <u>Viers Mill ES</u> Interpreter for parent teacher conference 1 paraeducator x 1 day x 4 hours x \$20 per hour = \$80.00 • <u>Washington Grove ES</u> Family learning nights 6 paraeducators x 2 days x 2 hours x \$15 per hour = \$360.00 <i>Come Read with Me</i> nights 1 paraeducator x 4 days x 1.5 hours x \$15 per hour = \$90.00 • <u>Weller Road ES</u> Family mathematics and reading night 8 paraeducators x 1 day x 2 hours x \$15 per hour = \$240.00 Interpreters for family mathematics and reading night 8 paraeducators x 1 day x 2 hours x \$20 per hour = \$320.00 Family learning nights 4 paraeducators x 2 days x 2 hours x \$15 per hour = \$240.00 Interpreters for family learning nights 4 paraeducators x 2 days x 2 hours x \$20 per hour = \$320.00 • <u>Wheaton Woods ES</u> Family learning nights 2 paraeducators x 6 days x 2 hours x \$15 per hour = \$360.00 Interpreter for family learning nights 1 paraeducator x 6 days x 2 hours x \$20 per hour = \$240.00 <p>Instructional Materials</p> <ul style="list-style-type: none"> • <u>Arcola ES</u> Family and community academic resource, mathematics, MSA, reading, and special education families nights, and PCC parent coffee, = \$3,868.70
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				<p>Food for mathematics, MSA, reading, and special education families nights, and PCC parent coffee = \$1,350.95</p> <ul style="list-style-type: none"> • <u>Board Acres ES</u> Materials for family literacy nights, home school connection newsletter subscription, kindergarten orientation, parent monthly meetings, and parent involvement activities = \$3,309.38 Food for family literacy nights, kindergarten orientation, parent monthly meetings, and parent involvement activities = \$1,200.01 • <u>Brookhaven ES</u> Materials for family learning nights = \$168.30 Food for family learning nights = \$700.72 • <u>Brown Station ES</u> Materials for Grades k–5 literacy and mathematics nights = \$2,575.37 Food for family learning nights = \$673.00 • <u>Burnt Mills ES</u> Materials for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights = \$3,366.00 Food for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights = \$575.03 • <u>Clopper Mill ES</u> Materials for mathematics/reading curriculum, MSA, and TN/2 parent informational nights = \$1,914.79 Food for Materials for mathematics/reading curriculum, MSA, and TN/2 parent informational nights = \$820.10 • <u>Cresthaven ES</u> Materials for family curriculum nights, MSA family Saturday academy and third grade orientation = \$1,690.25 Food for family curriculum nights, MSA family Saturday academy and third grade orientation = \$607.00 • <u>Gaithersburg ES</u> Materials for family reading and mathematics learning nights = \$2,104.60 Food for reading and mathematics learning nights and principal coffee nights = \$1,450.19 • <u>Georgian Forest ES</u> Materials for annual Title I information, state academic standards, MSA, MCPS curricula, ESOL family, and special education families information meetings = \$2,174.00 Food for Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings = \$957.35 • <u>Glen Haven ES</u> Materials for books, educational games, family
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				<p>nights and parent meetings = \$5,582.50 Food for family nights and parent meetings = \$1,046.19</p> <ul style="list-style-type: none"> • <u>Harmony Hills ES</u> Food for Annual Title I information, ESOL family, MCPS curricula information, MSA, and state academic standards information meetings = \$280.00 • <u>Highland ES</u> Materials for <i>Dinner with Dads</i>, mathematics and reading nights, parent coffee, and parent literacy classes = \$5,208.72 Food for <i>Dinner with Dads</i>, mathematics and reading nights, parent coffee, and parent literacy classes = \$1,250.00 • <u>Jackson Road ES</u> Materials for academic fitness, ESOL, mathematics, reading and principal's coffee nights, and parent English classes = \$1,391.98 Food for academic fitness, ESOL, mathematics, reading and principal's coffee nights, and parent English classes = \$894.00 • <u>Kemp Mill ES</u> Materials for ESOL, mathematics and reading nights, parent English classes, and parent coffees = \$2,090.00 Food for ESOL, mathematics and reading nights, parent English classes, and parent coffees = \$771.04 • <u>New Hampshire Estates ES</u> Materials for family academic fitness, grade level, mathematics and reading nights and parent coffees = \$726.00 Food for family academic fitness, grade level, mathematics and reading nights and parent coffees \$945.07 • <u>Oak View ES</u> Materials for ESOL families, mathematics, reading and special education families nights, and parent coffees = \$1,492.20 Food for parent coffee nights = \$809.52 • <u>Roscoe Nix ES</u> Materials for family cultural reading and family learning nights, parent curriculum workshops, and Parent Books and Breakfast Saturday events = \$2,324.03 Food for family cultural reading and family learning nights, and Parent Books and Breakfast Saturday events = \$736.77 • <u>Sargent Shriver ES</u> Materials for family learning and reading nights = \$1,925.00 Food for family learning nights = \$800.00 • <u>Summit Hall ES</u> Materials for MCPS curricula information
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				<p>meetings = \$438.95</p> <ul style="list-style-type: none"> • <u>South Lake ES</u> Materials for quarterly parent curriculum meetings = \$1,732.49 Food for quarterly parent curriculum meetings = \$1,100.00 • <u>Twinbrook ES</u> Materials for curriculum and special education nights, and principal tea = \$1,320.00 Food for curriculum and special education nights, and principal tea = \$1,200.00 • <u>Viers Mill ES</u> Materials for family learning nights = \$1,199.07 Food for family learning nights = \$891.04 • <u>Washington Grove ES</u> Materials to support family learning nights, parent resource room, and student assignment books = \$2,142.28 Food for family learning nights = \$607.00 • <u>Weller Road ES</u> Materials for family learning nights and TN/2 information meeting = \$5,002.05 Food for mathematics, reading, parent academy, and family learning nights and kindergarten orientation, = \$1,460.00 • <u>Wheaton Woods ES</u> Materials for family learning nights = \$999.32 <p>Contractual Services</p> <ul style="list-style-type: none"> • <u>Clopper Mill ES</u> Non-MCPS employees for child care, interpretation and translation for family mathematics and reading nights = \$1,200.00 • <u>Gaithersburg ES</u> Non-MCPS employees for child care, interpretation and translation services for Back-to-School night = \$995.00 • <u>Glen Haven ES</u> Non-MCPS employees for child care, interpretation translation for family involvement workshops and Transform Your Family Through Achievement = \$1,500.00 • <u>Highland ES</u> Non-MCPS employees for child care, interpretation translation for parent mathematics workshops, parent literacy classes, and Parent Teacher Association (PTA) parent outreach = \$500.00 • <u>Viers Mill ES</u> Non-MCPS employees for child care, interpretation and translation for family learning nights = \$160.00 • <u>Washington Grove ES</u> Non-MCPS employees for parent newsletter translation = \$950.00
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			<p>Facilities</p> <ul style="list-style-type: none"> • <u>Cresthaven ES</u> MSA family Saturday academy = \$186.00 <p>Transportation</p> <ul style="list-style-type: none"> • <u>Board Acres ES</u> Back-to-School night and parent field trips = \$790.00 • <u>Cresthaven ES</u> Transportation for family field trip for third grade orientation and University of Maryland = \$310.00 • <u>Georgian Forest ES</u> MCPS curricula information meetings for families = \$430.00 • <u>Harmony Hills ES</u> Saturday field trips = \$448.00 • <u>Wheaton Woods ES</u> Family learning nights = \$983.50 <p>Fixed Charges</p> <ul style="list-style-type: none"> • Benefits for positions and part-time salaries = \$18,882.65
3	<p>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.</p>	<p>No Longer Applicable, due to NCLB Highly Qualified Deadline.</p>	
4	<p>TOTAL reservations requiring equitable services. Lines 1 & 2 (Present this number in Table 7-10 LINE 2.)</p>	<p>\$2,447,591.11</p>	

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.)	\$1,796,694.13	Administration 1.0 Director: \$139,495.00 1.0 Supervisor: \$129,104.00 5.0 Instructional Specialist: \$569,865.00 0.5 Budget Specialist: \$52,805.50 1.0 Accountant: \$78,551.00 1.0 Fiscal Assistant: \$56,982.00 1.0 Administrative Secretary: \$59,738.00 1.0 Secretary: \$51,156.00 0.5 Data Systems Operator: \$25,578.00 Professional part-time: \$40,014.00 Fixed Charges for positions and part-time salaries: \$538,307.39 Audit: \$17,082.00 Contractual Maintenance: \$3,500.00 Office Materials: \$16,831.24 Local Travel: \$10,000.00 Out-of-State Travel: \$4,250.00 Dues, Fees, and Registrations: \$1,685.00 Facilities: \$250.00 Equipment: \$1,500.00
	6	School Improvement Initiatives under NCLB (not less than 20%- of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6) of ESEA	\$156,000.00	Because only three schools (Kemp Mill, Sargent Shriver, and South Lake elementary schools) have been identified for Differentiated Accountability pathways, less than the full 20% has been reserved for the Federal Title I School Choice Option = \$156,000.00 . These funds will be used for transportation.
	7	Support to Low Performing Title I Schools Sec. 1116 (b) (4) A-C of ESEA Local discretion. This reference describes required technical assistance .	N/A	

8.	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.	\$26,801.88	National Center for Children and Families Contractual <ul style="list-style-type: none"> • Peer-To-Peer tutoring - \$5,973.00 Instructional Materials: \$27.00 MCPS Alternative Programs Supporting Services Part-Time <ul style="list-style-type: none"> • Support instruction in the alternative education program - \$19,261.00 Fixed Charges <ul style="list-style-type: none"> • Fixed charges for part-time salary - \$1,540.88
9.	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 (Homeless) Professional Part-Time <ul style="list-style-type: none"> • Tutoring services provided to homeless students living in shelters 1 tutor x 750 total hours x \$22 per hour = \$16,500.00 Instructional Materials - \$7,279.80 Transportation - \$14,900.20 Fixed Charges - \$1,320.00
10.	Professional Development for an LEA identified as a System in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii) of ESEA	N/A	
Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LEA must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation. 2. School level PD funds can be included when factoring the 10%.			
11.	Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4 of ESEA	N/A	
12.	Total Reservations Not requiring Equitable Services, lines 5-11(Use this number in Table 7-10 LINE 4.)	\$2,019,496.01	

	13. 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.)	\$2,670,392.99	Total Non-Equitable LINE 12 <u>\$2,019,496.01</u> Plus Equitable Reservations LINE 4 <u>\$2,447,591.11</u> Equals <u>\$4,467,087.12</u> Minus Administration – LINE 5 <u>\$1,796,694.13</u> Equal: <u>\$2,670,392.99</u>
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B. BUDGET INFORMATION

Table 7-9 COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.				
<u>District-wide Instructional Program(s) Reservation and District Professional Development</u>				
<u>117</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)	÷	<u>9543</u> Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)	=	<u>0.012</u> Proportion of reservation
<u>0.012</u> Proportion of reservation	x	<u>\$2,241,794.31</u> reservation (Use # from Table 7-8, Line 1)	=	<u>\$26,901.53</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>117</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)	÷	<u>9543</u> Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)	=	<u>0.012</u> Proportion of reservation
<u>0.012</u> Proportion of reservation	x	<u>\$205,796.80</u> reservation (Use # from Table 7-8, Line 2)	=	<u>\$2,469.56</u> 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	<u>\$29,371.09</u>

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)	-----	\$20,441,435.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	\$2,447,591.11
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	\$29,371.09
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	minus	\$2,019,496.01
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	\$15,944,976.79
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$188,376.99
7.	Total Nonpublic Cost equals line 6 plus line 3,	----	\$217,748.08

The Title I allocation worksheet must be submitted to MSDE as part of Attachment 7 in the LEA Master Plan Update.

The following documents can be found on the Title I web page. Please go to www.marylandpublicschools.org. Click on Programs>Title I.

- Attachment 7**
- Title I Excel Allocation Worksheet**
- Skipped Schools Excel Allocation Worksheet**
- Sample Excel Budget Worksheet**
- Title I, Part A Assurance Page**
- Final Carryover Report**
- Carryover Excel Worksheet**

C. CARRYOVER INFORMATION

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

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2010 - September 30, 2011). **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 2010-2011 allocation: **\$17,663,891.00**
2. The estimated amount of Title I funds the school system will carryover: **\$0.00**
3. Explain why this Carryover may occur.
4. The estimated percentage of carryover Title I funds as of September 30, 2011 _____ (THIS IS A PROJECTION.)
5. Within the past 3 years, has the system been granted a waiver? Yes _____ No 2011 Year
Title I ARRA

LEAs with more than 15% projected carryover should contact their MSDE point of contact for further instructions.

Note:

The Title I Final Carryover Report must be submitted in hard copy with original signature on the cover page to Maria E. Lamb, Director, Program Improvement and Family Support on or before November 22, 2011. *Also submit the report electronically to Maria E. Lamb via her Management Associate Sharon Williamson.* If applicable, the carryover budget, any amendments and revised narrative should be submitted with the Final Carryover Report.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2011-2012

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

LEA: _____

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

MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

**The following information will stay embedded in Part I of the Master Plan Update.
Be certain to complete all appropriate templates in Part I:**

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 2011-2012

2011 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 Opportunites Summer Adventures in Learning (ELO SAIL)—Teacher substitute cost	DIST	23 schools x 6 substitutes x 4.5 hours x \$17.91 per hours	\$ 11,122.11
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Substitutes	DIST	8% benefits	\$ 889.77
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO SAIL—Professional part-time salaries for summer school teachers	DIST	137 teachers x 19 days x 4.5 hours per day x \$48 per hour	\$ 562,248.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 44,979.84
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO SAIL—Professional part-time to set-up and close-down program	DIST	137 teachers x 1 day x 6 hours per day x \$48 per hour	\$ 39,456.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 3,156.48
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	ELO SAIL—Professional part-time training	DIST	70 teachers x 1 day x 1 hour per day x \$48 per hour	\$ 3,360.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 268.80
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time salaries for summer school paraeducators	DIST	35 paraeducators x 19 days x 4 hours per day x \$28 per hour	\$ 74,480.00

2011 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 5,958.40
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time clerical support	DIST	23 support staff x 19 days x 5 hours per day x \$28 per hour	\$ 61,180.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 4,894.40
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time clerical support to set-up	DIST	23 support staff x 1 day x 4 hours per day x \$28 per hour	\$ 2,576.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 206.08
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time to register students for summer program	DIST	23 support staff x 40 hours x \$15.70 per hour	\$ 14,444.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 1,155.52
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time to register students for 21st Century Extended Learning Opportunities Cultural Arts and Recreational Experiences summer program	DIST	6 support staff x 20 hours x \$15.70 per hour	\$ 1,884.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 150.72

2011 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 cafeteria manager salaries	DIST	23 cafeteria managers x 19 days x 4 hours per day x \$28 per hour	\$ 48,944.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 3,915.52
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Supporting services part-time	ELO SAIL—Supporting services part-time cafeteria manager training	DIST	23 cafeteria managers x 1 days x 1 hour per day x \$28 per hour	\$ 644.00
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 51.52
Table 7-8 District-wide (Line 1)	03 Supplies & Materials	Instructional materials	ELO SAIL school-based materials	DIST	Total expense	\$ 14,709.86
Table 7-8 District-wide (Line 1)	03 Supplies & Materials	Instructional materials	ELO SAIL—Bicycle incentives and building supplies for the summer program at the Title I schools	DIST	Total expense	\$ 11,986.38
Table 7-8 District-wide (Line 1)	209 Student Transportation	Transportation	ELO SAIL—Transportation cost for students	DIST	Total expense	\$ 21,400.00
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Salary	Supplemental salary allocation to support full-day Head Start	DIST	6.8 FTE Head Start teachers x \$74,750.25 yearly salary	\$ 508,301.70
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Salaries	DIST	46% benefits	\$ 233,818.78

2011 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	Salary	Supplemental salary allocation to support full-day Head Start	DIST	8.925 FTE Head Start paraeducators x \$37,548.98 yearly salary	\$ 335,124.65
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Salaries	DIST	46% benefits	\$ 154,157.34
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Salary	Reading Recovery Teacher Leader—Provide training and consultation for Reading Recovery teachers and program	DIST	.500 FTE x \$101,095	\$ 50,547.50
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Salary	DIST	46% benefits	\$ 23,251.85
Table 7-8 District-wide (Line 1)	03 Salaries & Wages	Professional part-time	Reading Recovery Teacher Leader—Provide data documentation for Reading Recovery program	DIST	5 days x 8 hours per day x \$58.59	\$ 2,343.60
Table 7-8 District-wide (Line 1)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 187.49
Table 7-8 Administration (Line 5)	01 Salaries & Wages	Salary	Management/Budget Specialist, Department of Management, Budget and Planning	DIST	.500 FTE x \$105,611	\$ 52,805.50
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Director, Division of Title I Programs (DTP)	DIST	1.0 FTE x \$139,495	\$ 139,495.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Supervisor, DTP	DIST	1.0 FTE x \$129,104	\$ 129,104.00

2011 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	Instructional Specialist, DTP	DIST	5.0 FTE x \$113,973	\$ 569,865.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Administrative Secretary, DTP	DIST	1.0 FTE x \$59,738	\$ 59,738.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Secretary to DTP Supervisor	DIST	1.0 FTE x \$51,156	\$ 51,156.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Data Systems Operator II, DTP	DIST	.5 FTE x \$51,156	\$ 25,578.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Fiscal Assistant II, DTP	DIST	1.0 FTE x \$56,982	\$ 56,982.00
Table 7-8 Administration (Line 5)	02 Salaries & Wages	Salary	Accountant, DTP	DIST	1.0 FTE x \$78,551	\$ 78,551.00
Table 7-8 Administration (Line 5)	212 Fixed Charges	Benefits	Salaries	DIST	46% benefits	\$ 535,106.27
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 \$54.00 per hour x 741 hours	\$ 40,014.00
Table 7-8 Administration (Line 5)	212 Fixed Charges	Benefits	Salaries	DIST	8% benefits	\$ 3,201.12

2011 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Table 7-8 Administration (Line 5)	03 Contract Services	Contractual maintenance	Office equipment service—1 fax machine and 2 copiers	DIST	Total expense	\$ 3,500.00
Table 7-8 Administration (Line 5)	01 Contract Services	Audit	General accounting audit	DIST	Total expense	\$ 17,082.00
Table 7-8 Administration (Line 5)	03 Supplies & Materials	Instructional materials	Office supplies, parent notification mailings	DIST	Total expense	\$ 16,831.24
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 Association Federal Administration Program National Title I Conference Annual Maryland State Department of Education Title Conference National Reading Recovery Conference Reading Recovery Teacher Leader Institute	DIST	2 staff x \$500 per person = \$1,000 1 staff x \$1,200 per person = \$1,200 2 staff x \$250 per person = \$500 1 person x \$900 per person = \$900 1 person x \$650 per person = \$650	\$ 4,250.00
Table 7-8 Administration (Line 5)	04 Other Charges	Dues, Fees, and Registration	National Title I Conference National Reading Recovery Conference Reading Recovery Teacher Leader Institute	DIST	1 staff x \$595 per person = \$595 1 person x \$565 per person = \$565 1 person x \$525 per person = \$525	\$ 1,685.00
Table 7-8 Administration (Line 5)	04 Other Charges	Facilities	Title I meetings	DIST	Total expense	\$ 250.00
Table 7-8 Administration (Line 5)	05 Equipment	Equipment	Replacement of office equipment	DIST	Total expense	\$1,500.00
Table 7-8 School Improvement Initiatives under NCLB (School Choice and SES) (Line 6)	209 Student Transportation	Transportation	Titel I School Choice Option is offered in Kemp Mill, Sargent Shriver, and South Lake Elementary Schools	DIST	Total expense	\$156,000.00

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2011 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 8)	03 Contract Services	Contractual	National Center for Children and Families Center—Peer-to-Peer tutoring services	DIST	Total expense	\$ 5,973.00
Table 7-8 Services to Neglected Children (Line 8)	03 Supplies & Materials	Instructional materials	National Center for Children and Families Center—supplies for tutoring service	DIST	Total expense	\$ 27.00
Table 7-8 Services to Neglected Children (Line 8)	03 Salaries & Wages	Supporting services part-time	Alternative Programs—Support instruction in the alternative education program	DIST	1 employee x 1,133 hours x \$17 per hour	\$ 19,261.00
Table 7-8 Services to Neglected Children (Line 8)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 1,540.88
Table 7-8 Services for Homeless Children (Line 9)	03 Salaries & Wages	Professional part-time	Services for Homeless Children—Tutoring services are provided to homeless students living in shelters	DIST	1 tutor x 750 total hours x \$22 per hour	\$ 16,500.00
Table 7-8 Services for Homeless Children (Line 9)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 1,320.00
Table 7-8 Services for Homeless Children (Line 9)	03 Supplies & Materials	Instructional materials	Materials for tutoring services at the homeless shelters	DIST	Total expense	\$ 7,279.80
Table 7-8 Services for Homeless Children (Line 9)	209 Student Transportation	Transportation	Services for Homeless Children—Provide transportation for students to attend the ELO SAIL program	DIST	Total expense	\$ 14,900.20
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Salary	Private school—Provide instruction to eligible private school students in reading and mathematics	DIST	1.5 teachers x \$80,841 yearly salary	\$ 121,261.50

