

Garrett County Public Schools

*Engaging students to reach their
potential!*



Master Plan Update

Part I

Final Submission

November 19, 2013

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Integration of Race to the Top with Maryland's Bridge to Excellence Master Plan

Authorization

Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland
Public Law 111-5, *American Recovery and Reinvestment Act of 2009*

Introduction

Beginning in 2011, Maryland integrated the Race to the Top (RTTT) Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and reviewed and approved the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration was to allow Maryland's Local Education Agencies (LEAs) to streamline their efforts under these programs to increase student achievement and eliminate achievement gaps by implementing ambitious plans in the four RTTT reform areas. This integration also enabled the Maryland State Department of Education to leverage personnel resources to ensure that all Scopes of Work receive comprehensive programmatic and fiscal reviews.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive Master Plan, to be updated annually, which links school finance directly and centrally to decisions about improving student learning. By design, the legislation requires school systems to integrate State, federal, and local funding and initiatives into the Master Plan. Under Bridge to Excellence, academic programming and fiscal alignment are carefully monitored by the Master Plan review process.

In August 2010, Maryland was awarded one of the Race to the Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. Beginning in 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. The flexibility waiver is intended to support the education reform already underway through programs like Race to the Top. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

2013 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: November 19, 2013

Local Education Agency Submitting this Report:

Garrett County Public Schools

Address:

40 South Second Street Oakland, Maryland 21550

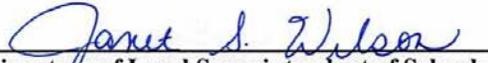
Local Point of Contact: Barbara L. Baker

Telephone: 301-334-8937

E-mail: Barbara.baker@garrettcountyschools.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

*Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.


Signature of Local Superintendent of Schools
or Chief Executive Officer

November 18, 2013
Date


Signature of Local Point of Contact

November 18, 2013
Date

Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence/Race to the Top planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Dr. Janet Wilson	Superintendent
Mrs. Barbara Baker	Assistant Superintendent
Mrs. Jane Wildesen	Director of Elementary/Middle School Education
Mr. Paul Edwards	Director of Secondary Education, 9-12
Ms. Michelle Harman	Supervisor of College and Career Readiness
Ms. Jennifer Kotulak	Supervisor of Special Education
Dr. Phil Lauver	Supervisor of Pupil Services
Mr. Jim Morris	Supervisor of Research, Evaluation and Information
Ms. Penny Proudfoot	Supervisor of Professional Development/Curriculum/Media Services
Mr. Tim Thornburg	Director of Human Resources and Employee Relations
Mr. Larry McKenzie	Director of Finance
Local Steering Committee Members	
Name	Affiliation/Title
Ms. Charla Beiler	Parent, Northern High School
Ms. Kelly McDonagh	Parent, Southern Middle School
Mr. Bill Meagher	Business Owner and Parent, Broad Ford Elementary School
Ms. Karen DeVore	Principal, Northern Middle School
Ms. Nadine Grabania	Parent, Northern Middle School
Mr. David Yoder	Principal, Accident Elementary School
Ms. Pam Nelson	Community Action
Ms. Marla Mast	Parent, Northern Middle School/Grantsville Elementary School
Ms. Sandy Robinson	Parent, Friendsville Elementary School
Mr. Mike Robinson	Parent, Friendsville Elementary School
Mr. Frank Shap	Garrett County Economic Development

I.A Executive Summary

I. Introduction

Garrett County Public Schools... Engaging students to reach their potential!

The Garrett County Public Schools Bridge to Excellence Master Plan provides a comprehensive system plan that includes data driven action plan strategies to guide the school system. The plan directs the use of state, federal, and local funds to eliminate achievement gaps among subgroups of students and to challenge each student to higher academic levels. The plan organizes and aligns research-based practices, instructional services, professional development and resource distribution to guide the Garrett County Public Schools for the current fiscal year as the system works toward the new ESEA Flexibility accountability measure for student achievement and growth through 2017.

The local and federal Race to the Top grant applications contain four assurances focused on standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest performing schools. Locally, five projects are planned over the four -year grant period to support the assurances, which contain activities supportive of local needs. These projects have been revised to include supporting technology infrastructure enhancements, programming local data to complement the Maryland Longitudinal Data System (MLDS), the purchase of iPads and staff development to support the teacher evaluation system and Educator Effectiveness Academy follow-up. Detailed information regarding the implementation of year four is contained in the Master Plan summary.