2011 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Private school teacher salary	DIST	46% benefits	\$ 55,780.29
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Materials to support mathematics and reading curriculum	DIST	Total expense	\$ 34,486.93
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Materials to support family communication subscription, family nights, and summer bridge books/summer materials—added additional funds to parent involvement	DIST	Total expense	\$ 3,749.80
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Supporting services part-time	Private school—Supporting services will provide child care for Title I information meetings (Parent Involvement)	DIST	1 staff x 2 hours x 2 days x \$10 per hour	\$ 40.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 3.20
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Supporting services part-time	Private school—Montgomery County Public Schools (MCPS) interpreters for Title I information meetings (Parent Involvement)	DIST	1 staff x 2 hours x 2 days x \$20 per hour	\$ 80.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 6.40
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Professional part-time	Private school—Teachers for family nights (Parent Involvement)	DIST	4 teachers x 2 hours x 1 day x \$20 per hour	\$ 160.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Professional part-time	DIST	8% benefits	\$ 12.80

2011 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	Supporting services part-time	Private school—MCPS interpreters for family nights (Parent Involvement)	DIST	3 staffs x 2 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 Salaries & Wages	Professional part-time	Private school— Teachers for field trips (Parent Involvement)	DIST	2 teachers x 6 hours x 2 days x \$20 per hour	\$ 480.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 38.40
Allocation worksheet (allocation for private schools)	03 Salaries & Wages	Supporting services part-time	Private school—MCPS interpreters for field trips (Parent Involvement)	DIST	1 staff x 6 hours x 2 days x \$20 per hour	\$ 240.00
Allocation worksheet (allocation for private schools)	212 Fixed Charges	Benefits	Supporting services part-time	DIST	8% benefits	\$ 19.20
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Materials for family communication subscription, family nights, and summer bridge books/summer materials (Parent Involvement)	DIST	Total expense	\$ 504.82
Allocation worksheet (allocation for private schools)	03 Supplies & Materials	Instructional materials	Private school—Food for Title I information meetings (Parent Involvement)	DIST	Total expense	\$ 251.14
Allocation worksheet (allocation for private schools)	209 Student Transportation	Transportation	Transportation for field trips	DIST	Total expense	\$ 504.00

2011 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	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	AES	5.5 teachers x \$80,841 yearly salary	\$ 444,625.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	AES	46% benefits	\$ 204,527.73
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	AES	1.375 paraeducators x \$36,080 yearly salary	\$ 49,610.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	AES	46% benefits	\$ 22,820.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	AES	Total expense	\$ 4,957.97
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitutes for school improvement data analysis	AES	32 substitutes x 2 days x \$125.37 per day	\$ 8,023.68
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	AES	8% benefits	\$ 641.89
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading guided practices	AES	Total expense	\$ 334.43
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day academic support for mathematics club	AES	10 teachers x 7 weeks x 1 day per week x 1 hour per day x \$21 per hour	\$ 1,470.00

2011 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	AES	8% benefits	\$ 117.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day academic support for mathematics club	AES	10 teachers x 7 weeks x 1 day per week x 1 hour per day x \$21 per hour	\$ 1,470.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	AES	8% benefits	\$ 117.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Extended day coordinator for extended day academic support for mathematics club	AES	1 teacher x 25 weeks x 1 day per week x 1 hour per day x \$14 per hour	\$ 350.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	AES	8% benefits	\$ 28.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support extended day academic support for mathematics club	AES	Total expense	\$ 566.80
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day academic support for mathematics club	AES	Total expense	\$ 880.00
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 \$37,173.20 yearly salary	\$ 27,879.90
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	AES	46% benefits	\$ 12,824.75

2011 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	Professional part-time	Teacher for family reading night	AES	15 teachers x 1 day x 3 hours x \$20 per hour	\$ 900.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	\$ 72.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family reading night	AES	7 paraeducators x 1 day x 3 hours x \$15 per hour	\$ 315.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	\$ 25.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family reading night	AES	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	AES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family mathematics night	AES	15 teachers x 1 day x 3 hours x \$20 per hour	\$ 900.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	\$ 72.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family mathematics night	AES	7 paraeducators x 1 day x 3 hours x \$15 per hour	\$ 315.00

2011 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	Supporting services part-time	AES	8% benefits	\$ 25.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family mathematics night	AES	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	AES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family and community academic resource night	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 for family and community academic resource night	AES	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	AES	8% benefits	\$ 18.00
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	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

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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	Teacher for Maryland School Assessment (MSA) information meeting	AES	10 teachers x 1 day x 2 hours x \$20 per hour	\$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	AES	8% benefits	\$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MSA information meeting	AES	4 paraeducators x 1 day x 2 hours x \$20 per hour	\$ 160.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	AES	8% benefits	\$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for special education families meeting	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
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for special education families meeting	AES	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	AES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family and community academic resource, mathematics, MSA, reading, and special education families nights, and PCC parent coffee,	AES	Total expense	\$ 3,868.70

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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 mathematics, MSA, reading, and special education families nights, and PCC parent coffee	AES	Total expense	\$ 1,350.95
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BAES	7.3 teachers x \$80,841 yearly salary	\$ 590,139.30
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	BAES	46% benefits	\$ 271,464.08
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BAES	.125 paraeducator x \$36,080 yearly salary	\$ 4,510.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BAES	46% benefits	\$ 2,074.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BAES	Total expense	\$ 6,630.11
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day science club	BAES	1 teacher x 26 weeks x 1 day per week x 1 hour per day x \$21 per hour	\$ 546.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	\$ 43.68
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day MSA Club A	BAES	1 teacher x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 504.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day MSA Club B	BAES	1 teacher x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 504.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day MSA Club C	BAES	1 teacher x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 504.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day reading club	BAES	2 teacher x 26 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 2,184.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BAES	8% benefits	\$ 174.72
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day reading club	BAES	Total expense	\$ 418.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement, mathematics and reading instruction (Parent Involvement)	BAES	.7516646 PCC x \$37,360 yearly salary	\$ 28,082.19

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salaries	BAES	46% benefits	\$ 12,917.81
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	BAES	.1233354 PCC x \$37,360 yearly salary	\$ 4,607.81
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salaries	BAES	46% benefits	\$ 2,119.59
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family literacy nights, home school connection newsletter subscription, kindergarten orientation, parent monthly meetings, and parent involvement activities	BAES	Total expense	\$ 3,309.38
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family literacy nights, kindergarten orientation, parent monthly meetings, and parent involvement activities	BAES	Total expense	\$ 1,200.01
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for Back-to-School night and parent field trips	BAES	Total expense	\$ 790.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BES	3.0 teachers x \$80,841 yearly salary	\$ 242,523.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	BES	46% benefits	\$ 111,560.58
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BES	1.5 paraeducator x \$36,080 yearly salary	\$ 54,120.00

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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	46% benefits	\$ 24,895.20
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BES	Total expense	\$ 4,603.26
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly planning	BES	42 substitutes x 1 day x \$125.37 per day	\$ 5,265.54
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BES	8% benefits	\$ 421.24
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for peer visits	BES	4 substitutes x 1 day x \$125.37 per day	\$ 501.48
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BES	8% benefits	\$ 40.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for summer planning	BES	4 teachers x 3 days x 6 hours x \$20 per hour	\$ 1,440.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	\$ 115.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day MSA practice Grades 3-5	BES	3 teachers x 10 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 1,260.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BES	8% benefits	\$ 100.80
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Extended day coordinator for extended day MSA practice Grades 3-5	BES	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	BES	8% benefits	\$ 13.44
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day MSA practice Grades 3-5	BES	Total expense	\$ 1,530.50
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family learning nights	BES	14 teachers x 4 days x 3 hours x \$20 per hour	\$ 3,360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	\$ 268.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family learning nights	BES	1 paraeducator x 4 days x 3 hours x \$20 per hour	\$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	BES	8% benefits	\$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family reading celebration night	BES	12 teachers x 1 day x 3 hours x \$20 per hour	\$ 720.00

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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	BES	8% benefits	\$ 57.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family reading celebration night	BES	1 paraeducator x 1 day x 3 hours x \$20 per hour	\$ 60.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	BES	8% benefits	\$ 4.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family English for Speakers of Other Languages (ESOL) night	BES	6 teachers x 1 day x 2 hours x \$20 per hour	\$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BES	8% benefits	\$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	BES	Total expense	\$ 168.30
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	BES	Total expense	\$ 700.72
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BSES	3.0 teachers x \$80,841 yearly salary	\$ 242,523.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	BSES	46% benefits	\$ 111,560.58

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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	BSES	2,750 paraeducator x \$36,080 yearly salary	\$ 99,220.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BSES	46% benefits	\$ 45,641.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for grade level professional development activities/vertical articulation	BSES	26 substitutes x 2.5 days x \$125.37 per day	\$ 8,149.05
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BES	8% benefits	\$ 651.92
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for data analysis	BSES	8 substitutes x 1 day x \$125.37 per day	\$ 1,002.96
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	BSES	8% benefits	\$ 80.24
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support professional development	BSES	Total expense	\$ 1,175.76
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family involvement committee meetings	BSES	6 teachers x 5 days x 1 hour x \$20 per hour	\$ 600.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	\$ 48.00

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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	Teacher for Grades k-2 literacy night	BSES	16 teachers x 1 day x 2 hours x \$20 per hour	\$ 640.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	\$ 51.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for Grades 3-5 literacy night	BSES	11 teachers x 1 day x 2 hours x \$20 per hour	\$ 440.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	\$ 35.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for mathematics night	BSES	27 teachers x 1 day x 2 hours x \$20 per hour	\$ 1,080.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	\$ 86.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MSA information meeting	BSES	10 teachers x 1 day x 2 hours x \$20 per hour	\$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	BSES	8% benefits	\$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for Grades k-5 literacy and mathematics nights	BSES	Total expense	\$ 2,575.37

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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 family learning nights	BSES	Total expense	\$ 673.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	BMES	2.5 teachers x \$80,841 yearly salary	\$ 202,102.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	BMES	46% benefits	\$ 92,967.15
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	BMES	2.250 paraeducator x \$36,080 yearly salary	\$ 81,180.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	BMES	46% benefits	\$ 37,342.80
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	BMES	.125 PCC x \$35,818.68 yearly salary	\$ 4,477.34
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	BMES	46% benefits	\$ 2,059.57
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	BMES	Total expense	\$ 9,728.15
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for academic pacing meetings	BMES	30 teachers x 1 day x 3 hours x \$20 per hour	\$ 1,800.00

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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	BMES	8% benefits	\$ 144.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for school improvement team (SIT) meetings	BMES	2 teachers x 6 days x 3 hours x \$20 per hour	\$ 720.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	BMES	8% benefits	\$ 57.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day mathematics and reading clubs	BMES	5 teachers x 20 weeks x 3 days per week x 1 hour per day x \$21 per hour	\$ 6,300.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	BMES	8% benefits	\$ 504.00
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day mathematics and reading clubs	BMES	Total expense	\$ 1,275.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights	BMES	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	BMES	8% benefits	\$ 134.40
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	\$ 3,366.00

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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 ESOL family, mathematics, MSA, reading literacy and technology night, and special education families nights	BMES	Total expense	\$ 575.03
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	CMES	2.5 teachers x \$80,841 yearly salary	\$ 202,102.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	CMES	46% benefits	\$ 92,967.15
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics and reading instruction	CMES	.5 paraeducator x \$36,080 yearly salary	\$ 18,040.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	CMES	46% benefits	\$ 8,298.40
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	CMES	Total expense	\$ 3,374.97
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development—mathematics content coach	CMES	0.5 teacher x \$65,469 yearly salary	\$ 32,734.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	CMES	46% benefits	\$ 15,057.87
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development— literacy coach	CMES	0.5 teacher x \$94,832 yearly salary	\$ 47,416.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	CMES	46% benefits	\$ 21,811.36
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for grade level school improvement and student achievement progress, monitoring through data analysis	CMES	3 substitutes x 12 days x \$125.37 per day	\$ 4,513.32
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	CMES	8% benefits	\$ 361.07
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Resource materials for data analysis and student achievement	CMES	Total expense	\$ 125.61
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for reading curriculum night	CMES	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	CMES	8% benefits	\$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for mathematics curriculum night	CMES	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	CMES	8% benefits	\$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MSA and TerraNova, second edition, (TN/2) parent informational night	CMES	8 teachers x 1 day x 2 hours x \$20 per hour	\$ 320.00

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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	CMES	8% benefits	\$ 25.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for special education families meeting	CMES	6 teachers x 1 day x 2 hours x \$20 per hour	\$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CMES	8% benefits	\$ 19.20
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, MSA, and TN/2 parent informational nights	CMES	Total expense	\$ 1,914.79
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for mathematics/reading curriculum, MSA, and TN/2 parent informational nights	CMES	Total expense	\$ 820.10
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	CES	3.0 teachers x \$80,841 yearly salary	\$ 242,523.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	CES	46% benefits	\$ 111,560.58
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator salary to support mathematics instruction and reading	CES	2.0 paraeducators x \$36,080 yearly salary	\$ 72,160.00

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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	46% benefits	\$ 33,193.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	CES	Total expense	\$ 393.89
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute 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
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day mathematics and reading peer tutoring clubs	CES	1 teacher x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 504.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	CES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day MSA booster clubs	CES	1 teacher x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 504.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	CES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day mathematics, reading peer tutoring and MSA booster clubs	CES	Total expense	\$ 624.50

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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 to support MSA family Saturday academy (Parent Involvement)	CES	Total expense	\$ 172.05
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for ESOL curriculum, family mathematics, reading, and science nights	CES	11 teachers x 4 days x 2 hours x \$20 per hour	\$ 1,760.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	\$ 140.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for ESOL curriculum, family mathematics, reading, and science nights	CES	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	CES	8% benefits	\$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MSA family Saturday academy	CES	11 teachers x 1 day x 3 hours x \$20 per hour	\$ 660.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	\$ 52.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MSA family Saturday academy	CES	1 paraeducator x 1 day x 3 hours x \$20 per hour	\$ 60.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	CES	8% benefits	\$ 4.80

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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	Teacher for third grade orientation	CES	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	CES	8% benefits	\$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for third grade orientation	CES	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	CES	8% benefits	\$ 3.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family field trip to University of Maryland	CES	2 teachers x 1 day x 4 hours x \$20 per hour	\$ 160.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	CES	8% benefits	\$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family curriculum nights, MSA family Saturday academy and third grade orientation	CES	Total expense	\$ 1,690.25
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family curriculum nights, MSA family Saturday academy, and third grade orientation	CES	Total expense	\$ 607.00
Table 7-8 Parent Involvement (Line 2)	04 Other Charges	Facilities	Facilities for MSA family Saturday academy	CES	Total expense	\$ 186.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for family field trip for third grade orientation and University of Maryland	CES	Total expense	\$ 310.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GES	5.8 teachers x \$80,841 yearly salary	\$ 468,877.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	GES	46% benefits	\$ 215,683.79
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics instruction and reading	GES	.125 paraeducators x \$36,080 yearly salary	\$ 4,510.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	GES	46% benefits	\$ 2,074.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GES	Total expense	\$ 13,093.44
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipends for extended day mathematics, reading and technology clubs	GES	12 teachers x 8 weeks x 2 days a week x 1 hour per day x \$21 per hour	\$ 4,032.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	GES	8% benefits	\$ 322.56
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for extended day mathematics, reading and technology clubs	GES	Total expense	\$ 1,199.80

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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 data analysis sessions - first semester	GES	18 substitutes x 1 day x \$125.37 per day	\$ 2,256.66
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	GES	8% benefits	\$ 180.53
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for data analysis sessions - second semester	GES	18 substitutes x 1 day x \$125.37 per day	\$ 2,256.66
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	GES	8% benefits	\$ 180.53
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards	GES	2 promethean boards x \$3,889	\$ 7,778.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for culturally responsive teaching	GES	Total expense	\$ 574.86
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for professional development—data discussion coordinator	GES	0.2 teacher x \$76,148 yearly salary	\$ 15,229.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	GES	46% benefits	\$ 7,005.62
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family mathematics and reading learning nights	GES	12 teachers x 6 days x 2 hours x \$20 per hour	\$ 2,880.00

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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	GES	8% benefits	\$ 230.40
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	6 paraeducators x 6 days x 2 hours x \$20 per hour	\$ 1,440.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GES	8% benefits	\$ 115.20
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 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation services for Back-to-School night	GES	Total expense	\$ 995.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family mathematics and reading learning night	GES	Total expense	\$ 2,104.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family mathematics and reading learning nights and principal coffee	GES	Total expense	\$ 1,450.19
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GFES	3.5 teachers x \$80,841 yearly salary	\$ 282,943.50

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	GFES	46% benefits	\$ 130,154.01
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	GFES	2.0 paraeducators x \$36,080 yearly salary	\$ 72,160.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salaries	GFES	46% benefits	\$ 33,193.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GFES	Total expense	\$ 13,179.66
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for professional development and curricular planning	GFES	1 substitute x 60 days x \$125.37 per day	\$ 7,522.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitute	GFES	8% benefits	\$ 601.78
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher trainer for technology support	GFES	2 teachers x 4 days x 2 hours x \$30 per hour = \$480 2 teachers x 4 hours planning x \$30 = \$240	\$ 720.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	GFES	8% benefits	\$ 57.60
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards	GFES	9 promethean boards x \$3,889	\$ 35,001.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day mathematics and reading clubs	GFES	8 teachers x 22 weeks x 2 days a week x 1 hour per day x \$21 per hour	\$ 7,392.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	GFES	8% benefits	\$ 591.36
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support extended day mathematics and reading clubs	GFES	Total expense	\$ 1,431.64
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Extended day transportation for mathematics and reading clubs	GFES	Total expense	\$ 1,505.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support MCPS curricula information meetings (Parent Involvement)	GFES	Total expense	\$ 1,676.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for Annual Title I information, ESOL family and special education families information, MSA, Positive Behavioral Intervention and Supports (PBIS), and State Academics Standards meetings	GFES	17 teachers x 1 day x 1 hour x \$20 per hour	\$ 340.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	GFES	8% benefits	\$ 27.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings	GFES	7 paraeducator x 1 day x 1 hour x \$15 per hour	\$ 105.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	\$ 8.40

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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 interpreter for Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings	GFES	6 paraeducator x 1 day x 1 hour x \$20 per hour	\$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MCPS curricula information meeting	GFES	30 teachers x 5 days x 1 hour x \$20 per hour	\$ 3,000.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	GFES	8% benefits	\$ 240.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for MCPS curricula information meeting	GFES	2 paraeducator x 5 days x 1 hour x \$15 per hour	\$ 150.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	\$ 12.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MCPS curricula information meeting	GFES	1 paraeducator x 5 days x 1 hour x \$20 per hour	\$ 100.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	GFES	8% benefits	\$ 8.00

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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 Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings	GFES	Total expense	\$ 2,174.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for Annual Title I information, ESOL family and special education families information, MSA, PBIS, and State Academics Standards meetings	GFES	Total expense	\$ 957.35
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for MCPS curricula information meetings for families	GFES	Total expense	\$ 430.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	GHEs	3.3 teachers x \$80,841 yearly salary	\$ 266,775.30
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	GHEs	46% benefits	\$ 122,716.64
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	GHEs	2.7 paraeducators x \$36,080 yearly salary	\$ 97,416.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	GHEs	46% benefits	\$ 44,811.36
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	GHEs	1.0 PCC x \$35,818.68 yearly salary	\$ 35,818.68

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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	GHES	46% benefits	\$ 16,476.59
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	GHES	Total expense	\$ 18,239.03
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for data and professional learning communities (PLC) planning sessions	GHES	123 substitutes x 1 day 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	Teacher for team planning	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
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation translation for family involvement workshops and <i>Transform Your Family Through Achievement</i>	GHES	Total expense	\$ 1,500.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for books, educational games, family nights and parent meetings	GHES	Total expense	\$ 5,582.50
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family nights and parent meetings	GHES	Total expense	\$ 1,046.19

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	HHES	5.0 teachers x \$80,841 yearly salary	\$ 404,205.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	HHES	46% benefits	\$ 185,934.30
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	HHES	3.0 paraeducators x \$36,080 yearly salary	\$ 108,240.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	HHES	46% benefits	\$ 49,790.40
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	HHES	Total expense	\$ 10,207.74
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly planning Grades k-2	HHES	18 substitutes x 1.5 days x \$125.37 per day	\$ 3,384.99
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	\$ 270.80
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly planning Grades 3-5	HHES	9 substitutes x 3 days x \$125.37 per day	\$ 3,384.99
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	\$ 270.80

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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 SIT meetings	HHES	10 substitutes x 8 days x \$125.37 per day	\$ 10,029.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	\$ 802.37
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for guided reading training	HHES	5 substitutes x 2 days x \$125.37 per day	\$ 1,253.70
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	\$ 100.30
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for 7 Habits training	HHES	6 substitutes x 4 days x \$125.37 per day	\$ 3,008.88
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HHES	8% benefits	\$ 240.71
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for schoolwide leadership tasks	HHES	2 teachers x 6 days x 6 hours x \$20 per hour	\$ 1,440.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	\$ 115.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for summer leadership meetings	HHES	3 teachers x 3 days x 7 hours x \$20 per hour	\$ 1,260.00

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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	HHES	8% benefits	\$ 100.80
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Mobile labs	HHES	Total expense	\$ 12,000.00
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Extended day transportation to Williamsburg College, and St. Michaels field trips	HHES	Total expense	\$ 2,500.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	HHES	.5743904 PCC x \$33,808 yearly salary	\$ 19,418.99
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	HHES	46% benefits	\$ 8,932.74
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	HHES	.1756096 PCC x \$33,808 yearly salary	\$ 5,937.01
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	HHES	46% benefits	\$ 2,731.02
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family mathematics fitness, <i>Empty Bowl</i> -procedural reading and science nights	HHES	12 teachers x 1 day x 1.5 hours x \$20 per hour	\$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	\$ 28.80

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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	Teacher for leadership learning nights	HHES	6 teachers x 3 days x 1.5 hours x \$20 per hour	\$ 540.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	\$ 43.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for Saturday field trip	HHES	2 teachers x 2 days x 5 hours x \$20 per hour	\$ 400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	HHES	8% benefits	\$ 32.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for Annual Title I information, ESOL family, MCPS curricula information, MSA, and state academic standards information meetings	HHES	Total expense	\$ 280.00
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Saturday field trips	HHES	Total expense	\$ 448.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	HES	3.7 teachers x \$80,841 yearly salary	\$ 299,111.70
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	HES	46% benefits	\$ 137,591.38
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics content coach and gifted and talented position	HES	1.0 teacher x \$75,850 yearly salary	\$ 75,850.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salary	HES	46% benefits	\$ 34,891.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for data position	HES	.2 teacher x \$76,148 yearly salary	\$ 15,229.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salary	HES	46% benefits	\$ 7,005.62
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	HES	Total expense	\$ 9,333.45
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	HES	1.0 x \$37,360 yearly salary	\$ 37,360.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	HES	46% benefits	\$ 17,185.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for teacher quarterly planning days	HES	13.5 substitutes x 3 days x \$125.37 per day	\$ 5,077.49
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	HES	8% benefits	\$ 406.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for <i>Dinner with Dads</i> reading night	HES	10 teachers x 1 day x 3 hours x \$20 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	Professional part-time	HES	8% benefits	\$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for <i>Dinner with Dads</i> reading night	HES	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	HES	8% benefits	\$ 18.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for <i>Dinner with Dads</i> reading night	HES	1 paraeducator x 1 day x 3 hours x \$20 per hour	\$ 60.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	HES	8% benefits	\$ 4.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for state academic standards information meeting	HES	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	HES	8% benefits	\$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MSA information meeting	HES	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	HES	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 translation for parent mathematics workshops, parent literacy classes, and Parent Teacher Association (PTA) parent outreach	HES	Total expense	\$ 500.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for <i>Dinner with Dads</i> , mathematics and reading nights, parent coffee, and parent literacy classes	HES	Total expense	\$ 5,208.72
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for <i>Dinner with Dads</i> reading night, parent coffee, and parent literacy classes	HES	Total expense	\$ 1,250.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	JRES	5.8 teachers x \$80,841 yearly salary	\$ 468,877.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	JRES	46% benefits	\$ 215,683.79
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	JRES	Total expense	\$ 126.31
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	JRES	.125 PCC x \$26,045 yearly salary	\$ 3,255.63
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	JRES	46% benefits	\$ 1,497.59
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for academic fitness, mathematics and reading nights	JRES	30 teachers x 1 day x 1.5 hours x \$20 per hour	\$ 900.00

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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	JRES	8% benefits	\$ 72.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services for academic fitness, mathematics and reading nights	JRES	3 paraeducators x 1 day x 1.5 hours x \$15 per hour	\$ 67.50
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	JRES	8% benefits	\$ 5.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for academic fitness, mathematics and reading nights	JRES	3 paraeducators x 1 day 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	JRES	8% benefits	\$ 7.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for ESOL nights	JRES	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	JRES	8% benefits	\$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for ESOL nights	JRES	1 paraeducator x 2 day x 1.5 hours x \$15 per hour	\$ 45.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Changes	Benefits	Supporting services part-time	JRES	8% benefits	\$ 3.60

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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 to interpret for ESOL nights	JRES	1 paraeducator x 2 days x 1.5 hours x \$20 per hour	\$ 60.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	JRES	8% benefits	\$ 4.80
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for academic fitness, ESOL, mathematics, reading and principal's coffee nights, and parent English classes	JRES	Total expense	\$ 1,391.98
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for mathematics, reading, ESOL, academic fitness, parent English classes, and principal's coffee nights	JRES	Total expense	\$ 894.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	KMES	4.1 teachers x \$80,841 yearly salary	\$ 331,448.10
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	KMES	46% benefits	\$ 152,466.13
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	KMES	.125 paraeducators x \$36,080 yearly salary	\$ 4,510.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	KMES	46% benefits	\$ 2,074.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	KMES	Total expense	\$ 1,880.08

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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 Elementary Integrated Curriculum (EIC) and reading training	KMES	40 substitutes x 2 days x \$125.37 per day	\$ 10,029.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	KMES	8% benefits	\$ 802.37
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for mathematics and dual language literacy training	KMES	36 substitutes x 3 days x \$125.37 per day	\$ 13,539.96
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	KMES	8% benefits	\$ 1,083.20
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for mathematics and reading trainings	KMES	40 teachers x 3 days x 2 hours x \$20 per hour	\$ 4,800.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	KMES	8% benefits	\$ 384.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services for mathematics and reading trainings	KMES	4 paraeducators x 3 days x 2 hours x \$15 per hour	\$ 360.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	KMES	8% benefits	\$ 28.80
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Reading training-Jan Richardson, consultant	KMES	Total expense	\$ 6,000.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Mathematics training- number sense/curriculum	KMES	Total expense	\$ 12,000.00
Allocation worksheet (public school allocation)	03 Contract Services	Contractual	Dual language literacy training-Gloria Gonzalez, consultant	KMES	Total expense	\$ 4,500.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for mathematics and reading books for teachers	KMES	Total expense	\$ 6,689.49
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly planning days	KMES	60 substitutes x 1 day x \$125.37 per day	\$ 7,522.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	KMES	8% benefits	\$ 601.78
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day MSA mathematics and reading clubs	KMES	6 teachers x 12 weeks x 2 days a week x 1 hour per day x \$21 per hour	\$ 3,024.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	KMES	8% benefits	\$ 241.92
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day MSA mathematics and reading clubs	KMES	Total expense	\$ 1,188.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement, mathematics, and reading instruction (Parent Involvement)	KMES	.500 PCC x \$39,004 yearly salary	\$ 19,502.00

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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	46% benefits	\$ 8,970.92
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support parent involvement, mathematics and reading instruction (Parent Involvement)	KMES	.1736219 PCC x \$33,639 yearly salary	\$ 5,840.47
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	KMES	46% benefits	\$ 2,686.61
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	KMES	.0763781 PCC x \$33,639 yearly salary	\$ 2,569.28
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	KMES	46% benefits	\$ 1,181.87
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent coffees	KMES	2 paraeducators x 4 days x 1 hour x \$20 per hour	\$ 160.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	KMES	8% benefits	\$ 12.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for mathematics and reading night	KMES	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	KMES	8% benefits	\$ 64.00

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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	Teacher for ESOL night	KMES	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	KMES	8% benefits	\$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for ESOL, mathematics and reading nights, parent English classes, and parent coffees	KMES	Total expense	\$ 2,090.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for ESOL, mathematics and reading nights, parent English classes, and parent coffees	KMES	Total expense	\$ 771.04
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	NHEES	4.2 teachers x \$80,841 yearly salary	\$ 339,532.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	NHEES	46% benefits	\$ 156,184.81
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	NHEES	1.775 paraeducator x \$36,080 yearly salary	\$ 64,042.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	NHEES	46% benefits	\$ 29,459.32
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	NHEES	Total expense	\$ 3,489.56

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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 grade level EIC training, planning, and progress monitoring	NHEES	25 substitutes x 4 days x \$125.37 per day	\$ 12,537.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	NHEES	8% benefits	\$ 1,002.96
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for leadership and equity monitoring and articulation	NHEES	5 substitutes x 8 days x \$125.37 per day	\$ 5,014.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	NHEES	8% benefits	\$ 401.18
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for professional development, resource books, small group, and professional development room training tools LCD/ELMO	NHEES	Total expense	\$ 1,044.06
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for grade level nights	NHEES	18 teachers x 1 day x 2.5 hours x \$20 per hour	\$ 900.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	NHEES	8% benefits	\$ 72.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for grade level nights	NHEES	7 paraeducators x 1 day x 2.5 hours x \$15 per hour	\$ 262.50
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	\$ 21.00

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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 grade level nights	NHEES	3 paraeducators x 1 day 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	NHEES	8% benefits	\$ 12.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family academic fitness night	NHEES	7 teachers x 1 day x 2 hours x \$20 per hour	\$ 280.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	NHEES	8% benefits	\$ 22.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family academic fitness night	NHEES	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	NHEES	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 academic fitness night	NHEES	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	NHEES	8% benefits	\$ 3.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for mathematics and reading nights	NHEES	12 teachers x 2 days x 3 hours x \$20 per hour	\$ 1,440.00

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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	NHEES	8% benefits	\$ 115.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for mathematics and reading nights	NHEES	3 paraeducators x 2 days x 3 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 mathematics and reading nights	NHEES	3 paraeducators x 2 days x 3 hours x \$20 per hour	\$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	\$ 28.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services translations	NHEES	1 paraeducator x 105 hours x \$20 per hour	\$ 2,100.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	NHEES	8% benefits	\$ 168.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family academic fitness, grade level, mathematics and reading nights and parent coffees	NHEES	Total expense	\$ 726.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for for family academic fitness, grade level, mathematics and reading nights, and parent coffees	NHEES	Total expense	\$ 945.07

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	OVES	1.2 teachers x \$80,841 yearly salary	\$ 97,009.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	OVES	46% benefits	\$ 44,624.23
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	OVES	3.5 paraeducators x \$36,080 yearly salary	\$ 126,280.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	OVES	46% benefits	\$ 58,088.80
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for planning for data analysis and integration of full inclusion and quarterly training	OVES	30 substitutes x 6 days x \$125.37 per day	\$ 22,560.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	OVES	8% benefits	\$ 1,805.33
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for book studies, inquiry groups, monitoring by grade levels and committees, school improvement plan (SIP) goals, team level workshops, and schoolwide trainings	OVES	Total expense	\$ 5,628.07
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for after-school clubs	OVES	Total expense	\$ 1,100.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for mathematics and reading nights (Parent Involvement)	OVES	Total expense	\$ 1,042.21

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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 mathematics and reading nights	OVES	10 paraeducators x 1 day x 3 hours x \$15 per hour	\$ 450.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	OVES	8% benefits	\$ 36.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for mathematics and reading nights	OVES	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	OVES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family communication translations	OVES	1 paraeducator x 7 days x 6.5 hours x \$20 per hour	\$ 910.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	OVES	8% benefits	\$ 72.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for ESOL and special education families	OVES	7 teachers x 1 day x 3 hours x \$20 per hour	\$ 420.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	OVES	8% benefits	\$ 33.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for ESOL and special education families	OVES	4 paraeducators x 1 day x 3 hours x \$15 per hour	\$ 180.00

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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	\$ 14.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for ESOL and special education families	OVES	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	OVES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for ESOL families, mathematics, reading and special education families nights, and parent coffees	OVES	Total expense	\$ 1,492.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for parent coffees	OVES	Total expense	\$ 809.52
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	RNES	4.0 teachers x \$80,841 yearly salary	\$ 323,364.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	RNES	46% benefits	\$ 148,747.44
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	RNES	1.0 paraeducator x \$36,080 yearly salary	\$ 36,080.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	RNES	46% benefits	\$ 16,596.80

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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 to support mathematics and reading curriculum	RNES	Total expense	\$ 20,803.01
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for elementary integrated curriculum planning	RNES	30 substitutes x 2 days x \$125.37 per day	\$ 7,522.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	RNES	8% benefits	\$ 601.78
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Stipend for extended day mathematics and reading enrichment clubs	RNES	6 teachers x 30 weeks x 1 day a week x 1 hour per day x \$21 per hour	\$ 3,780.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	RNES	8% benefits	\$ 302.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Extended day coordinator for mathematics and reading enrichment clubs	RNES	1 teacher x 30 weeks x 1 day per week x 1 hour per day x \$14 per hour	\$ 420.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	RNES	8% benefits	\$ 33.60
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for mathematics and reading enrichment clubs	RNES	Total expense	\$ 1,524.50
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for extended day mathematics and reading enrichment clubs	RNES	Total expense	\$ 339.50

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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 family learning nights (Parent Involvement)	RNES	Total expense	\$ 1,679.97
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for cultural reading and family learning nights	RNES	20 teachers x 3 days x 2 hour x \$20 per hour	\$ 2,400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	8% benefits	\$ 192.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for family learning nights	RNES	2 paraeducators x 3 days x 2 hours x \$10 per hour	\$ 120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	RNES	8% benefits	\$ 9.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for family learning nights	RNES	2 paraeducators x 3 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 parent curriculum workshops	RNES	1 teacher x 8 days x 2 hours x \$20 per hour	\$ 320.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	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 to interpret for parent curriculum workshops	RNES	1 paraeducator x 8 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	RNES	8% benefits	\$ 25.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for <i>Parent Books and Breakfast Saturday</i> events	RNES	6 teachers x 2 days x 2 hours x \$20 per hour	\$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	RNES	8% benefits	\$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for <i>Parent Books and Breakfast Saturday</i> events	RNES	1 paraeducator x 2 days 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 Supplies & Materials	Instructional materials	Materials for family cultural reading and family learning nights, parent curriculum workshops, and <i>Parent Books and Breakfast Saturday</i> events	RNES	Total expense	\$ 2,324.03
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family cultural reading and family learning nights, and <i>Parent Books and Breakfast Saturday</i> events	RNES	Total expense	\$ 736.77
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SHE'S	4.7 teachers x \$80,841 yearly salary	\$ 379,952.70

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	SHES	46 % benefits	\$ 174,778.24
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	SHES	1,938 paraeducators x \$36,080 yearly salary	\$ 69,923.04
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SHES	46% benefits	\$ 32,164.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SHES	Total expense	\$ 6,647.43
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for EIC training and team level staff development—quarterly planning mathematics and reading	SHES	75 substitutes x 2 days x \$125.37 per day	\$ 18,805.50
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SHES	8% benefits	\$ 1,504.44
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for elementary leadership team days	SHES	3 teachers x 6 hours x 2 days x \$20 per hour	\$ 720.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	\$ 57.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for elementary leadership team days	SHES	1 paraeducator x 6 hours x 2 days x \$15 per hour	\$ 180.00

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	\$ 14.40
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Technology upgrades for EIGLCD and ELMO combos)	SHES	Total expense	\$7,178.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for professional development	SHES	Total expense	\$ 1,540.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent conferences	SSES	4 paraeducators x 2 days x 5 hours x \$20 per hour	\$ 800.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SSES	8% benefits	\$ 64.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for <i>Yoke Day</i> - green school activity-science activities for students and parents	SHES	8 teachers x 2 days x 3.5 hours x \$20 per hour	\$ 1,120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	\$ 89.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for <i>Yoke Day</i> - green school activity-science activities for students and parents	SHES	4 paraeducators x 2 days x 3.5 hours x \$15 per hour	\$ 420.00

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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	SHES	8% benefits	\$ 33.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for MCPS curricula information meeting	SHES	20 teachers x 2 days x 3 hours x \$20 per hour	\$ 2,400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	\$ 192.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for MCPS curricula information meeting	SHES	4 paraeducators x 2 days x 3 hours x \$20 per hour	\$ 480.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	\$ 38.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for ESOL and special education families meetings	SHES	40 teachers x 1 day x 3 hours x \$20 per hour	\$ 2,400.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SHES	8% benefits	\$ 192.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for ESOL and special education families meetings	SHES	6 paraeducators x 1 day x 3 hours x \$20 per hour	\$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SHES	8% benefits	\$ 28.80

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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 MCPS curricula information meetings	SHES	Total expense	\$ 438.95
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SLES	4.4 teachers x \$80,841 yearly salary	\$ 355,700.40
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	SLES	46% benefits	\$ 163,622.18
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	SLES	3.625 paraeducators x \$36,080 yearly salary	\$ 130,790.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	46% benefits	\$ 60,163.40
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SLES	Total expense	\$ 8,547.77
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for math professional development position	SLES	.6 teacher x \$80,841 yearly salary	\$ 48,504.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salary	SLES	46% benefits	\$ 22,312.12
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for ongoing mathematics training	SLES	34 substitutes x 4 days x \$125.37 per day	\$ 17,050.32

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	\$ 1,364.03
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials for Association of Supervision and Curriculum Development and National Council of Teachers of Mathematics to support professional development activities in mathematics	SLES	Total expense	\$ 396.68
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly data chats-mathematics and reading teachers meeting by grade level	SLES	34 substitutes x 4 days x \$125.37 per day	\$ 17,050.32
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SLES	8% benefits	\$ 1,364.03
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent resource paraeducator to support parent involvement, mathematics and reading instruction (Parent Involvement)	SLES	.1067841 Paraeducator x \$28,321.68 yearly salary	\$ 3,024.31
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	46% benefits	\$ 1,391.18
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent resource paraeducator to support parent outreach	SLES	.1682159 Paraeducator x \$28,321.68 yearly salary	\$ 4,764.16
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Paraeducator salary	SLES	46% benefits	\$ 2,191.51
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for quarterly parent curriculum meetings	SLES	2 paraeducators x 3 days x 2.5 hours x \$10 per hour	\$ 150.00

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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	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 quarterly parent curriculum meetings	SLES	2 paraeducators x 3 days x 2.5 hours x \$20 per hour	\$ 300.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SLES	8% benefits	\$ 24.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for quarterly parent curriculum planning meetings	SLES	3 teachers x 3 days x 3 hours x \$20 per hour	\$ 540.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SLES	8% benefits	\$ 43.20
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for quarterly parent curriculum meetings	SLES	Total expense	\$ 1,732.49
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for quarterly parent curriculum meetings	SLES	Total expense	\$ 1,100.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	SSES	5.8 teachers x \$80,841 yearly salary	\$ 468,877.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	SSES	46% benefits	\$ 215,683.79

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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	SSES	.875 paraeducators x \$36,080 yearly salary	\$ 31,570.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	SSES	46% benefits	\$ 14,522.20
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	SSES	Total expense	\$ 3,425.02
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Academic coach for professional development reading and mathematics	SSES	.4 teacher x \$73,038 yearly salary	\$ 29,215.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	SSES	46% benefits	\$ 13,438.99
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for mathematics training	SSES	20 substitutes x 5 days x \$125.37 per day	\$ 12,537.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SSES	8% benefits	\$ 1,002.96
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for mathematics training with non-MCPS trainer	SSES	20.5 substitutes x 2 days x \$125.37 per day	\$ 5,140.17
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SSES	8% benefits	\$ 411.21

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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 reading training	SSES	20 substitutes x 4 days x \$125.37 per day	\$ 10,029.60
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SSES	8% benefits	\$ 802.37
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for curriculum training	SSES	6 substitutes x 3 days x \$125.37 per day	\$ 2,256.66
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SSES	8% benefits	\$ 180.53
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher trainer for mathematics	SSES	1 teacher x 17 days x 6 hour x \$300 per hour = \$3,060.00 1 teacher x 51 hours for planning x \$30 per hour = \$1,530.00	\$ 4,590.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	\$ 367.20
Allocation worksheet (public school allocation)	05 Equipment	Equipment	Promethean boards	SSES	2 promethean boards x \$3,889	\$ 7,778.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support professional development mathematics and reading curriculum	SSES	Total expense	\$ 469.51
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for school improvement meetings	SSES	9 substitutes x 4 days x \$125.37 per day	\$ 4,513.32