In developing the master plan update extensive data and research was reviewed to assist in targeting improvement efforts and to provide information for monitoring progress. Additionally, enrollment and demographic trends were reviewed. Data gathered from the assessment were used to evaluate existing programs and instructional approaches. Based on this evaluative process resource allocations were made to focus resources to support the county's goal of engaging all students to reach their potential.

II. Budget Narrative

a. System Priorities

The results found later in this report in student achievement are excellent and are reflective of a school system that is focused on meeting the challenge of improvement for each student. Across the state and nation school systems are challenged to bring special education student

results to the level of proficiency. The Garrett County Public School System is committed to minimizing the impact of budget reductions at the classroom level while meeting all federal and state mandates. To that end, GCPS has delineated our system priorities in this regard:

- *A major focus for the 2013-2014 school year is the full implementation of the Common Core Curriculum. Principals and teachers attended the Educator Effectiveness Academies in July. Follow-up training has been provided by principals and central office staff to ensure that all outcomes of the implementation are met. Grade level bands continue to meet to ensure that consistent rubrics and assessments provide a clear picture of the needs of all students in the effort to provide complete access to the rigor of the Common Core.*

The related arts teachers such as Physical Education/Health, Art, and Music are currently collaborating to design a consistent scope and sequence along with common assessments that will be used in the new Teacher Evaluation System. (\$20,000)

- *The Common Core Standards have been aligned through grade band levels with the Maryland Voluntary State Curriculum to identify gaps. Through this alignment, a scope and sequence has been developed for each content area. Once the scope and sequence was complete, benchmark assessments were created and piloted through the 2012-2013 school year. The 2013-2014 school year will focus on reviewing revising these documents based on teacher input and student need.*
- *An evaluation committee was created to design the Garrett County teacher evaluation process. The evaluation process has been outlined using the Charlotte Danielson four-domain model. Participants on this committee included local education association representatives, teachers, principals and central office administrators. As part of this evaluation design, principals and teachers have been trained on writing SLOs and the Teacher Evaluation process.*
- *Professional Learning Communities have been implemented across all county schools. This process brings job-embedded professional development to every teacher in the county. Through this process, teachers write SMART goals based on the essential skills students need to become College and Career Ready. Teams collaborate to write common assessments that are used to gather student data. The richness of this data not only grants teachers and students the ability to become self-aware of their teaching and learning, but also provides the information needed to enhance student improvement and enrichment. The Professional Learning Community is a continuum that creates the constant review and modification of best practices and the learning advancement of students.*
- *The Local Flexibility Special Education grant includes funds to pilot the WriteOnline program to at Southern Middle School to determine it's success in preparing students for increased writing on the PARCC assessments.*
- *Reading courses focusing mainly on 9th graders have been implemented in both high schools with materials purchased through grant funds. Through the MSDE transition grant 9th grade and targeted 10th grade students will participate in the "Solutions for Struggling Students" course with Special Education Staff to learn to use technology for organization, studying, and executive functioning. They will identify their learning style and the technologies that support that style*

and learn to use online resources to organize notes, study, plan for projects, and learn test taking skills.

All current 8th grade students with disabilities and their parents will participate in person centered planning. The process will assist students to develop a vision of adulthood and a plan to obtain that vision. As a result students will become active stakeholders in their futures. This should increase achievement and reduce the dropout rate. The students will also be given the opportunity to participate in self-advocacy activities and explore transition/career websites. (\$ \$10,000-grant funds in salaries)

- *Data driven leadership and data driven instruction are recognized as best practices to improve student achievement. In an effort to support this initiative through the use of the ARRA funds an upgraded, user-friendly student management system, Power School, was implemented. Also, Garrett County has worked to develop and revise formative assessments for inclusion in a student management system, which is used to guide instruction. The data management system, INFORM, is compatible with Power School and is being provided to teachers to guide instruction and make individual student plans. The data is used to guide a number of academic acceleration and remediation programs, which are available to students beyond the school day and during the summer. Professional Learning Communities, which have been established in every school, uses Inform and other data to find strengths, weaknesses, and patterns of development to apply certain skills and/or learning strategies in the classroom. Teachers can then develop engaging data-driven lessons. On going licensing fees (40,400).*
- *Staff development is a major endeavor for the Garrett County School System. We believe in our staff and feel that an investment in training and program development is a prudent investment of our resources. Staff development opportunities including professional learning communities, vertical teaming in which teachers analyze student performance and develop strategies for improvement, instructional consultation team development, professional collaboration, a course for new teachers to the county, data driven instruction, differentiated instruction, content mentoring for special education teachers and content area teacher sharing expertise, co-teaching and mentoring for all first, second, and third year teachers. This year site-based staff development is based on the review of data that helped develop the school improvement plans while incorporating the county focus on Response to Intervention and Universal Design for Learning. (\$107,000)*
- *Continue to expand the Early Childhood Collaboration including training and program implementation with the early childhood community. During the 2012-2013 school year, five of our eight elementary schools successfully completed the Kindergarten and Pre-K along with all Head Start programs completed the validated/accredited process. We continue to have all schools cycle through the validation process to ensure that each meets the standard. Through interagency collaboration we provide a seamless delivery of services for children utilizing highly qualified staff. The focus of the Early Childhood Collaboration this year will be on the development of a Pre-Kindergarten and Kindergarten mapping document that includes the Common Core Curriculum as well as the updated MMSR Exemplars. Collaborate with Head Start on the Family Economic Success Project on financial literacy through the Annie E. Casey Foundation. (\$31,422 MMSR)*