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Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	SSES	8% benefits	\$ 361.04
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for school leadership meetings	SSES	11 teachers x 5 days x 1 hour x \$20 per hour	\$ 1,100.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	\$ 88.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher 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	Salary	PCC to support parent involvement mathematics and reading instruction (Parent Involvement)	SSES	.8856642 PCC x \$37,173.20 yearly salary	\$ 32,922.97
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	SSES	46% benefits	\$ 15,144.57
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	SSES	.1143358 PCC x \$37,173.20 yearly salary	\$ 4,250.23

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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	PCC salary	SSES	46% benefits	\$ 1,955.10
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family learning nights	SSES	6 teachers x 7 days x 2 hours x \$20 per hour	\$ 1,680.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	\$ 134.40
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family learning nights	SSES	2 paraeducators x 7 days x 2 hours x \$15 per hour	\$ 420.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	SSES	8% benefits	\$ 33.60
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for reading nights	SSES	6 teachers x 1 day x 2 hours x \$20 per hour	\$ 240.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	SSES	8% benefits	\$ 19.20
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for reading nights	SSES	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	SSES	8% benefits	\$ 4.80

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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 learning and reading nights	SSES	Total expense	\$ 1,925.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	SSES	Total expense	\$ 800.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	TES	4.2 teachers x \$80,841 yearly salary	\$ 339,532.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	TES	46% benefits	\$ 156,184.81
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	TES	1.0 paraeducators x \$36,080 yearly salary	\$ 36,080.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	TES	46% benefits	\$ 16,596.80
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	TES	Total expense	\$ 4,913.44
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for bi-annual walk through sessions for all team	TES	18 substitutes x 2 days x \$125.37 per day	\$ 4,513.32
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	TES	8% benefits	\$ 361.07

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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 Grades 3-5 curriculum review and planning	TES	10 substitutes x 3 days x \$125.37 per day	\$ 3,761.10
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	TES	8% benefits	\$ 300.89
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher for summer leadership meetings	TES	3 teachers x 3 days x 6 hours x \$20 per hour	\$ 1,080.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Professional part-time	TES	8% benefits	\$ 86.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for summer leadership meetings	TES	1 paraeducator x 3 days x 6 hours x \$15 per hour	\$ 270.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 21.60
Allocation worksheet (public school allocation)	03 Salaries & Wages	Professional part-time	Teacher 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 Supplies & Materials	Instructional materials	Materials for professional development to support teachers with mathematics instructions	TES	Total expense	\$ 4,207.30

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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 after-school clubs	TES	10 teachers x 20 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 8,400.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	TES	8% benefits	\$ 672.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Material for after school clubs	TES	Total expense	\$ 500.00
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Field trips to Aviation Museum, Brighton Dam, Brookside Gardens, Croydon Creek, Homestead Farm, Imagination Stage, Museum, National Building Museum, Smith Center and University of Maryland	TES	Total expense	\$ 4,586.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Parent outreach paraeducator to support parent involvement mathematics and reading instruction (Parent Involvement)	TES	.22036489 Paraeducator x \$39,370.16 yearly salary	\$ 8,675.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary (Parent Involvement)	TES	46% benefits	\$ 3,990.87
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	Parent outreach paraeducator to support parent involvement, mathematics and reading instruction	TES	.02963511 Paraeducator x \$39,370.16 yearly salary	\$ 1,166.74
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	TES	46% benefits	\$ 536.70

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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	Teacher for curriculum nights	TES	19 teachers x 2 days x 2.5 hours x \$20 per hour	\$ 1,900.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	TES	8% benefits	\$ 152.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for curriculum nights	TES	3 paraeducators x 2 days x 2.5 hours x \$15 per hour	\$ 225.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 18.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for curriculum nights	TES	4 paraeducators x 2 days x 2.5 hours x \$10 per hour	\$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for curriculum nights	TES	1 paraeducator x 2 days x 2.5 hours x \$20 per hour	\$ 100.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 8.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for curriculum and special education planning nights	TES	23 teachers x 1 day x 1 hour x \$20 per hour	\$ 460.00

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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	TES	8% benefits	\$ 36.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for special education nights	TES	4 teachers x 1 day x 2.5 hours x \$20 per hour	\$ 200.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	TES	8% benefits	\$ 16.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for special education nights	TES	3 paraeducators x 1 day x 2.5 hours x \$15 per hour	\$ 112.50
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 9.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services child care for special education nights	TES	2 paraeducators x 1 day x 2.5 hours x \$10 per hour	\$ 50.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 4.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for special education nights	TES	1 paraeducator x 1 day x 2.5 hours x \$20 per hour	\$ 50.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	TES	8% benefits	\$ 4.00

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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 curriculum and special education nights, and principal tea	TES	Total expense	\$ 1,320.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for curriculum and special education nights, and principal tea	TES	Total expense	\$ 1,200.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	VMES	4.9 teachers x \$80,841 yearly salary	\$ 396,120.90
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	VMES	46% benefits	\$ 182,215.61
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	VMES	1.440 paraeducators x \$36,080 yearly salary	\$ 51,955.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	VMES	46% benefits	\$ 23,899.39
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	VMES	.210 PCC x \$35,818.68 yearly salary	\$ 7,521.92
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	VMES	46% benefits	\$ 3,460.08
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	VMES	Total expense	\$ 2,215.82

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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 79 days x \$125.37 per day	\$ 9,904.23
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	VMES	8% benefits	\$ 792.34
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher 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	Teacher stipend for extended day Brief Constructed Response clubs	VMES	11 teachers x 7 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 3,234.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	VMES	8% benefits	\$ 258.72
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Salary	PCC to support parent outreach	VMES	.040 PCC x \$38,558.24 yearly salary	\$ 1,542.33
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	PCC salary	VMES	46% benefits	\$ 709.47
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family learning nights	VMES	16 teachers x 5 days x 2.5 hours x \$20 per hour	\$ 4,000.00

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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	VMES	8% benefits	\$ 320.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff to interpret for parent teacher conferences	VMES	1 paraeducator x 1 day x 4 hours x \$20 per hour	\$ 80.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	VMES	8% benefits	\$ 6.40
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for child care, interpretation and translation for family learning nights	VMES	Total expense	\$ 160.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	VMES	Total expense	\$ 1,199.07
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for family learning nights	VMES	Total expense	\$ 891.04
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WGES	3.3 teachers x \$80,841 yearly salary	\$ 266,775.30
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	WGES	46% benefits	\$ 122,716.64
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	WGES	.875 paraeducator x \$36,080 yearly salary	\$ 31,570.00

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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	WGES	46% benefits	\$ 14,522.20
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WGES	Total expense	\$ 5,592.10
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for quarterly grade-level team 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
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher stipend for extended day academic support clubs	WGES	4 teachers x 6 weeks x 1 day per week x 1 hour per day x \$21 per hour	\$ 504.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	WGES	8% benefits	\$ 40.32
Allocation worksheet (public school allocation)	209 Student Transportation	Transportation	Transportation for extended day academic support clubs	WGES	Total expense	\$ 186.50
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support family learning nights (Parent Involvement)	WGES	Total expense	\$ 1,029.92
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family learning nights	WGES	15 teachers x 2 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	WGES	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	WGES	6 paraeducators x 2 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	WGES	8% benefits	\$ 28.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for <i>Come Read with Me</i> night	WGES	3 teachers x 4 days x 1.5 hour x \$20 per hour	\$ 360.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WGES	8% benefits	\$ 28.80
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for <i>Come Read with Menight</i>	WGES	1 paraeducator x 4 days x 1.5 hours x \$15 per hour	\$ 90.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Supporting services part-time	WGES	8% benefits	\$ 7.20
Table 7-8 Parent Involvement (Line 2)	03 Contract Services	Contractual	Non-MCPS employees for parent newsletter translation	WGES	Total expense	\$ 950.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials to support family learning nights, parent resource room, and student assignment books	WGES	Total expense	\$ 2,142.28

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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 to support family learning nights	WGES	Total expense	\$ 607.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WRES	4.2 teachers x \$80,841 yearly salary	\$ 339,532.20
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salaries	WRES	46% benefits	\$ 156,184.81
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	WRES	3.0 paraeducators x \$36,080 yearly salary	\$ 108,240.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WRES	46% benefits	\$ 49,790.40
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	PCC to support mathematics and reading instruction	WRES	1.0 PCC x \$35,818.68 yearly salary	\$ 35,818.68
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	PCC salary	WRES	46% benefits	\$ 16,476.59
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WRES	Total expense	\$ 17,391.77
Allocation worksheet (public school allocation)	03 Salaries & Wages	Substitutes	Substitute for professional development quarterly planning	WRES	42 substitutes x 2 days x \$125.37 per day	\$ 10,531.08

2011 Title I Bridge to Excellence Budget Narrative

Activity	Category/Object	Purpose	Line Item	School/District	Calculation	Amount
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	Teacher 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	Teacher for SIT summer meetings	WRES	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	WRES	8% benefits	\$ 96.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for SIT summer meetings	WRES	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	WRES	8% benefits	\$ 14.40
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support family mathematics, parent academy, and reading nights (Parent Involvement)	WRES	Total expense	\$ 4,392.63
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Supporting services part-time	Supporting services staff for family mathematics and reading nights	WRES	8 paraeducators x 1 day x 2 hours x \$15 per hour	\$ 240.00

2011 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	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 mathematics and reading nights	WRES	8 paraeducators x 1 day 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	Teacher for parent academy	WRES	2 teachers x 10 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	Professional part-time	Teacher for family learning nights	WRES	14 teachers x 2 days x 2 hours x \$20 per hour	\$ 1,120.00
Table 7-8 Parent Involvement (Line 2)	212 Fixed Charges	Benefits	Professional part-time	WRES	8% benefits	\$ 89.60
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

2011 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 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 Supplies & Materials	Instructional materials	Materials for family learning nights and TN/2 information meeting	WRES	Total expense	\$ 5,002.05
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Food for mathematics, reading, parent academy, and family learning nights and kindergarten orientation,	WRES	Total expense	\$ 1,460.00
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Teacher salary for mathematics and reading intervention, mentoring, and to reduce class size in the upper grades	WWES	3.8 teachers x \$80,841 yearly salary	\$ 307,195.80
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Teacher salary	WWES	46% benefits	\$ 141,310.07
Allocation worksheet (public school allocation)	03 Salaries & Wages	Salary	Paraeducator to support mathematics and reading instruction	WWES	2.625 paraeducators x \$36,080 yearly salary	\$ 94,710.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WWES	46% benefits	\$ 43,566.60
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support mathematics and reading curriculum	WWES	Total expense	\$ 9,614.15

2011 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	Substitute for academic planning	WWES	30 substitutes x 1 day x \$125.37 per day	\$ 3,761.10
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Substitutes	WWES	8% benefits	\$ 300.89
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher for extended day mathematics clubs in the fall	WWES	3 teachers x 12 weeks x 2 days per week x 1 hour per day x \$21 per hour	\$ 1,512.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	WWES	8% benefits	\$ 120.96
Allocation worksheet (public school allocation)	03 Salaries & Wages	Stipends	Teacher for extended day mathematics clubs in the winter	WWES	3 teachers x 8 weeks x 2 days per week x 2 hours per day x \$21 per hour	\$ 2,016.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Stipends	WWES	8% benefits	\$ 161.28
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support extended day mathematics clubs	WWES	Total expense	\$ 1,500.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Foods to support family communication plan books/training, family learning nights (Parent Involvement)	WWES	Total expense	\$ 1,217.00
Allocation worksheet (public school allocation)	03 Supplies & Materials	Instructional materials	Materials to support family communication plan books/training, family learning nights (Parent Involvement)	WWES	Total expense	\$ 711.85

2011 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 outreach to support mathematics, and reading instruction and parent involvement (Parent Involvement)	WWES	.250 paraeducator x \$37,776 yearly salary	\$ 9,444.00
Allocation worksheet (public school allocation)	212 Fixed Charges	Benefits	Paraeducator salary	WWES	46% benefits	\$ 4,344.24
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for family learning nights	WWES	12 teachers x 6 days x 2 hours x \$20 per hour	\$ 2,880.00
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	Teacher for family learning field trips	WWES	5 teachers x 4 days x 4 hours x \$20 per hour	\$ 1,600.00

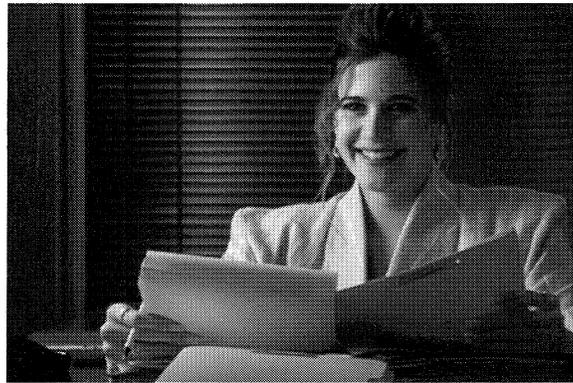
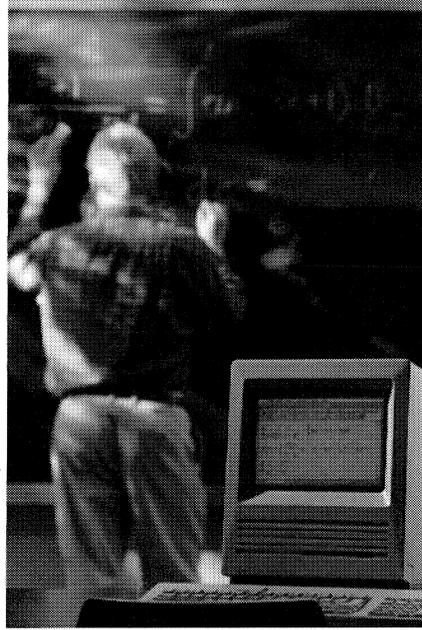
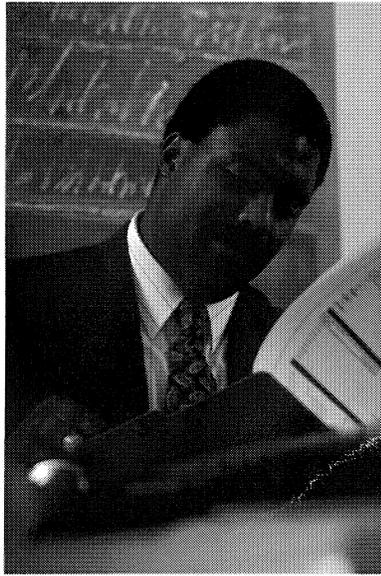
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2011 Title I Bridge to Excellence Budget Narrative

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	\$ 128.00
Table 7-8 Parent Involvement (Line 2)	03 Salaries & Wages	Professional part-time	Teacher for parent conferences	WWES	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	WWES	8% benefits	\$ 48.00
Table 7-8 Parent Involvement (Line 2)	03 Supplies & Materials	Instructional materials	Materials for family learning nights	WWES	Total expense	\$ 999.32
Table 7-8 Parent Involvement (Line 2)	209 Student Transportation	Transportation	Transportation for family learning nights	WWES	Total expense	\$ 983.50
	Total Allocated					\$ 20,441,435.00
	Title I Total					\$ 20,441,435.00
	Remaining Funds					\$ -

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Attachment 8

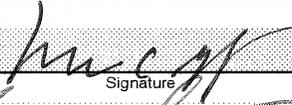
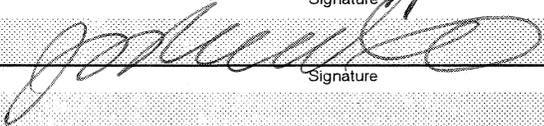


Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

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

ORIGINAL GRANT BUDGET	3,739,881.00	AMENDED BUDGET #		REQUEST DATE	07/14/11
GRANT NAME	Improving Teacher Quality Title Ila	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	008239 & 008207		
REVENUE SOURCE	Bridge to Excellence Title Iia funds	RECIPIENT AGENCY NAME	Office of Human Resources and Development		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	TO	6/30/2013

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							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.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						91,280.00	91,280.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	2,363,962.00	100,003.00	159,178.00	97,955.00			2,721,098.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges	927,503.00						927,503.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,291,465.00	100,003.00	159,178.00	97,955.00	0.00	91,280.00	3,739,881.00

Finance Official Approval	Dr. Marshall Spatz Name	 Signature	8/31/11 Date	301-279-3547 Telephone #
Supt./Agency Head Approval	Dr. Joshua Staff Name	 Signature	8/31/11 Date	301-279-3383 Telephone #
MSDE Grant Manager Approval	 Name	 Signature	 Date	 Telephone #

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

Local School System: _____Montgomery County Public Schools_____ Fiscal Year 2012
 Title II-A Coordinator: Carole C. Goodman _____
 Telephone: __ (301) 279-3270 __ E-mail: __ Carol_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 2012

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)].			X
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)].			
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: <u>Montgomery County Public Schools</u> Fiscal Year 2012
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(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)].</p>	<p>In an effort to meet the needs of our teachers, MCPS has committed to improve the quality of teaching by implementing a professional growth system. One of the key components of the system is the Skillful Teacher Coursework, a thirty-six hour course offered to all of our 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 each and every classroom. Specifically, the Skillful Teaching Course focuses on:</p> <ul style="list-style-type: none"> • Providing participants with the time to examine and understand the knowledge base of teaching • Provide opportunities to cultivate collegiality and experimentation in the areas of motivation, personal relationship building, beliefs, and expectations. • Expanding the repertoire of instructional strategies and skills for effective peer support to support student learning. • Additionally, Skillful Teacher Paraeducator Coursework is a thirty-six hour course offered to all of our paraeducators. The coursework focuses on research-based strategies that address both the science and art of teaching practices and on support 	513,643	91,280

	<p>teachers to provide high-quality instruction for every student. Specifically, the Skillful Teaching for Paraeducators encompasses:</p> <ul style="list-style-type: none"> • Providing participants with the time to examine ways to maximize student learning by building positive personal relationships with students, • Maximizing and communicating high expectations and beliefs about students' ability to achieve, • Recognizing that many discipline problems stem from students' frustration and feelings of powerlessness, promoting collaboration and collegiality for teachers. <p>Non public institutions in Montgomery County have equal access to all Skillful teacher courses and any Continuing Professional Development courses offered by MCPS. It should be noted that non public institutions may use their allocation to pursue professional development through MCPS courses or any other approved professional development opportunities outside of MCPS.</p> <p>The following calculations support the funding request:</p> <ul style="list-style-type: none"> • Substitutes – 1,130 substitute days @ 119.81 per day = \$135,385 • Support Part Time = \$15.70 x 636.95 hrs = \$10,000 • Contractual Services – 1,056 participants x \$94.70 = \$100,003 • Textbooks & Program Materials – 1056 participants x \$80.00 = \$84,480 • Supply Materials = \$74,698 1056 participants x \$70.737 each • Staff Development = \$97,955 1056 participants x 92.76 • Benefits = \$11,122 \$145,385 x 7.65% <p>Non-Public – 25,146 students x \$3.63 per student = \$91,280 (\$604,923 / 166,583 total enrollment for MCPS and non public schools)</p> <p><i>Enrollment data for non public schools found at the MSDE web site based on enrollment data as of September 30, 2010.</i></p> <p>http://www.marylandpublicschools.org/NR/rdonlyres/11C79F29-716F-4308-8EAF-EE5C4D8788DA/27364/nonpub13.pdf</p>		
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<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 			
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**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Montgomery County Public Schools _____ Fiscal Year 2012

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			

<p>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)].</p>	<ul style="list-style-type: none"> • CONSULTING TEACHERS • The Consulting Teacher (CT) Team is comprised of 22 highly qualified teachers certified to support teachers in pre-K through Grade 12 in various content areas. By June 2012, the Consulting Teacher Team anticipates having to support 400 novice teachers and 75 underperforming teachers. • Goal – The goal for the percentage of Consulting Teacher (CT) clients successfully completing Peer Assistance Review (PAR) requirements and returned or released to the Professional Growth Cycle is 80%. • Consulting Teacher support, provided within the Teacher Peer Assistance and Review Program, follows a prescribed model outlined in the <i>MCPS Teacher Professional Growth System Handbook</i>. The school system has implemented the program to provide intensive, job-embedded support to novice and identified underperforming teachers. 	<p>\$2,218,577 salaries; \$916,381 benefits</p>	
<p>3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].</p>			
<p>3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].</p>			
TOTAL TITLE II-A FUNDING AMOUNTS		3,645,332	94,549

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

Local School System: _____ **Fiscal Year 2012**

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.

- 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

See response to item "b".

- 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. Non public 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

C-1 HIGHLY QUALIFIED TEACHERS

FY-2012 Bridge To Excellence - Attachment 8 Title II A

Attachment A

1. In Montgomery County Public Schools (MCPS), Title II A grant activities focus on two primary areas, the Consulting Teacher Project and professional development provided through the Center for Skillful Teaching, both of which 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 through building the capacity of all staff. Primary among these efforts are projects that are designed to support excellent instruction delivered by highly-qualified 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.

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 described previously, new MCPS teachers are eligible for other types of support, such as New Teacher Induction, mentoring support, continuing professional development courses, and tuition reimbursement. MCPS invests funds in these programs outside of the grant because the programs support our strategic plan and contribute to the goal of attracting and retaining a quality workforce.

As a whole, 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 2012 we will continue to refine and expand our strategies by seeking to foster and expand our alliance with our university partners, showing preference to programs that will produce candidates with dual certification in high priority areas.

The Consulting Teacher Team works as part of the MCPS Peer Assistance and Review (PAR) Panel within the Teacher Professional Growth System. 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’ primary responsibilities are the following:

- Providing intensive, individualized instructional support and resources to teachers.
- Documenting teachers’ performance relative to the performance standards.

The consulting teachers present data to inform the PAR Panel’s employment recommendations. The annual client satisfaction feedback from teachers is highly favorable.

C -1 HIGHLY QUALIFIED TEACHERS

FY-2012 Bridge To Excellence - Attachment 8 Title II A

Attachment A

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-II) to administrators. The data on course effectiveness shows that the course and the participants are meeting the objectives.

- Consistently, more than 90 percent of participants are satisfied with the course.
- Summarizers indicate that participants are mastering the objectives of the course. In order to successfully complete each course, participants must demonstrate job-embedded application of the content.

The grant 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. The Continuing Professional Development Project provides a variety of opportunities for continuing professional development. Tuition reimbursement provides financial support for personal professional development and the Skillful Teacher classes, which support a standards-based professional growth system for teachers and administrators. 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>

**FY-2011 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.

The high poverty schools often have numerous beginning teachers. Even though most of the new teachers are highly qualified, they receive a tremendous amount of support from our comprehensive teacher induction program described in the previous question. Specifically, those new teachers are coached by consulting teachers who differentiate support based on the needs of the school, the teacher and the students.

The Skillful Teacher course is often taught in locations convenient for teachers teaching in high poverty schools. Making the course more readily available encourages teachers to participate in a course that supports the pedagogy of instruction. There have been past examples of all teachers in a high poverty school being required to take the Studying Skillful Teacher coursework.

The supports provided to the teachers will contribute to their success in the classroom and therefore encourage them to remain in those classrooms. Teacher turnover is typically higher in high poverty schools. 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.

FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 2.1

Salaries and Wages (include fixed charges here)		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Support Part Time / year round	1 position @ \$15.70 per hr x 636.95 hrs = 10,000.12	10,000
Substitutes	1,130 subs days @ 119.81 per day = 135,385.30	135,385
Sub Total (Non- Position Salaries)		145,385
Benefits - FICA @ 7.65% x 145,385 = 11,121.96		11,122
SUBTOTAL OBJECT 01		156,507

Contracted Services		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Research for Better Teaching licensing and contractual services	1,056 participants x \$94.70 each = 100,003.20	100,003
SUBTOTAL OBJECT 02		100,003

Supplies and Materials		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Skillful Teacher Books and materials	1056 participants x \$80 each	84,480
Other training supplies as needed	1056 participants x \$70.737 each = 74,698.27	74,698
SUBTOTAL OBJECT 03		159,178

Other Instructional Costs		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Staff Development	1056 participants x \$92.76 each = 97,954.56	97,955
SUBTOTAL OBJECT 04		97,955

Transfer		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Non-Public allocations	* 25,146 students @ \$3.63 per student = 91,279.98	91,280
	* Based on MSDE enrollment data as of 9/30/10	
SUBTOTAL OBJECT 08		91,280

TOTAL for Activity **604,923**

FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title II-A
Activity 3.1

Salaries and Wages (include fixed charges here)		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Consulting Teachers Salary	22 participants x \$100,844.42 each	\$2,218,577
Benefits	Salary amount of \$2,218,577 times the average budgeted benefits rate of 41.3048950% = 916,380.90	\$916,381
SUBTOTAL OBJECT 01		3,134,958

Contracted Services		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 02		0

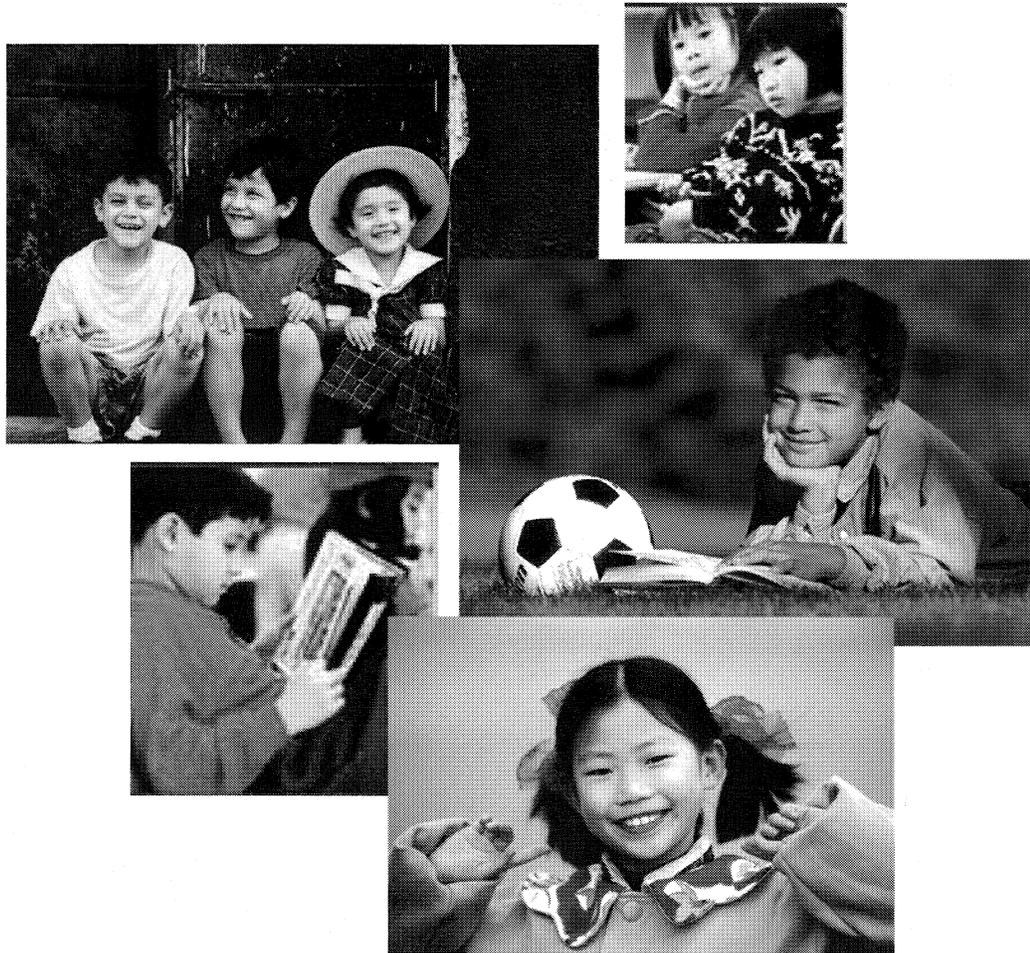
Supplies and Materials		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 03		0

Other Instructional Costs (show fixed charges with salaries and wages)		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 04		0

Transfer		
<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 08		0

TOTAL for Activity	3,134,958
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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: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
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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, and (e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]													
Authorized Activities	Descriptions	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).	\$110,579											
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:20%; padding: 2px;">Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity</th> <th style="width:20%; padding: 2px;">Calculation</th> <th style="width:20%; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1.2 High school ESOL instructional specialist</td> <td style="padding: 2px;">1.0 FTE x \$110,579</td> <td style="text-align: right; padding: 2px;">\$110,579</td> </tr> <tr> <td style="padding: 2px;">Professional part-time wages for benchmarking criteria</td> <td style="padding: 2px;">10 teachers x 36 hours x \$25 per hour</td> <td style="text-align: right; padding: 2px;">\$9,000</td> </tr> </tbody> </table>	Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity	Calculation	Amount	1.2 High school ESOL instructional specialist	1.0 FTE x \$110,579	\$110,579	Professional part-time wages for benchmarking criteria	10 teachers x 36 hours x \$25 per hour	\$9,000	Hire ESOL teachers to revise the Multidisciplinary Educational Training and Support (METS) and Secondary ESOL Level Benchmark Criteria and Assessment Alignment documents, create a Secondary Teacher Education and Professional Training for English Language Learners (STEP-T for ELL) professional development course, and develop ESOL Assessments and Flipchart Resources for the secondary Milestones Program (July–August 2011).	\$9,000		
Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity	Calculation	Amount											
1.2 High school ESOL instructional specialist	1.0 FTE x \$110,579	\$110,579											
Professional part-time wages for benchmarking criteria	10 teachers x 36 hours x \$25 per hour	\$9,000											
	Employee benefits (ongoing).	\$49,375											

Employee benefits	FTEs: \$110,579 x 44% = \$48,654.76 Non-FTEs: 9,000 x 8% = \$720 Total: \$48,655 + \$720 = \$49,375	\$49,375	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing).	\$11,491	
			Nonpublic Schools: Purchase of instructional materials and software to support the English language development needs of ESOL students (July 2011–June 2012).		\$7,802
Total Salaries and Wages including Fixed Charges:		\$168,954	Totals:	\$180,445	\$7,802
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			Nonpublic Schools: Provide tutors for ELL (August 2011–June 2012). (St. John the Baptist)		\$3,880
			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)		\$15,000
			Totals:	\$0	\$18,880
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 2011–June 2012).	\$160,472	
Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 1.4	Calculation	Amount	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–August 2011).	\$125,454	
ESOL transition teachers	2.0 FTEs x \$80,236	\$160,472	Employee benefits (ongoing)	\$80,644	
SSE (ESOL summer school) teachers	10 elementary teachers x 5 hrs x 20 days x \$59.25 per hour = \$59,250. 9 high school teachers x 5 hrs x 30 days x \$49.04 per hour = \$66,204 (\$59,250 + \$66,204 = \$125,454)	\$125,454	Provide transportation for ESOL students with interrupted formal education enrolled in the summer ESOL SEPA Program (July 5–29, 2011).	\$5,791	
Employee benefits	FTEs: \$160,472 x 44% = \$70,607.68 Non-FTEs: \$125,454 x 8% = \$10,036.32 Total: \$70,608 + \$10,036 = \$80,644	\$80,644	Totals:	\$372,361	\$0
Total Salaries and Wages including Fixed Charges:		\$366,570			

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

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
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A. REQUIRED ACTIVITIES [Section 3115(c)] continued

Authorized Activities			Descriptions	Public School Costs	Nonpublic Costs	
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall 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)].</p>			<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to Nonpublic schools e) any revision to the plan as part of this annual update (including page numbers)</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>			<p>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).</p>	\$110,579		
Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 2.1	Calculation	Amount	<p>Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings using the locally developed ESOL curriculum and locally developed formative English language proficiency assessments to provide effective English language development instruction to ESOL students (September 2011-June 2012).</p>	\$26,955		
K-12 ESOL instructional specialist	1.0 FTE x \$110,579	\$110,579				
Substitutes for ESOL teachers	215 x \$125.37 per day = \$26,954.55	\$26,955				
Employee benefits	FTEs: \$110,579 x 44.00% = \$48,654.76 Non-FTEs: \$26,955 x 8% = \$2,156.40 Total: \$48,655 + \$2,156 = \$50,811* (*Rounding up to next whole dollar.)	50,812		Employee benefits (ongoing)	\$50,812	
				Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of ELL (August 2011-June 2012).		\$980
Total Salaries and Wages			Totals:	\$188,346	\$980	

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)].	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of ELL (July 2011–June 2012).		\$1,114
	Totals:	\$0	\$1,114
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)].	Nonpublic Schools: Provide online workshops for teachers on supporting ELL (August 2011–June 2012). (Mother of God)		\$99
	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)		\$3,390
	Totals:	\$0	\$3,489

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
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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	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).	\$1,060,953										
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:15%; padding: 2px;">Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 3.2</th> <th style="width:15%; padding: 2px;">Calculation</th> <th style="width:15%; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Parent community coordinators</td> <td style="padding: 2px;">15.0 FTEs x \$70,730.20</td> <td style="padding: 2px; text-align: right;">\$1,060,953</td> </tr> <tr> <td style="padding: 2px;">Communication specialist</td> <td style="padding: 2px;">1.0 FTE x \$74,745</td> <td style="padding: 2px; text-align: right;">\$74,745</td> </tr> </tbody> </table>	Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 3.2	Calculation	Amount	Parent community coordinators	15.0 FTEs x \$70,730.20	\$1,060,953	Communication specialist	1.0 FTE x \$74,745	\$74,745	Use a communication specialist to provide translation services in Korean to ESOL families.	\$74,745	
Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 3.2	Calculation	Amount										
Parent community coordinators	15.0 FTEs x \$70,730.20	\$1,060,953										
Communication specialist	1.0 FTE x \$74,745	\$74,745										
	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing).	\$62,000										
	Employee benefits (ongoing).	\$504,667										
	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).	\$13,000										

Professional part-time to provide interpretation and translation services	2,480 hours x \$25 per hour	\$62,000	Provide interpretation and translation services to involve non-English speaking parents in school activities (ongoing).	\$25,000		
				Totals:	\$1,740,365	\$0
Employee benefits	FTEs: \$1,135,698 x 44% = \$499,707.12 Non-FTEs: \$62,000 x .08 = \$4,960 Total: \$499,707 + \$4,960 = \$ 504,667	\$504,667				
Total Salaries and Wages Including Fixed Charges:		\$1,702,365				

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)].	Nonpublic Schools: Use United Streaming to meet the language and academic content needs of ELL (August 2011–June 2012). (St. Catherine Laboure)				\$1,800	
				Totals:	\$0	\$1,800
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)].				\$120,429		
			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).			
			Employee benefits (ongoing).	\$52,989		
				Totals:	\$173,418	\$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 \$120,429	\$120,429				
Employee benefits	FTEs: \$120,429 x 44% = \$52,988.76	\$52,989				
Total Salaries and Wages including Fixed Charges:		\$173,418				

5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind*. (Specify and describe below.) [section 3115(d)(8)]:

5.1 Carrying out other activities that are consistent with the purpose of this Section [section 3115(d)(8)].			Descriptions	Public School Costs	Nonpublic Costs
Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.1	Calculation	Amount			
ESOL transition counselors	8.1 FTE x \$63,665.56 = \$515,691.04	\$515,691	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).	\$515,691	
Employee benefits	FTEs: \$515,691 x 44% = \$226,904.04	\$226,904	Employee benefits	\$226,904	
Total Salaries and Wages including Fixed Charges:		\$742,595	Totals:	\$742,595	\$0
5.2 Provide systems to facilitate provision of services to ESOL student and families			Provide systems to document and analyze English language proficiency entry test data, as well as ESOL counseling and parent outreach services data to support continuous improvement efforts. The consultant will also continue the development of the database used to assign interpreters to schools and offices to ensure that limited English speaking families are able to receive the services of a foreign language interpreter to allow them to meaningfully participate in their children's education (ongoing).	\$72,000	
Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.2	Calculation	Amount			
Support Service Part-time wages	2,880 hours x \$25 per hour	\$72,000			
Employee benefits	Non FTEs: \$72,000 x 8%	\$5,760	Employee benefits	\$5,760	
Total Salaries and Wages including Fixed Charges:		\$77,760	Totals:	\$77,760	\$0

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
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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% for the cost of administering this subpart.

6. Administrative Expenses	Descriptions	Public School Costs	Nonpublic Costs												
<p>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)].</p> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width:20%; padding: 2px;">Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity</th> <th style="width:30%; padding: 2px;">Calculation</th> <th style="width:50%; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">6.1 Fiscal Assistant</td> <td style="padding: 2px;">0.7 FTE x \$57,537.14</td> <td style="padding: 2px; text-align: right;">\$40,276</td> </tr> <tr> <td style="padding: 2px;">Employee benefits</td> <td style="padding: 2px;">FTEs: \$40,276 x 44% = \$17,721.44</td> <td style="padding: 2px; text-align: right;">\$17,721</td> </tr> <tr> <td style="padding: 2px;">Total Salaries and Wages including Fixed Charges:</td> <td style="padding: 2px;"></td> <td style="padding: 2px; text-align: right;">\$57,997</td> </tr> </tbody> </table>	Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity	Calculation	Amount	6.1 Fiscal Assistant	0.7 FTE x \$57,537.14	\$40,276	Employee benefits	FTEs: \$40,276 x 44% = \$17,721.44	\$17,721	Total Salaries and Wages including Fixed Charges:		\$57,997	<p>Allowable administrative costs not more than 2%.</p>		
Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity	Calculation	Amount													
6.1 Fiscal Assistant	0.7 FTE x \$57,537.14	\$40,276													
Employee benefits	FTEs: \$40,276 x 44% = \$17,721.44	\$17,721													
Total Salaries and Wages including Fixed Charges:		\$57,997													
	Fiscal assistant to conduct all financial transactions and prepare budget (ongoing).	\$40,276													
	Employee benefits (ongoing).	\$17,721													
	Audit fees (ongoing).	\$1,042													
	Totals:	\$59,039	\$0												
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$3,534,329	\$34,065												

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
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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	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 (SSE) for ESOL teachers to continue English language development instruction for ESOL students enrolled in the Students Engaged in Pathways to Achievement (SEPA) program through the summer months (July–August 2011).	\$34,328										
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:20%; text-align: left; padding: 2px;">Item Description for Salaries (FTEs) and Wages (non-FTEs) on Activity 1.2</th> <th style="width:40%; text-align: left; padding: 2px;">Calculation</th> <th style="width:40%; text-align: right; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">SSE (ESOL summer school) teachers</td> <td style="padding: 2px;">4 SEPA teachers x 5 hrs x 20 days x 49.04 per hour = \$19,616; plus 2 High School teachers x 30 days x 5 hours x \$49.04 = \$14,712. \$19,616 + \$14,712 = \$34,328</td> <td style="padding: 2px; text-align: right;">\$34,328</td> </tr> <tr> <td style="padding: 2px;">Employee benefits</td> <td style="padding: 2px;">Non-FTEs: \$34,328 x 8% = \$2,746</td> <td style="padding: 2px; text-align: right;">\$2,746</td> </tr> </tbody> </table>	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 49.04 per hour = \$19,616; plus 2 High School teachers x 30 days x 5 hours x \$49.04 = \$14,712. \$19,616 + \$14,712 = \$34,328	\$34,328	Employee benefits	Non-FTEs: \$34,328 x 8% = \$2,746	\$2,746	Employee benefits (ongoing).	\$2,746	
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 49.04 per hour = \$19,616; plus 2 High School teachers x 30 days x 5 hours x \$49.04 = \$14,712. \$19,616 + \$14,712 = \$34,328	\$34,328										
Employee benefits	Non-FTEs: \$34,328 x 8% = \$2,746	\$2,746										
Totals:		\$37,074										

Total Salaries and Wages including Fixed Charges:	\$37,074			
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).	\$3,945	\$39	
	Totals:	\$3,945	\$39	
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)].				
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%.			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$41,019	\$39	

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
Mother of God	10
St. Catherine Laboure	23
St. Francis International School (former name: St. Camillus)	83
St. John the Baptist	21
St. Martin	23
St. Bernadette	11
Don Bosco High School	3
Our Lady of Lourdes	7
Totals	181

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 13, 2011, 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 10, 2011, 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 10, 2011, meeting to review and provide input into the fiscal year (FY) 2012 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 were trained 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; and

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 2010-2011 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Montgomery County Public Schools

Fiscal Year 2012

B. 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 *Part C, Allowable Activities*. 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.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