- *This year, we have implemented a new reading series for our Prekindergarten-eighth grade. The reading series from Houghton Mifflin Harcourt called, Journeys. The new Journeys reading series is based on research-best practices of Shane Templeton. The Word Study is a critical instructional need in all reading classrooms. This philosophy is embedded throughout the work planning structure for both spelling/phonics and vocabulary extend the deep and robust word study provided in each lesson of Journeys.*
- *Our teachers, at every grade level, will continue to revise the academic vocabulary lists at all instructional levels through monitoring the direct instruction of academic vocabulary with grade level content meetings, walk-throughs, teacher observations, and through the new teacher evaluation process. According to Marzano, Beck and Pickering, the poverty academic issue is connected to the lack of vocabulary. Teaching specific terms in a specific way is purported as the strongest action to be taken to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. The focus for this year will be on any gaps between our current academic vocabulary and the vocabulary in the Common Core Curriculum. (3,625)*
- *Response to Intervention (RTI) will be delineated by each school as to their tiered implementation as part of their school action plan. Some models that we currently utilize are Instructional Consultative Team, Reading First, Academic Intervention, Instructional Intervention including Academic Coaches and Strategic Instructional Model.*
- *ARRA funding was used to purchase Second Step Social Skills Program kits for all elementary schools and middle schools. Second Step will now be implemented in all of these schools for the 2011-2012 school year. The use of the kits will result in improved social skills and increase appropriate behaviors for students who might otherwise be removed from the general education setting.*
- *One of the greatest indicators of student success is parent involvement. Title I funding will be utilized to provide a parent involvement coordinator, based at the central office, to work with each Title I school to enhance our parent involvement activities. Our goal is to continually update parents on the Common Core and provide outreach activities for parents and families.*
- *Implementation of state grants to support special education and at-risk students in the area primarily of reading at all areas with an emphasis on English and Algebra at the high school. (Grants - \$40,000)*
- *Universal Design for Learning (UDL) professional development regarding the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of UDL principles should enhance learning opportunities for all of our 'at-risk' students. Several staff members have indicated the need for more in depth training on the UDL principles and the application of the principles within the classroom. A one-day conference is planned this year to help build*

confidence with staff members in the use of UDL in the classroom. (\$6,000 county staff development funds)

- *Co-Teaching is continuing at all levels. ARRA funding was used to train a countywide Assistive Technology Team that is now providing evaluations and instruction in Assistive Technology. Providing the supports students need to access the general education curriculum, complete classroom assignments, and participate successfully in the state assessments allows students with disabilities to remain in general education settings. (\$19,000 in RT3 funding)*

b. Fiscal Outlook

A major factor that continues to impact the system's financial resources is declining enrollment. Since 2000, Garrett County has experienced a decline of over 1,019 students, which represents a reduction of over 20.6%. For each year during the three-year period between fiscal 2011 and fiscal 2013, Garrett experienced the largest percentage decrease in enrollment of any district within the state. Fiscal 2014's loss of enrollment was 24.75 students or a reduction of 0.63%.

Also impacting funding is the relative "wealth" within the county. While Garrett's overall wealth declined in fiscal 2014 for the first time since before fiscal 2000, it contracted at a slower rate than the state which negatively impacted state funding. When wealth and enrollment are considered together, on a per pupil basis, Garrett's wealth per pupil is \$601,519 based upon the September Net Taxable Income (NTI) calculation or \$607,981 per pupil based upon the November NTI calculation. Garrett County ranks fifth in overall wealth per pupil according to the formula used by the state department behind Montgomery, Kent, Talbot, and Worcester counties respectively. Nevertheless, the percentage of students receiving FARMs has increased, with about 47.2% of our students receiving free and reduced meals.