All LEP Activities

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 \$110,579	\$110,579
Special Programs	Hire ESOL teachers to revise the METS and secondary ESOL Level Benchmark Criteria and Assessment Alignment documents; create a Secondary Teacher Education and Professional Training for English Language Learners (STEP-T for ELL) professional development course; and develop ESOL Assessments and Flipchart Resources for the secondary Milestones Program (June–August 2011). Activity 1.2	10 teachers x 36 hours x \$25 per hour	\$9,000
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 2011–June 2012). Activity 1.4	2.0 FTE ESOL transition teachers x \$80,236	\$160,472
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL and SEPA students through the summer months (July–August 2011). Activity 1.4	10 elementary school teachers x 5 hours x 20 days x \$59.25 per hour = \$59,250 9 High school teachers x 5 hours x 30 days x \$49.04 per hour = \$66,204 (\$59,250 + \$66,204 = \$125,454)	\$125,454
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 \$110,579	\$110,579
Special Programs	Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings on the instruction and assessment of ESOL students (September 2011–June 2012). Activity 2.1	215 substitutes x \$125.37 per day = \$26,954.55	\$26,955
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 \$70,730.20	\$1,060,953
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 \$74,745	\$74,745
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	2,480 hours x \$25 per hour	\$62,000
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 \$120,429	\$120,429

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

All LEP Activities

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 \$63,665.56	\$515,691
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 5.2	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 \$57,537.14	\$40,276
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$2,193,724) Workmen's Compensation \$8,775 Social Security \$167,820 Employee Health Benefit \$372,292 Retirement \$416,100 Unemployment Compensation \$252 Total benefits for FTEs = \$965,239 Non-FTEs: \$295,409 x 8% = \$23,632.72 (\$965,239 + \$23,633 = \$988,872)	\$988,872
SUBTOTAL OBJECT 01			\$3,478,005

Contracted Services			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs Transfer	Nonpublic Schools: Provide tutors for English language learners (August 2011-June 2012). Activity 1.3 (St. John the Baptist)	97 hours x \$40 per hour	\$3,880
Special Programs Transfer	Nonpublic Schools: Hire one part-time teacher to provide small group and individual pull-out ELL support services for LEP students on a regular basis. The support services will occur throughout the course of the school year and will encompass 600 hours of instructional time (ongoing). Activity 1.3 (St. Francis)	600 hours x \$25 per hour	\$15,000
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of English language learners (August 2011-June 2012). Speaker will be invited to address the faculty on instructional strategies that will benefit ESOL students. Activity 2.1 (Our Lady of Lourdes)	1 session x \$648	\$648
Special Programs Transfer	Nonpublic Schools: Professional Development Seminar on ELL Best Practices: Using Research Based Interventions for ELL Students in the Content Areas. (August 2011). Activity 2.1 (St. John the Baptist)	1 session x \$50	\$50
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of English language learners (August 2011-June 2012). Activity 2.1 (Don Bosco Cristo Rey)	TBD	\$282

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

All LEP Activities

Special Programs Transfer	Nonpublic Schools: Workshop to enhance instructional strategies for ELLs (August 2011). Activity 2.2. (St. Bernadette)	1 session x \$200	\$200
Special Programs Transfer	Nonpublic Schools: Providing professional development for the faculty by hiring a third party source with expertise in instructing ELL students. (August 2011-June 2012). Activity 2.2 (Saint Catherine Laboure)	1 session x \$914	\$914
Special Programs Transfer	Nonpublic Schools: Provide online workshops for teachers on supporting ELL. (August 2011-June 2012). Activity 2.3 (Mother of God)	1 session x \$99	\$99
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	1,000 hours x \$25 per hour	\$25,000
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			\$60,115

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD—based on enrollment	\$11,491
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Martin of Tours School)	Price quote for materials—\$939	\$939
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials such as RAVE-O and Explore the Code Educational software to increase fluency, comprehension and deep reading. Activity 1.2 (Mother of God)	$(1 \times \$100) + (1 \times \$39.45) = \$139.45$	\$139
Special Programs Transfer	Nonpublic Schools: Purchase of other instructional materials to provide academic growth and support. Activity 1.2 (Mother of God)	TBD—based on enrollment	\$296
Special Programs Transfer	Nonpublic Schools: Purchase of various instructional materials and software to support the English language development needs of ESOL students (July-2011-June 2012). Lexia Educational Software. Activity 1.2 (Mother of God)	Price quote for materials—\$1,348	\$1,348
Special Programs Transfer	Nonpublic Schools: Instructional materials to assist ELLs in building proficiency in English and academic content (August 2011-June 2012). Activity 1.2. (St. Bernadette).	TBD	\$1,820
Special Programs Transfer	Nonpublic Schools: IPT testing materials (August 2011-June 2012). Activity 1.2 (St. Bernadette).	10 students x \$5.00 per test	\$50

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

All LEP Activities

Special Programs Transfer	Nonpublic Schools: Purchase instructional materials will be used to enhance comprehension strategies of ELL student. Primary concepts such as road to reading, stop to think picture it, stop to think sum it up. (August 2011-June 2012). Activity 1.2. (Our Lady of Lourdes).	10 x 66.90 each	\$669
Special Programs Transfer	Nonpublic Schools: Purchasing of testing materials (ongoing). Activity 1.2 (St. Catherine Laboure)	23 students x \$5.00 per student	\$115
Special Programs Transfer	Nonpublic Schools: Purchase of software and instructional materials to support ELL students in the mastery of the curriculum (ongoing). Activity 1.2 (Saint Catherine Laboure)	TBD	\$1,500
Special Programs Transfer	Nonpublic Schools: Purchase of IPT testing material. Activity 1.2 (St. John the Baptist)	TBD—based on enrollment	\$22
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (Don Bosco Cristo Rey)	TBD—based on enrollment	\$283
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Francis)	TBD—based on enrollment	\$621
Special Programs Transfer	Nonpublic Schools: Use United Streaming to meet the language and academic content needs of English language learners (August 2011-June 2012). Activity 4.4. (St. Catherine Laboure)	Vendor price quote—\$1,800	\$1,800
SUBTOTAL OBJECT 03			\$21,093

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 5, 2011-July 29, 2011). Activity 1.4	Cost for Mileage: 19 days x \$0.95 per mileage rate x 114.49 daily mileage = \$2,066.54 Cost for hours: 19 days x 8 hours per day x \$24.50 per hour = \$3,724 (\$2,067 + \$3,724 = \$5,791)	\$5,791
Special Programs Transfer	Nonpublic Schools: Membership and conference attendance fees for 2 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 ELLs to become more successful. (July 2011-June 2012). Activity 2.3. (Saint Martin)	Membership fees—\$80; conference registration fees for 2 teachers—\$700; transportation for 2 teachers—\$860; hotel for 2 teachers—\$1,749.80 (\$80 + \$700 + \$860 + \$1,750 = \$3,390)	\$3,390

SUBTOTAL OBJECT 04

\$9,181

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05

\$0

Total for all LEP Activities

\$3,568,394

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

Activity 1.2

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 \$110,579	\$110,579
Special Programs	Hire ESOL teachers to revise the METS and secondary ESOL Level Benchmark Criteria and Assessment Alignment documents; create a Secondary Teacher Education and Professional Training for English Language Learners (STEP-T for ELL) professional development course; and develop ESOL Assessments and Flipchart Resources for the secondary Milestones Program (June–August 2011). Activity 1.2	10 teachers x 36 hours x \$25 per hour	\$9,000
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$110,579) Workmen's Compensation \$442 Social Security \$8,459 Employee Health Benefit \$18,766 Retirement \$20,975 (\$20,974.35—rounding up to the next whole dollar due to rounding issues) Unemployment Compensation \$13 Total benefits for FTEs = \$48,655 Non FTEs: \$9,000 x 8% = \$720 (\$48,655 + \$720 = \$49,375	\$49,375

SUBTOTAL OBJECT 01

\$168,954

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 02

\$0

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs	Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.2	TBD—based on enrollment	\$11,491
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Martin of Tours School)	Price quote for materials—\$939	\$939
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials such as RAVE-O and Explore the Code Educational software to increase fluency, comprehension and deep reading. Activity 1.2 (Mother of God)	$(1 \times \$100) + (1 \times \$39.45) = \$139.45$	\$139
Special Programs Transfer	Nonpublic Schools: Purchase of other instructional materials to provide academic growth and support. Activity 1.2 (Mother of God)	TBD—based on enrollment	\$296

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 1.2

Special Programs Transfer	Nonpublic Schools: Purchase of varies Instructional materials and software to support the English language development needs of ESOL students (July-2011-June 2012). Lexia Educational Software. Activity 1.2. (Mother of God)	Price quote for materials—\$1,348	\$1,348
Special Programs Transfer	Nonpublic Schools: Instructional materials to assist ELLs in building proficiency in English and academic content (August 2011-June 2012). Activity 1.2. (St. Bernadette).	TBD	\$1,820
Special Programs Transfer	Nonpublic Schools: IPT testing materials (August 2011-June 2012). Activity 1.2 (St. Bernadette).	10 students x \$5.00 per test	\$50
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials will be used to enhance comprehension strategies of ELL student. Primary concepts such as road to reading, stop to think picture it, stop to think sum it up. (August 2011-June 2012). Activity 1.2. (Our Lady of Lourdes).	10 x 66.90 each	\$669
Special Programs Transfer	Nonpublic Schools: Purchasing of testing materials (ongoing). Activity 1.2 (St. Catherine Laboure)	23 students x \$5.00 per student	\$115
Special Programs Transfer	Nonpublic Schools: Purchase of software and instructional materials to support ELL students in the mastery of the curriculum (ongoing). Activity 1.2 (Saint Catherine Laboure)	TBD	\$1,500
Special Programs Transfer	Nonpublic Schools: Purchase of IPT testing material. Activity 1.2 (St. John the Baptist)	TBD—based on enrollment	\$22
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (Don Bosco Cristo Rey)	TBD—based on enrollment	\$283
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Francis)	TBD—based on enrollment	\$621
SUBTOTAL OBJECT 03			\$19,293

Other Instructional Costs (show fixed charges with salaries and wages)			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 04			\$0

Equipment			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 05			\$0

Total for LEP Portion Activity 1.2 **\$188,247**

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 1.3

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 01 _____ \$0

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs Transfer	Nonpublic Schools: Provide tutors for English language learners (August 2011-June 2012). Activity 1.3 (St. John the Baptist)	97 hours x \$40 per hour	\$3,880
Special Programs Transfer	Nonpublic Schools: Hire one part-time teacher will provide small group and individual pull-out ELL support services for LEP students on a regular basis. The support services will occur throughout the course of the school year and will encompass 600 hours of instructional time (ongoing). Activity 1.3 (St. Francis)	TBD—based on enrollment	\$15,000

SUBTOTAL OBJECT 02 _____ \$18,880

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 LEP Portion Activity 1.3 **_____ \$18,880**

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

Activity 1.4

Salaries and Wages (include fixed charges here)			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 2011–June 2012). Activity 1.4	2.0 FTE ESOL transition teachers x \$80,236	\$160,472
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for ESOL and SEPA students through the summer months (July–August 2011). Activity 1.4	10 elementary school teachers x 5 hours x 20 days x \$59.25 per hour = \$59,250 9 High school teachers x 5 hours x 30 days x \$49.04 per hour = \$66,204 (\$59,250 + \$66,204 = \$125,454)	\$125,454
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$160,472) Workmen's Compensation \$642 Social Security \$12,276 Employee Health Benefit \$27,232 Retirement \$30,442 Unemployment Compensation \$16 Total benefits for FTEs = \$70,608 Non-FTEs: \$125,454 x 8% = \$10,036.32 (\$70,608 + \$10,036 = \$80,644)	\$80,644
SUBTOTAL OBJECT 01			\$366,570

Contracted Services			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 02			\$0

Supplies and Materials			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 03			\$0

Other Instructional Costs (show fixed charges with salaries and wages)			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs	Provide transportation for ESOL students with interrupted formal education enrolled in the summer ESOL SEPA Program (July 5, 2011-July 29, 2011). Activity 1.4	Cost for Mileage: 19 days x \$0.95 per mileage rate x 114.49 daily mileage = \$2,066.54 Cost for hours: 19 days x 8 hours per day x \$24.50 per hour = \$3,724 (\$2,067 + \$3,724 = \$5,791)	\$5,791
SUBTOTAL OBJECT 04			\$5,791

Equipment			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 05			\$0

Total for LEP Portion Activity 1.4 **\$372,361**

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 2.1

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 \$110,579	\$110,579
Special Programs	Provide substitutes to enable teachers to attend training during countywide ESOL teachers' meetings on the instruction and assessment of ESOL students (September 2011-June 2012). Activity 2.1	215 substitutes x \$125.37 per day = \$26,954.55	\$26,955
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$110,579) Workmen's Compensation \$443 (\$442.32—rounding up to the next whole dollar due to rounding issues) Social Security \$8,459 Employee Health Benefit \$18,765 Retirement \$20,977 Unemployment Compensation \$11 Total benefits for FTEs = \$48,655 Non-FTEs: \$26,955 x 8% = \$2,156.40—rounding up to the next whole dollar due to rounding issues (\$48,655 + \$2,157 = \$50,812)	\$50,812

SUBTOTAL OBJECT 01

\$188,346

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of English language learners (August 2011-June 2012). Speaker will be invited to address the faculty on Instructional strategies that will benefit ESOL students. Activity 2.1 (Our Lady of Lourdes)	1 session x \$648	\$648
Special Programs Transfer	Nonpublic Schools: Professional Development Seminar on ELL Best Practices: Using Research Based Interventions for ELL Students in the Content Areas. (August 2011). Activity 2.1 (St. John the Baptist)	1 session x \$50	\$50
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of English language learners (August 2011-June 2012). Activity 2.1 (Don Bosco Cristo Rey)	TBD—based on enrollment	\$282

SUBTOTAL OBJECT 02

\$980

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 03

\$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 04

\$0

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 2.1

Equipment			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 05			\$0
Total for LEP Portion Activity 2.1			\$189,326

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 2.2

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 01

\$0

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs Transfer	Nonpublic Schools: Providing professional development for the faculty by hiring a third party source with expertise in instructing ELL students. (August 2011-June 2012). Activity 2.2 (Saint Catherine Laboure)	1 session x \$914	\$914
Special Programs Transfer	Nonpublic Schools: Workshop to enhance instructional strategies for ELLs (August 2011). Activity 2.2. (St. Bernadette)	1 session x \$200	\$200

SUBTOTAL OBJECT 02

\$1,114

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 all LEP Portion Activity 2.2

\$1,114

FY 2012 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
Special Programs Transfer	Nonpublic Schools: Provide online workshops for teachers on supporting ELL. (August 2011-June 2012). Activity 2.3 (Mother of God)	1 session x \$99	\$99

SUBTOTAL OBJECT 02 _____ \$99

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 Transfer	Nonpublic Schools: Membership and conference attendance fees for 2 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 ELLs to become more successful. (July 2011-June 2012). Activity 2.3. (Saint Martin)	Membership fees—\$80; conference registration fees for 2 teachers—\$700; transportation for 2 teachers—\$860; hotel for 2 teachers—\$1,749.80 (\$80 + \$700 + \$860 + \$1,750 = \$3,390)	\$3,390

SUBTOTAL OBJECT 04 _____ \$3,390

Equipment

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 05 _____ \$0

Total for LEP Portion Activity 2.3 _____ **\$3,489**

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 3.2

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs	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). Activity 3.2	15.0 FTE PCC x \$70,730.20	\$1,060,953
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 \$74,745	\$74,745
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	2,480 hours x \$25 per hour	\$62,000
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$1,135,698) Workmen's Compensation \$4,543 Social Security \$86,881 Employee Health Benefit \$192,728 Retirement \$215,442 Unemployment Compensation \$113 (\$113.57—rounding down to the next whole dollar due to rounding issues) Total benefits for FTEs = \$499,707 Non-FTEs: \$62,000 x 8% = \$4,960 (\$499,707 + \$4,960 = \$504,667)	\$504,667

SUBTOTAL OBJECT 01

\$1,702,365

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs	Provide interpretation and translation services to involve non-English-speaking parents in school activities (ongoing). Activity 3.2	1,000 hours x \$25 per hour	\$25,000
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

SUBTOTAL OBJECT 02

\$38,000

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 03

\$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 04

\$0

Equipment

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 05

\$0

Total for LEP Portion Activity 3.2

\$1,740,365

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

Activity 4.4

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 Transfer	Nonpublic Schools: Use United Streaming to meet the language and academic content needs of English language learners (August 2011-June 2012). Activity 4.4. (St. Catherine Laboure)	Vendor price quote—\$1,800	\$1,800

SUBTOTAL OBJECT 03 \$1,800

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 LEP Portion Activity 4.4 **\$1,800**

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 4.5

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 \$120,429	\$120,429
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$120,429) Workmen's Compensation \$482 Social Security \$9,213 Employee Health Benefit \$20,437 Retirement \$22,845 Unemployment Compensation \$12 Total benefits for FTEs = \$52,989	\$52,989

SUBTOTAL OBJECT 01 _____ \$173,418

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 02 _____ \$0

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 03 _____ \$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 04 _____ \$0

Equipment

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 05 _____ \$0

Total for LEP Portion Activity 4.5 _____ **\$173,418**

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

Activity 5.1

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 \$63,665.56	\$515,691
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$515,691) Workmen's Compensation \$2,063 Social Security \$39,450 Employee Health Benefit \$87,513 Retirement \$97,826 (\$97,826.58—rounding down to the next whole dollar due to rounding issues) Unemployment Compensation \$52 Total benefits for FTEs = \$226,904	\$226,904

SUBTOTAL OBJECT 01

\$742,595

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 02

\$0

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 03

\$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 04

\$0

Equipment

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 05

\$0

Total for LEP Portion Activity 5.1

\$742,595

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion**

Activity 5.2

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
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 5.2	2,880 hours x \$25 per hour	\$72,000
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation— .40% Social Security— 7.65% Employee Health Benefit— 16.97% (16.97079% rounded down) Retirement— 18.97% (18.96775% rounded up) Unemployment Compensation— .01147% (\$8.50 per person) Non-FTEs—8% of wages	Non-FTEs: \$72,000 x 8% = \$5,760	\$5,760

SUBTOTAL OBJECT 01 \$77,760

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 02 \$0

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 03 \$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 04 \$0

Equipment

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>

SUBTOTAL OBJECT 05 \$0

Total for LEP Portion Activity 5.2 **\$77,760**

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

Activity 6.1

Salaries and Wages (include fixed charges here)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Business Support	Use a fiscal assistant to conduct the financial transactions and prepare budget (ongoing). Activity 6.1	0.7 FTE fiscal assistant x \$57,537.14	\$40,276
Fixed Charges Other Charges	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01% (.01147% rounded down) (\$8.50 per person) Non-FTEs—8% of wages	FTEs: (Total FTEs = \$40,276) Workmen's Compensation \$161 Social Security \$3,081 Employee Health Benefit \$6,835 Retirement \$7,640 Unemployment Compensation \$4 Total benefits for FTEs = \$17,721	\$17,721

SUBTOTAL OBJECT 01

\$57,997

Contracted Services

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Business Support	Audit fees (ongoing). Activity 6.1	Actual cost	\$1,042

SUBTOTAL OBJECT 02

\$1,042

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
			\$0

SUBTOTAL OBJECT 03

\$0

Other Instructional Costs (show fixed charges with salaries and wages)

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
			\$0

SUBTOTAL OBJECT 04

\$0

Equipment

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
			\$0

SUBTOTAL OBJECT 05

\$0

Total for LEP Portion Activity 6.1

\$59,039

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

All LEP Activities—Nonpublic Schools Only

(Nonpublic Schools are also included on the individual LEP Activity and All LEP Activities Budget Narratives)

Salaries and Wages (include fixed charges here)

Cat.	Item description	Calculation	Amount

SUBTOTAL OBJECT 01

\$0

Contracted Services

Cat.	Item description	Calculation	Amount
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of English language learners (ELL) (August 2011-June 2012). Speaker will be invited to address the faculty on instructional strategies that will benefit ESOL students. Activity 2.1 (Our Lady of Lourdes)	1 session x \$648	\$648
Special Programs Transfer	Nonpublic Schools: Provide tutors for ELL (August 2011-June 2012). Activity 1.3 (St. John the Baptist)	97 hours x \$40 per hour	\$3,880
Special Programs Transfer	Nonpublic Schools: Professional Development Seminar on ELL Best Practices: Using Research Based Interventions for ELL Students in the Content Areas. (August 2011). Activity 2.1 (St. John the Baptist)	1 session x \$50	\$50
Special Programs Transfer	Nonpublic Schools: Professional development online teaching ELL course. Activity 2.3 (Mother of God)	1 session x \$99	\$99
Special Programs Transfer	Nonpublic Schools: Providing professional development for the faculty by hiring a third party source with expertise in instructing ELL students. (August 2011-June 2012). Activity 2.2 (Saint Catherine Laboure)	1 session x \$914	\$914
Special Programs Transfer	Nonpublic Schools: Provide professional development to teachers on supporting the linguistic and academic needs of ELL (August 2011-June 2012). Activity 2.1 (Don Bosco Cristo Rey)	TBD—based on enrollment	\$282
Special Programs Transfer	Nonpublic Schools: Hire one part-time teacher will provide small group and individual pull-out ELL support services for LEP students on a regular basis. The support services will occur throughout the course of the school year and will encompass 600 hours of instructional time (ongoing). Activity 1.3 (St. Francis)	TBD—based on enrollment	\$15,000
Special Programs Transfer	Nonpublic Schools: Workshop to enhance instructional strategies for ELLs (August 2011). Activity 2.2. (St. Bernadette)	1 session x \$200	\$200

SUBTOTAL OBJECT 02

\$21,073

FY 2012 Bridge to Excellence Comprehensive Plan

Budget Narrative: Title III-A LEP Portion

All LEP Activities—Nonpublic Schools Only

(Nonpublic Schools are also included on the individual LEP Activity and All LEP Activities Budget Narratives)

Supplies and Materials

<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Martin of Tours School)	1 session x \$200	\$939
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials such as RAVE-O and Explore the Code Educational software to increase fluency, comprehension and deep reading. Activity 1.2 (Mother of God)	$(1 \times \$100) + (1 \times \$39.45) = \$139.45$	\$139
Special Programs Transfer	Nonpublic Schools: Purchase of other instructional materials to provide academic growth and support. Activity 1.2 (Mother of God)	TBD—based on enrollment	\$296
Special Programs Transfer	Nonpublic Schools: Purchase of varies Instructional materials and software to support the English language development needs of ESOL students (July-2011-June 2012). Lexia Educational Software. Activity 1.2. (Mother of God)	TBD—based on enrollment	\$1,348
Special Programs Transfer	Nonpublic Schools: Instructional materials to assist ELLs in building proficiency in English and academic content (August 2011-June 2012). Activity 1.2. (St. Bernadette).	TBD	\$1,820
Special Programs Transfer	Nonpublic Schools: IPT testing materials (August 2011-June 2012). Activity 1.2 (St. Bernadette).	10 students x \$5.00 per test	\$50
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials will be used to enhance comprehension strategies of ELL student. Primary concepts such as road to reading, stop to think picture it, stop to think sum it up. (August 2011-June 2012). Activity 1.2. (Our Lady of Lourdes).	10 x 66.90 each	\$669
Special Programs Transfer	Nonpublic Schools: Purchasing of testing materials (ongoing). Activity 1.2 (St. Catherine Laboure)	23 students x \$5.00 per student	\$115
Special Programs Transfer	Nonpublic Schools: Purchase of software and instructional materials to support ELL students in the mastery of the curriculum (ongoing). Activity 1.2 (Saint Catherine Laboure)	TBD	\$1,500
Special Programs Transfer	Nonpublic Schools: Use United Streaming to meet the language and academic content needs of English language learners (August 2011-June 2012). Activity 4.4. (St. Catherine Laboure)	Vendor price quote—\$1,800	\$1,800
Special Programs Transfer	Nonpublic Schools: Purchase of IPT testing material. Activity 1.2 (St. John the Baptist)	TBD—based on enrollment	\$22
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (Don Bosco Cristo Rey)	TBD—based on enrollment	\$283
Special Programs Transfer	Nonpublic Schools: Purchase instructional materials for improving the English proficiency and academic achievement of ELL children (August 2011-June 2012). Activity 1.2 (St. Francis)	TBD—based on enrollment	\$621

SUBTOTAL OBJECT 03

\$9,602

FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A LEP Portion
All LEP Activities—Nonpublic Schools Only
(Nonpublic Schools are also included on the individual LEP Activity and All LEP Activities Budget Narratives)

Other Instructional Costs (show fixed charges with salaries and wages)			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
Special Programs Transfer	Nonpublic Schools: Membership and conference attendance fees for 2 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 ELLs to become more successful. (July 2011-June 2012). Activity 2.3. (Saint Martin)	Membership fees—\$80; conference registration fees for 2 teachers—\$700; transportation for 2 teachers—\$860; hotel for 2 teachers—\$1,749.80 (\$80 + \$700 + \$860 + \$1,750 = \$3,390)	\$3,390
SUBTOTAL OBJECT 04			\$3,390

Equipment			
<u>Cat.</u>	<u>Item description</u>	<u>Calculation</u>	<u>Amount</u>
SUBTOTAL OBJECT 05			\$0

Total for all LEP Portion Nonpublic Activities Only			\$34,065
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**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
All Immigrant Activities**

Salaries and Wages (include fixed charges here)

Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for SEPA students and high school ESOL students through the summer months (July–August 2011). Activity 1.2	4 SEPA teachers x 5 hours x 20 days x \$49.04 per hour = \$19,616 2 High School teachers x 30 days x 5 hours x \$49.04 per hour = \$14,712	\$34,328
Special Programs	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	Non-FTEs: \$34,328 x 8% = \$2,746.24	\$2,746

SUBTOTAL OBJECT 01 \$37,074

Contracted Services

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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	TBD based on enrollment	\$3,945
Special Programs	Nonpublic Schools: Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	TBD based on enrollment	\$39

SUBTOTAL OBJECT 03 \$3,984

Other Instructional Costs (show fixed charges with salaries and wages)

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SUBTOTAL OBJECT 04 \$0

Equipment

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SUBTOTAL OBJECT 05 \$0

Total for all Immigrant Activities **\$41,058**

**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
Activity 1.2**

Salaries and Wages (include fixed charges here)			
Special Programs	Provide supplemental summer employment for ESOL teachers to continue English language instruction for SEPA students and high school ESOL students through the summer months (July–August 2011). Activity 1.2	4 SEPA teachers x 5 hours x 20 days x \$49.04 per hour = \$19,616 2 High School teachers x 30 days x 5 hours x \$49.04 per hour = \$14,712.	\$34,328
Special Programs	Employee Benefits: FTEs—44% of salaries Workmen's Compensation—.40% Social Security—7.65% Employee Health Benefit—16.97% (16.97079% rounded down) Retirement—18.97% (18.96775% rounded up) Unemployment Compensation—.01147% (\$8.50 per person) Non-FTEs—8% of wages	Non-FTEs: \$34,328 x 8% = \$2,746.24	\$2,746
SUBTOTAL OBJECT 01			\$37,074

Contracted Services			
SUBTOTAL OBJECT 02			\$0

Supplies and Materials			
SUBTOTAL OBJECT 03			\$0

Other Instructional Costs (show fixed charges with salaries and wages)			
SUBTOTAL OBJECT 04			\$0

Equipment			
SUBTOTAL OBJECT 05			\$0

Total for Immigrant Portion Activity 1.2			\$37,074
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**FY 2012 Bridge to Excellence Comprehensive Plan
Budget Narrative: Title III-A IMMIGRANT PORTION
Activity 1.4**

Salaries and Wages (include fixed charges here)			
SUBTOTAL OBJECT 01			\$0

Contracted Services			
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	TBD based on enrollment	\$3,945
Special Programs	Non Public Schools: Supplemental instructional materials to support ESOL students, including those with interrupted formal education (ongoing). Activity 1.4	TBD based on enrollment	\$39
SUBTOTAL OBJECT 03			\$3,984

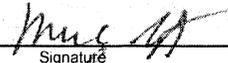
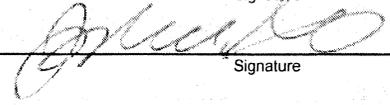
Other Instructional Costs (show fixed charges with salaries and wages)			
SUBTOTAL OBJECT 04			\$0

Equipment			
SUBTOTAL OBJECT 05			\$0

Total for Immigrant Portion Activity 1.4			\$3,984
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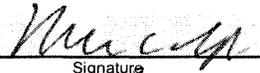
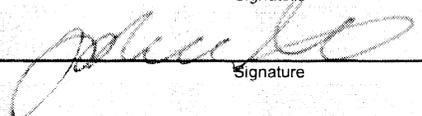
Proposed Original Grant Budget	\$3,568,394	Proposed Amended Grant Budget		Request Date	7/15/2011
Grant Name	ESEA Title III, Part A (LEP Portion)		Grant Recipient	Montgomery County Public Schools	
MSDE Grant #			Grant Recipient Grant #		
Revenue Source	ESEA Title III		School Name	Division of ESOL/Bilingual Programs	
Fund Source Code			Grant Period	July 1, 2011 - September 30, 2013	

CATEGORY/PROGRAM	OBJECT							Budget by Cat./Prog.
	01- Salaries & Wages	02 - Contract Services	03- Supplies & Materials	04 - Other Charges	05 - Equipment	08 - Transfers		
201 Administration								
Prog. 21 General Support								
Prog. 22 Business Support	\$ 40,276	\$ 1,042						\$ 41,318
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.	\$ 2,448,857	\$ 38,000	\$ 11,491	\$ 5,791	\$ -	\$ 34,065		\$ 2,538,204
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				\$ 988,872				\$ 988,872
214 Community Services								
215 Capital Outlay								
Prog. 34 Land & Improvements								
Prog. 35 Buildings & Additions								
Prog. 36 Remodeling								
Total Expenditures By Object	\$ 2,489,133	\$ 39,042	\$ 11,491	\$ 994,663	\$ -	\$ 34,065		\$ 3,568,394

Finance Official Approval	Dr. Marshall C. Spatz		7/15/11	301-279-3547
	Name	Signature	Date	Telephone #
Superintendent/Agency Head Approval	Dr. Joshua P. Starr		7-25-11	301-279-3381
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
		Signature	Date	Telephone #

Proposed Original Grant Budget	\$41,058	Proposed Amended Grant Budget		Request Date	7/15/2011
Grant Name	ESEA Title III, Part A (Immigrant Portion)		Grant Recipient	Montgomery County Public Schools	
MSDE Grant #			Grant Recipient Grant #		
Revenue Source	ESEA Title III		School Name	Division of ESOL/Bilingual Programs	
Fund Source Code			Grant Period	July 1, 2011 - September 30, 2013	

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.	\$ 34,328		\$ 3,945			\$ 39	\$ 38,312
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				\$ 2,746			\$ 2,746
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	\$ 34,328	\$ -	\$ 3,945	\$ 2,746	\$ -	\$ 39	\$ 41,058

Finance Official Approval	Dr. Marshall C. Spatz		7/15/11	301-279-3547
Superintendent/Agency Head Approval	Dr. Joshua P. Starr		7.25.11	301-279-3381
MSDE Grant Manager Approval				

Montgomery County Public Schools
Division o 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 10, 2011
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 – 3:05	Welcome and Introductions	Present	Mrs Sonja Bloetner
3:05 – 3:10	Overview of non-public participation in Title III funding	Present	Dr William J. Prather
3:10 – 3:30	Identification of eligible students & reporting requirements	Present/Discuss	Ms EunHee Cho
3:30 – 3:40	Determining funding levels	Present/Discuss	Dr William J. Prather
3:40 – 3:55	BTE attachment 10 (eligible activities) and budget narrative	Present Discuss	Dr William J. Prather
3:55 – 4:10	Current status of funding and participating schools	Present/Discuss	Ms Karla Lepinsky
4:10 – 4:25	Calendar of important reporting deadlines & future meeting dates	Discuss/Agree	Dr William J. Prather
4:25 – 4:30	Meeting evaluation	Complete	Mrs 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	Dr. William Prather, Coordinator Mrs. Sonja M Bloetner Supervisor,	William_J_Prather@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. Karla Lepinsky, ESOL Fiscal Assistant	Karla_J_Lepinsky@mcpsmd.org

NOTE: Spending Title III funds should be ongoing throughout the year. Submit all requests for materials, equipment, contracts, invoices, etc. directly to Karla Lepinsky, Fiscal Assistant. She will process your request right away.

Attachment 10



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

Please, remember that all Title III funds may only be spent on materials and activities directly related to the English language development and academic achievement of identified English language learners. Title III funds may not be used for general education purposes in which English language learners also participate.

When completing Attachment 10 of Title III, please be sure that your description specifies a particular product or service and includes a purpose statement, e.g. “Students will use books from the Whatever Series published by Publishing House to practice and extend reading comprehension when reading for information in English.”

When completing the budget narrative, list exact titles or names of services, as much as possible, and give specific calculations (e.g., “5 sets X \$29.95/set”) to justify the final cost as listed. “To be determined” is not a valid calculation. Adjustments can be made later, if necessary.

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u> Fiscal Year 2012 Participating Non-Public School: _____
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A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]

Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).		
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].			

1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].																		
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																	

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

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year 2012
Participating Non-Public School: _____	

A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs																
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]</p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).</p>																		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p> <table border="1" style="width: 100%; height: 40px; margin-top: 10px;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																			
<p>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)].</p>																			
<p>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)].</p>																			

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)].		
4.2	Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].		
4.3	Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].		
4.4	Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].		
4.5	Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].		

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year <u>2012</u>
Participating Non-Public School: _____	

C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, No Child Left Behind. (Specify and describe below.) [section 3115(b)]:																					
Other Activities	Descriptions	Public School Costs	Nonpublic Costs																		
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].																					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.1</th> <th style="width: 15%;">Calculation</th> <th style="width: 15%;">Amount</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td colspan="3">Total Salaries and Wages including Fixed Charges:</td> </tr> </table>	Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.1	Calculation	Amount													Total Salaries and Wages including Fixed Charges:					
Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.1	Calculation	Amount																			
Total Salaries and Wages including Fixed Charges:																					
5.2 Providing programs to assist ESOL students in addressing the social, cultural and environmental factors that may present barriers to academic achievement.																					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 20%;">Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.2</th> <th style="width: 15%;">Calculation</th> <th style="width: 15%;">Amount</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td colspan="3" style="text-align: right;">Totals:</td> </tr> </table>	Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.2	Calculation	Amount													Totals:					
Item description for Salaries (FTEs) and Wages (non-FTEs) on Activity 5.2	Calculation	Amount																			
Totals:																					
	Totals:																				
	Totals:																				
TOTAL ELL TITLE III-A (FUNDING) AMOUNT																					

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u>	Fiscal Year <u>2012</u>
Participating Non-Public School: _____	

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]

Authorized Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].			
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].			
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].			
1.6 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)].			
1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).			
1.9 Administrative expenses may not use more than 2% for the cost of administering this part [section 3115(b)].			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT			

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

Name of School	Number of LEP Students

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)
3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.**

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Montgomery County Public Schools</u> Fiscal Year 2012
Participating Non-Public School: _____

B. 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 *Part C, Allowable Activities*. 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.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

FY 11 Funds Non-Public Schools Balance

School Name	Inst. Materials Balances	Contractual Balance	Non Public Travel	Equipment Balances
St. Catherine Laboure	2,244.00	1,959.00		
Saint John the Baptist	165.00			
Saint Francis	2,484.00	-		
St. Bernadette	2,147.00	200.00		78.00
Our Lady of Lourdes	813.00	400.00		
Mother of God	910.00	1,111.00		
Saint Martin	-		3,651.00	

Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

Status of Funding for FY 2012

Estimated amount of LEP Award for FY 2012: \$3,568,394 (based on October 2010 enrollment)

Estimated amount of Immigrant Award for FY 2012: \$41,058 (based on October 2010 enrollment)

MCPS LEP enrollment:	18,779
Non-public LEP enrollment:	181
Total LEP enrollment:	18,960
Title III funding total:	\$3,568,394
Per pupil LEP allocation:	\$188.21
MCPS immigrant enrollment:	14,759
Non-public immigrant enrollment:	16
Total immigrant enrollment:	14,775
Immigrant funding total:	\$41,058
Per pupil immigrant allocation:	\$2.78

Participating Schools FY 2012 (based on October 2010 enrollment)

Name of School	Number of LEP Students	Amount of LEP funding	Number of Immigrant Students	Amount of Immigrant funding
Don Bosco HS	3	\$564.62		\$0.00
Mother of God	10	\$1,882.06		\$0.00
Our Lady of Lourdes	7	\$1,317.45	1	\$2.78
St. Bernadette	11	\$2,070.27	1	\$2.78
St. Catherine Laboure	23	\$4,328.75		\$0.00
St. Francis International School	83	\$15,621.13	12	\$33.35
St. John the Baptist	21	\$3,952.34		\$0.00
St. Martins	23	\$4,328.75	2	\$0.00
Totals	181	\$34,065.36	16	\$39

**Timeline for Non-Public Schools
LEP and Immigrant Programs under Title III**

Deadline	Action Required	How?	Explanation	Contact Person
6-10-11 3:00-4:30 pm	Provide an overview of requirements to access Title III funds	Meaningful consultation meeting at ESOL office	Meeting is held at Rocking Horse Road Center from 3:00 to 4:30 p.m. so that non-publics will understand Title III requirements	Sonja Bloetner Bill Prather EunHee Cho Karla Lepinsky
6-20-11	Determine the required & allowable activities under Title III	<i>Attachment 10 and budget narrative forms</i> to Karen Woodson, Bill Prather, and Karla Lepinsky by e-mail	Funds availability based on official enrollment counts of October 2011	Karen Woodson Bill Prather Karla Lepinsky
6-20-11 <i>Subject to change pending MSDE</i>	Send data needed for the MSDE Title III End-of-Year Report	Data documenting expenditures and their purpose for Title III reporting to MSDE.	School documents how Title III funds were used to support ESOL and immigrant students	EunHee Cho
6-30-11	Identify students who speak a language other than English at home (ELLs) and immigrant students	<i>Home Language Survey Data</i> Excel file. These is not submitted to MCPS, but is for the school's planning and use in assessing students and collecting census data for Fiscal Year 2013 allocations.	School identifies which current students to test in the fall of 2011; to identify immigrant students. These students will be part of the student population that will determine funding levels for Fiscal Year 2013.	Non Public Schools
Beginning 7-18-11	Order and pick up IPT materials from RHRC (once materials are ready).	IPT testing materials request form by e-mail to EunHee Cho	School obtains the necessary materials to test eligible students when they return in the fall	EunHee Cho
TBD with input from non-publics. Must occur in August.	Provide IPT training for non-publics new to Title III in the ESOL conference room (RHRC rm. 101)	Training meeting	School personnel learn how to administer IPT and complete data files	EunHee Cho
August-September 2011	Administer IPT to students identified as ELLs	Administration of IPT test to identified students by school personnel	School identifies ELL students eligible for ESOL services	EunHee Cho
By noon on 10-28-11	Send official count of ELL and immigrant students to ESOL office	Final Excel file with student IPT test data and demographic information to EunHee Cho submitted by e-mail	This generates official list of students for funding purposes for the next fiscal year (beginning the following July)	EunHee Cho

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
June 10, 2011

Thank you for your feedback. Your comments will be very helpful for planning future meetings.

1. What did you value most at today's meeting?

2. What is something you would like to hear more about or see at future meetings?

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

Thank you for your feedback. Your comments are always very helpful for planning future meetings.

1. What did you value most at today's meeting?

2. What is something you would like to hear more about or see at future meetings?

Meaningful Consultation Meeting with non-public schools
 Accessing Services Under Title III
 Sign-In Sheet
 June 10, 2011

Last Name	First Name	Title (Position)	E-mail	School
Ross	Deborah	ESOL teacher	dross@cesjds.org	Charles E. Smith Jewish Day School upper school
DiRaimo	Leonida	ESOL Teacher	ndiraimo@stcathlab.com	St. Catherine Laboure School
Engel	Doreen	PIR. sp. ed.	engeld@adw.org	Catholic schools.
Consilvio	Beverly	Principal	baconsilvio@yahoo.com	St. Catherine Laboure
Ricci	Katie	Resource Teacher	kricci@mgsschool.com	Mother of God
Martin	Sheila	Library	smartin@mgsschool.com	Mother of God
Babich	Suzanne	Resource/ELL	shbabich@gmail.com	St. John the Baptist

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EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

Thank you for your feedback. Your comments are always very helpful for planning future meetings.

1. What did you value most at today's meeting?

~~Q&A~~

Clarification of budget - required vs optional

2. What is something you would like to hear more about or see at future meetings?

About specific programs such as

Oxford University

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

Thank you for your feedback. Your comments are always very helpful for planning future meetings.

1. What did you value most at today's meeting?

Very Helpful!

Thank you!

2. What is something you would like to hear more about or see at future meetings?

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

Thank you for your feedback. Your comments are always very helpful for planning future meetings.

1. What did you value most at today's meeting?

good information given

Thanks -

2. What is something you would like to hear more about or see at future meetings?

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
June 10, 2011

Thank you for your feedback. Your comments will be very helpful for planning future meetings.

1. What did you value most at today's meeting?

How very organized you are

2. What is something you would like to hear more about or see at future meetings?

A sub- or 2nd starting time for those of us who know how to present data & give facts.