The Garrett County Board of Education Budget for fiscal year 2014 represents the first budget under the leadership of Dr. Janet Wilson as the district's Superintendent of Schools. This budget represents a commitment to meeting the needs of its students as seen through the prioritization of investment in texts and technology that have lagged in previous years as well as an understanding that the single greatest determinant of learning is still excellent instruction. The challenge to continue to maintain a high quality system is ever more demanding with decreasing state aid and no end in sight as enrollment continues to decline and local wealth continues to outpace the state average. Overall, the system reduced the number of employees from FY13's budget by

approximately 10 FTE's through attrition. All positions are evaluated and approved by the Superintendent prior to hiring. There are significant factors influencing the future of the school system.

b. Climate Changes

The climate of the Garrett County Public Schools remains positive even in the face of some of the most difficult budget years in recent history. Dr. Wilson has during her tenure brought a vision and sense of security relative to the system as a whole. There were approximately 10 positions reduced through attrition and restructuring of positions from fiscal 2013. Garrett County schools have focused on the implementation of the Common Core curriculum while still continuing to perform well on state standardized tests. Garrett's teachers continue to perform at a high level and have been dedicated even in the face of the budget adversity the system has faced in recent years and will likely continue to face in the future.

III. Goal Progress

a. Race to the Top Scope of Work

Year 4 represents the culmination of the Race to the Top (RTTT) program. Garrett has three of five total projects remaining open relative to the RTTT grant. However, the two completed programs along with the ongoing programs will continue to impact the quality of the system and its students long after the last RTTT dollars are spent. All three of the ongoing projects will be completed this year and funds will be expended in accordance with the provided narratives.

While all RTTT Common Core Training has been completed for project #1, the remaining dollars within the project provide for the purchase of IPADs for principals. The Principals will utilize this equipment in the performance of staff evaluations. This equipment will allow for more immediate staff evaluation feedback and better communication.

Project #2 Tools for Teachers will assist in the preparation of teachers through the use of computer infrastructure and the prioritization of new computer resources for select staff and data analysis relative to student management and data driven lessons. To that end, approximately 70 new computers will be purchased to supplement computers for staff that were previously purchased with RTTT funding in years one and three. Also, training relative to Power School, the student data system used by the district, will be funded by Race to the Top. This training will allow staff to further enhance the utilization of the student data system. The

funding provided through RTTT has had a tremendous impact on the system's ability to meet the reporting needs and requirements of MSDE as well as the system. RTTT funding has significantly moved the system forward from a reporting standpoint.

Project #5 Special Education Support was to end in year three, however the year three program was implemented at a lower cost than expected which left funds to be allocated to a year four mini-program. The mini-program in year four will provide additional training and support for UDL facilitation of the team teaching concept for special education and special education inclusion classes. This program is an extension of the work that Solution Tree was able to help implement within the system last year. Again the expenses for this year will further complement work that was previously completed.

Project 1: Standards and Assessments- Staff development will be provided in the Common Core Curriculum to include curriculum alignment, transition plan completion, development of benchmark assessments, uniform lesson plans and school action plans.

We have made excellent progress toward this goal and have achieved many of the desired outcomes. Each principal was allotted a portion of Race to the Top funds to work with school teams on the transition plans. This was particularly helpful as many of our principals are considered eleven-month employees. Each school worked with a team of stakeholders including teachers, counselors, and parents to complete the plans. All plans were submitted on time. In addition, we held staff development for principals in August at which principals had an opportunity to collaborate with one another and make revisions as needed.

In addition, during FY 13, there were increased resources allocated to staff development in all areas of the Common Core. This was in response to our commitment to a smooth transition and meeting the needs of our teachers and other instructional staff members.

Central Office staff worked extensively throughout the summer to provide staff development on the Common Core Curriculum. The Director of Elementary/Middle School Education conducted several workshops with math teachers. Again, an overview of the mathematics portion of the Common Core Curriculum was provided as well as an extensive discussion of the eight practices. Dr. Oliver Jenkins facilitated a week of intensive training for teachers on these eight practices and how to incorporate them into lessons in the classroom. He also worked with teachers on to unpack the Common Core Framework's Essential Skills and Knowledge and outlined the skill level progressions. Additionally our teachers were exposed to PARCC prototype problems to gain a better perspective of what our students should be able to know and do to demonstrate skill level proficiency.

In addition, during the first four days back for teachers, Central Office staff, principals and teachers that attended the Educator Effectiveness Academies presented an overview of the key points in each of their respective areas; English/Language Arts, Mathematics and STEM. Teachers had an opportunity to ask questions and participate in a gallery walk in which they worked with colleagues.