EXIT CARD

Division of ESOL/Bilingual Programs
Meaningful Consultation Meeting with Non-Public Schools
May 13, 2010

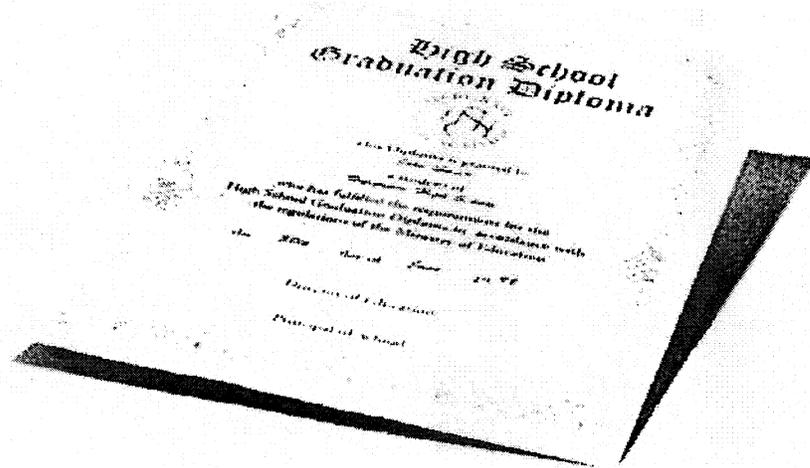
Thank you for your feedback. Your comments are always very helpful for planning future meetings.

1. What did you value most at today's meeting?

Very well done. Thank you.

2. What is something you would like to hear more about or see at future meetings?

Attachment 12



Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

**ATTACHMENT 12 TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: Montgomery County

Fiscal Year 2012

TITLE I-D COORDINATOR: Lauree Hemke

Telephone: 301-279-4920 E-mail: lauree_c_hemke@mcpsmd.org

- A. ALLOWABLE ACTIVITIES [Section 1424]:** For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *Use separate pages as necessary for descriptions.*

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].		
1.2 Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1424(2)].	Provide daily social work support at four alternative school programs. Approximately 40 percent of these students are in contact with the juvenile justice system. Services will be available for all students enrolled in these programs, approximately 250 students. Provide instructional support, including student incentives for increased attendance and academic achievement in all alternative programs through Positive Behavioral Interventions and Supports (PBIS) program.	\$116,644
1.3 The coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education [section 1424(3)].		

<p>1.4 Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education [section 1424(4)].</p>	<p>Provide instructional and transitional services at the Montgomery County Correctional Facility. To provide educational support services at the National Center for Children and Families.</p>	<p>\$21,000</p>
<p>1.5 Programs providing mentoring and peer mediation [section 1424(5)].</p>		

**ATTACHMENT 12 TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: Montgomery County

Fiscal Year 2012

B. LOCAL AGENCY PROGRAMS

- 1. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.**

Characteristics of students enrolled in Alternative Programs include the following:

- students at least one year behind expected reading and math levels
- students in high school at least one year behind in credits
- students involved in the juvenile justice system
- students involved in gang activities
- students placed through the expulsion process
- students with substance abuse issues
- students with a history of truancy
- students with history of multiple suspensions

When a student returns from a correctional facility, the Montgomery County Public Schools (MCPS) Interagency Student Transition Team, which includes MCPS staff as well as Department of Juvenile Services (DJS) staff, reviews that student's case to determine what services are needed. The student may be placed back at the home school or referred to an alternative program. In addition, connections are made to interagency supports such as family counseling, anger management class, and substance abuse outpatient programs. Last school year 68 students returned from long-term incarceration.

Students placed by DJS at the National Center for Children and Families group home receive school liaison services to support the formal MCPS educational programs where the students are enrolled.

Students under 21 who are inmates at the Montgomery County Correctional Facility (MCCF) and who want to continue coursework toward a high school diploma receive instruction by MCPS staff as part of the Model Learning Center at MCCF.

2. Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.

The social workers involve the parents in their children's education by periodically reporting progress to the parents, both by telephone and in written form. In addition, parent meetings and trainings are held during the school year, including intake and transition meetings as well as problem-solving meetings. The social workers are a part of the problem-solving team (Educational Management Team), and they also do home visits with the pupil personnel worker.

3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.

The social workers work in the alternative programs and thus team with Alternative Programs teaching staff to provide services for all students enrolled. For students involved in the juvenile justice system, the social workers contact the appropriate probation officers, family counselors, and other outside agencies involved with the family. They work together to provide coordinated services to the family.

4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.

The alternative placements served through this grant are for students enrolled in Montgomery County Public Schools. Placement in and transition out of these programs are coordinated with the comprehensive middle and high schools in Montgomery County through an established referral process involving parents, students, home school staff, and alternative programs' staff. Students who are unable to participate in the comprehensive public school program are referred to and placed in one of the alternative programs until they meet the criteria to return to their schools. Students are referred by their home schools or through a serious incident that involves placement through the expulsion process. Students who have been expelled are sometimes re-entered into the school system through an alternative program.

5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]

The MCPS dropout rate has been under the state's target of 3 percent for the past several years:

a. 2011	1.98%	(estimated)
b. 2010	1.98%	
c. 2009	2.72%	
d. 2008	2.87%	

- 6. Provide annually the number served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]**

The number of students served under this grant: 423 in 2011, 486 in 2010, 492 in 2009, and 486 in 2008.

ATTACHMENT 12 TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK

Local School System: Montgomery County

Fiscal Year 2012

- C. **EVALUATION OF TITLE I-D PROGRAM ACTIVITIES:** The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

Student Progress will be collected and analyzed at the end of each semester.

- To maintain and improve educational achievement;
All high school students will improve their grade point average after enrollment in alternative programs for at least one semester.
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
After enrollment in alternative programs for two semesters, all middle school students will earn promotion to the next grade level.

For each semester enrolled, all high school students will accrue at least 2 credits that meet state requirements for secondary school graduation.

- To make the transition to a regular program or other education program operated by the school system;
After enrollment in alternative programs for two semesters, 80 percent of the students will graduate from high school, transition to a regular school program, or enroll in a GED program.
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
N/A
- As appropriate, to participate in postsecondary education and job training programs.
N/A

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 1, 2005, as part of the annual update to the *Bridge to Excellence Master Plan*, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

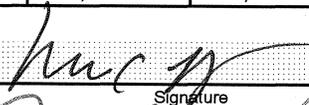
Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, FY 2012

Line Item	Calculation	Requested	Category Total
1. Personnel			
Instructional support at the Montgomery County Correctional Facility	10 hrs/wk @ \$25 for 36 weeks	\$9,000	
Instructional and dropout prevention support in alternative programs	25 hrs/wk @ \$17 for 36 weeks	\$15,300	
Total Personnel		\$24,300	\$24,300
2. Fringe Benefits	8% x \$24,300	\$1,944	
Total Fringe Benefits		\$1,944	\$1,944
3. Travel			
Total Travel		\$0	\$0
4. Equipment			
Total Equipment		\$0	\$0
5. Supplies			
Materials to support Positive Behavior Interventions and Supports	\$4,697	\$4,697	
Total Supplies		\$4,697	\$4,697
6. Contractual			
Social work support in alternative programs 2 social workers and 4 social work interns	2 social workers @ \$35,000 each 4 interns @ \$2000 each	\$78,000	
School liaison support by the National Center for Children and Families	\$12,000	\$12,000	
Fine arts and outdoor education services for alternative program students	\$16,703	\$16,703	
Total Contractual		\$106,703	\$106,703
8. Other			
Total Other		\$0	\$0
9. Total Direct Costs		\$137,644	\$137,644

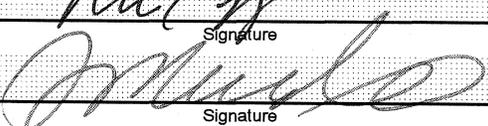
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	ESEA Title I, Part D	GRANT RECIPIENT NAME	Montgomery County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	ESEA Title I, Part D	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	July 1, 2011	TO	September 30, 2012

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							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.	24,300.00	106,703.00	4,697.00				135,700.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							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							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				1,944.00			1,944.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	24,300.00	106,703.00	4,697.00	1,944.00	0.00	0.00	137,644.00

Finance Official Approval Dr. Marshall C. Spatz  9/1/11

Name _____ Signature _____ Date _____ Telephone # _____

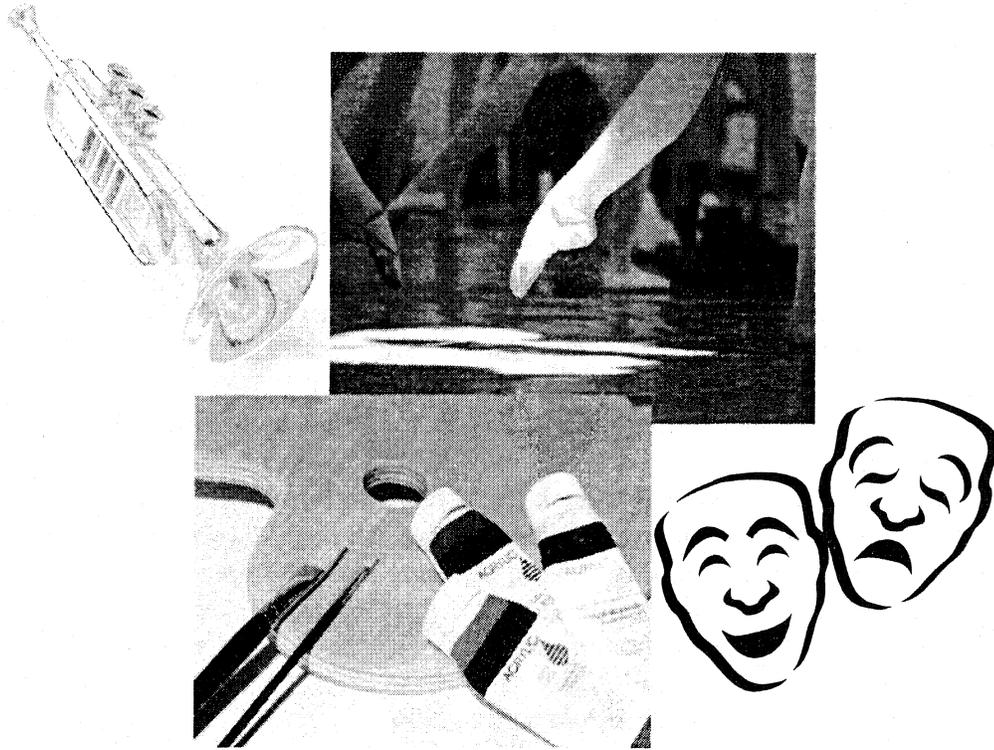
Supt./Agency Head Approval Dr. Joshua P. Starr  9.2.2011

Name _____ Signature _____ Date _____ Telephone # _____

MSDE Grant Manager Approval _____

Name _____ Signature _____ Date _____ Telephone # _____

Attachment 13



Fine Arts

Bridge to Excellence Update—Fine Arts

Question 1:

Describe the progress that was made in 2010–2011 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.

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.

Goal 2: Provide an effective instructional program

2.1.1 To revise and implement revisions to the MCPS 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 curriculum for the following instructional guides: *Theatre I*, *Digital Photography*, and *Instrumental Music Level III*.

2.2 Explore new arts initiatives, implement changes to the curricula, and provide information to teachers regarding these revisions.

- Stipends were provided for trainers so teachers had access to workshops on classroom management, working with special needs students, building choral skills, and navigating the new online elementary integrated curriculum.

2.3 To identify and purchase major equipment and instructional materials for fine arts programs that support implementation of the revisions to the curriculum.

- Equipment and instructional materials were purchased to support implementation of the art curriculum, K–12 (e.g., LCD projectors, books, art show materials, art panels, cart, and an elmo).
- Equipment was purchased to support implementation of the general/choral music curriculum (maracas, rhythm sticks, castanets, guiros, drums, chart stands, metalophone, mallets).
- Awards were purchased to recognize outstanding effort of students in the dance and theatre in the Superintendent’s Performing Arts Awards Gala.

Goal 3: Strengthen Community Partnerships and Commitments to 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 provided substitutes for middle and high school music teachers to bring their students to the District II music festivals.
- 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 the *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 the Montgomery County Public Libraries.
- Substitute time was provided to schools who participated in the affiliated Changing Education Through the Arts, an arts related program and partnership with the Kennedy Center.
- Substitute time was provided to support the Maryland Legislators Go Back to School with the Arts, where representatives from the state legislature and local art affiliates attended the arts programs hosted by a local middle school.

Goal 4: Workforce Excellence

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 funded two choral music librarians who checked out music to teachers throughout the county so teachers and students had access to music repertoire from a variety of genres and multiple cultures.

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 recording 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 were provided for judges, conductors, and coaches to build and support the instrumental and choral music programs.
- 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.
- There is limited funding for co-curricular music programs that give students opportunities to perform (e.g., Honors chorus, orchestra, and band, programs, etc.).
- 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 2011—2012 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments what will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

- Increase the number of opportunities for professional development for teachers of fine arts by identifying teacher needs and providing stipends to teachers who do trainings and workshops.
- Implement a countywide high school theatre festival to provide students the opportunity for individual and group adjudication, workshops to hone students' skills and performances, and observe other school theatre performances.
- 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 2012
 Bridge to Excellence Budget Narrative

Category/Object	Line Item	Calculation	Amount	In Kind	Total
Administrative Business Support Services/Transfers	Indirect Costs	31,910 x 2.0%	\$ 638		\$ 638
Indirect Costs					638
Substitutes/ Instructional Staff	Substitutes for festivals	31 substitutes x \$125.37	3,886		3,886
Substitutes/ Instructional Staff	Substitutes for art shows	2 substitutes x \$125.37	251		251
Substitutes/ Instructional Staff	Substitutes for professional development	15 substitutes x \$125.37	1,881		1,881
Substitutes					6,018
Stipends/ Instructional Staff	Stipends for teacher trainers for workshops on Professional Development	15 trainers x 3 hours x \$25 per hour	1,125		1,125
Stipends/ Instructional Staff	Stipends for theatre coordinators	120 hours x \$20 per hour	2,400		2,400
Stipends/ Instructional Staff	Stipends for middle school Chorus Level III	80 hours x 2 teachers x \$25 per hour	4,000		4,000
Stipends/ Instructional Staff	Stipends for middle school Art 6 and Art 8	60 hours x 2 teachers x \$25 per hour	3,000		3,000
Stipends					10,525
Instructional Materials	Edirols for festivals	3 x \$309 each	927		927
Instructional Materials	Printing of materials and office supplies for theatre festival	Supplies	1,892		1,892
Instructional Materials	80 Star Awards for Performing Arts Awards Gala	80 awards x \$19 each	1,520		1,520
Instructional Materials					4,339
Contracted Services/ Program Support	ICB: Facility rentals for festivals	50 hours x \$48.50 per hour	2,425		2,425
Contracted Services/ Program Support	Production costs for CD recordings for festivals	220 CDs x \$24 each	5,280		5,280
Contracted Services/ Program Support	Teaching artists for theatre festival	10 teaching artists x \$200	2,000		2,000
Contracted Services					9,705
Employee Benefits	Substitutes/Stipends	\$6018 x 8% = \$481 \$10,525 x 8% = \$842	1,323		1,323
Employee Benefits					1,323
Total					\$ 32,548

**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, 2011- June 30, 2012		

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						638.00	638.00
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.	16,543.00	9,705.00	4,339.00				30,587.00
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				1,323.00			1,323.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	16,543.00	9,705.00	4,339.00	1,323.00		638.00	32,548.00

Finance Official Approval

Marshall C. Spatz
Name

Mac Spatz
Signature

7/21/11
Date

301-279-3547
Telephone #

Supt./Agency Head Approval

Joshua P. Starr
Name

Joshua P. Starr
Signature

7/21/11
Date

301-279-3381
Telephone #

MSDE Grant Manager Approval

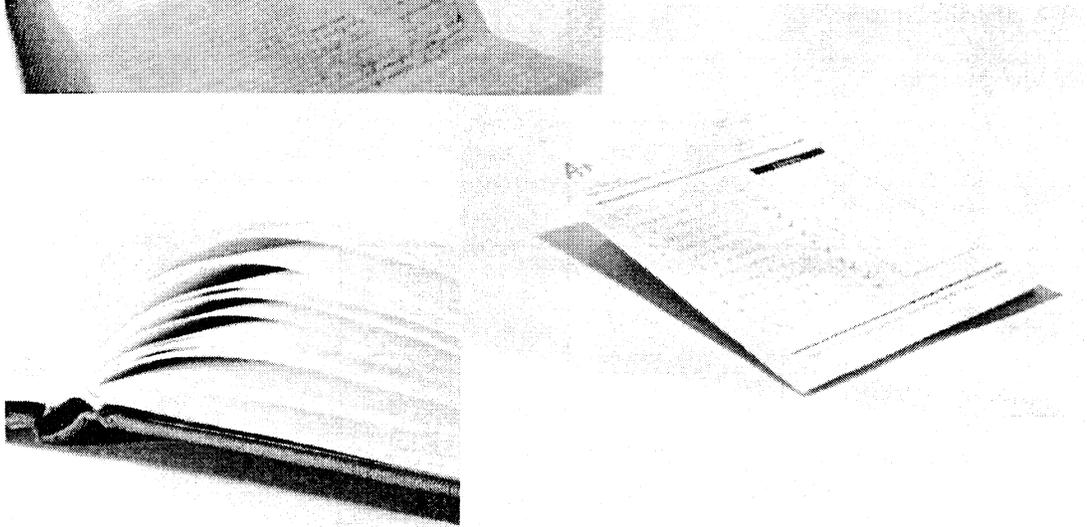
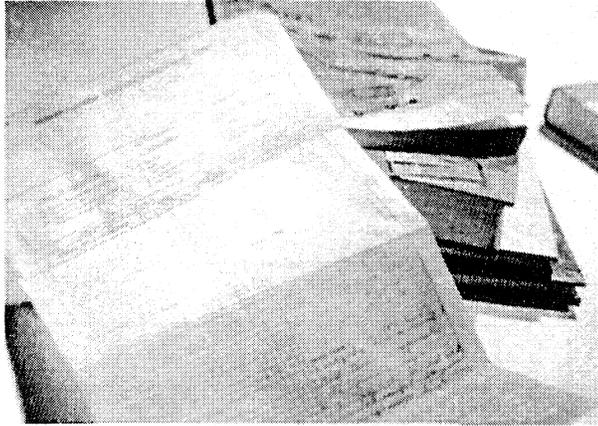
Name

Signature

Date

Telephone #

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVC0) SY 2010-11

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	Number of VVC0s (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	0	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0
Assault in the first degree	0	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
TOTAL	0	0	0

NOTE: See attached guidance for completing the VVC0 Report.

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 the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include 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.

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.
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.

Citation	Description	Rationale
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.

Please provide the link on the line below:

URL:<http://www.montgomeryschoolsmd.org/departments/development/index.shtm>

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. 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.

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. 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.

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.

Facilities to Support Master Plan Strategies and Early Childhood Programs

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of prekindergarten programs as required by COMAR 13.06.02.

A. Overall Facilities Plan:

1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.
2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.
3. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors. Detailed capital improvement project descriptions and schedules are not required.

B. Full or Half-Day Prekindergarten Programs:

Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.

1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.

MCPS continues to offer full-day kindergarten programs in all elementary schools, per the Bridge to Excellence in Public Schools Act of 2002. MCPS met this mandate one year in advance of the state's deadline. MCPS continues to serve all income-eligible four-year-old children whose parents request a prekindergarten program experience. We continue to have the capacity to offer full-day kindergarten and part-and full-day Head Start programs within the space allocated at each of the identified schools.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.

MCPS will continue to offer Prekindergarten programs and serve as the delegate agency offering Head Start programs. In the middle of school year 2010-2011 due to burgeoning enrollment, three half-day prekindergarten classes were added at the following sites and will continue during school year 2010-2011:

New Hampshire Estates Elementary School
Brookhaven Elementary School
Takoma Park Elementary School

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

Local School System: Montgomery County Public Schools

Point of Contact: Mrs. Nivea Cordova-Berrios, director

Address: Residency and International Admissions, Montgomery County Public Schools,
4910 Macon Road, Rockville, Maryland 20852

Telephone: 301-230-0686

FAX: 301-230-0685

Email: Nivea_Cordova-Berrios@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.


Signature - Local Superintendent of Schools/Chief Executive Officer

7.19.2011
Date

Please complete certification statement and submit as part of your 2011 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

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Montgomery County Public Schools

Point of Contact: Ms. Thea Dillon, Records Management Supervisor

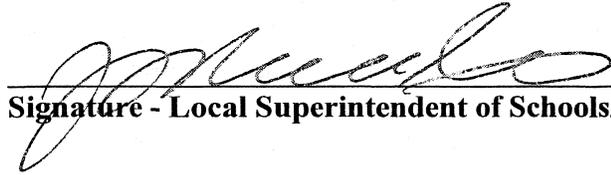
Address: Central Records, 7210 Hidden Creek Road Bethesda, Maryland 20817

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 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.**



Signature - Local Superintendent of Schools/Chief Executive Officer

7-19-2011

Date

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

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