In an effort to tie the Common Core transition and SLO development to great teachers and leaders, GCPS has purchased ipads for principals to support the transition. We will provide staff development to principals in how to best utilize these devices.

Project 2: Data Systems to Support Instruction- Provide Tools for Teachers- Provide teachers with high end computers to support instruction, develop a uniform lesson plan format and manage the Power School and Inform data management systems.

Again, Garrett County has made good progress toward this goal. We have used quite a bit of our Race to the Top allotment for technology infrastructure, not only for teachers, but also for student learning labs at the high schools and middle schools. The system has also prioritized spending on training, which has allowed it, for the first time this year, to be able to provide MSDE reporting requirements to be made directly from the Power School system versus manually piecing together reports to meet state requirements. As a result of the reprioritization on Power School training, the system brought a Power School University representative in house to train key personnel. As a result of what was learned and some changes in our goals, we will now use that information to support a train the trainers model for the use of Power School. Race to the Top funds have also been expended to bring representatives to Garrett County to further enhance our use of Power School to support instruction. Due to infrastructure needs, Race to the Top funds were used to purchase a virtual system that will better support all aspects of Power School including attendance, enrollment and discipline data.

Project 3: Data Systems to Support Instruction- Provide state of the art computer labs at the middle and high school levels to allow students to participate in on-line courses, distance learning opportunities and remediation and acceleration courses to assist students in working to their potential.

Project 3 “Connecting Students” was completed in Project year 3 as outlined in the narrative. Several computers were purchased and labs were established for students. These labs are fully functional and being used on a daily basis by GCPS students.

Project 4: Great Teachers and Leaders- Prepare middle school math teachers to teach the Common Core based on the recent gap analysis and their elementary certification.

Project 4 “Great Teachers and Leaders” was completed in Project year as outlined in the narrative. Dr. Sandy Atkins presented at a math summit. This summit focused on the Common Core standards and how it blends with the Growing with Mathematics series we use in our system. The workshops included elementary, middle and high school teachers who collaboratively looked for vertical alignment. They also looked to uncover any potential gaps in the curriculum and outlined mathematical processes from PreK to 12.

Teachers now completely understand the optimal relationship between the Common Core and the mathematics texts within the County

Project 5: Turning Around the Lowest Achieving Schools- Special Education support and funding will be used for a contract provider to support our staff in providing appropriate services for special education students.

Again, we have made excellent progress on this goal. GCPS has contracted with Solution Tree to provide staff development to our special education and regular education teachers. With Solution Tree, GCPS brought four award-winning authors to train teachers on using data analysis to provide RTI strategies for students, inclusion strategies to meet all learners needs, simplifying RTI, and differentiated instruction strategies for all learners. All participants received a copy of the authors' books on the given subjects along with many classroom strategies that could be used immediately within the classroom.

As proven through the session evaluations, teachers were motivated and rejuvenated after all training was provided.

b. Maryland's Accountability System

Garrett County continues to see excellent results in all of our schools throughout elementary, middle and high school. We have no focus or priority schools. A major challenge in the elementary and middle schools now is attaining the AMO each year. With the AMO rising each year through 2016-17, having all students reach the yearly goals will be challenging. With the task of having all students reach the AMOs, subgroup achievement, especially special education, is becoming increasingly difficult.

Special education students in the elementary schools continue to achieve in reading on MSA. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and "all students" is part of our data analysis. Special education results did not exceed the AMO; the results were below the AMO by 2.5 percentage points. While the AMO continues to rise, the special education area must continue to increase to reach the 2016-17 standards. The number of special education students that have increased in proficiency on MSA reading improved from 43.9% in 2005 to 80.9% in 2012, but dropped back to 74.2% in 2013.

Special education students in the middle schools continue to achieve in reading on MSA, but at a slower rate than elementary. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and "all students" is part of our data analysis. Although special education results continue to

increase slowly, but with some setbacks along the way, the AMO has not been reached. Middle school special education students fell short of the AMO by 25.5 percentage points in 2013. However, the number of special education students that have increased in proficiency on MSA reading improved from 37.9% in 2005 to 61.1% in 2012, but dropped back to 51.2% in 2013.

Special education students in the high schools continue to achieve in English on HSA. Although special education results continue to increase slowly, but with some setbacks along the way, the AMO has not been reached. Special education students fell short of the AMO by 38.7 percentage points in 2012. The number of special education students increasing in proficiency on the HSA English has improved from 20.3% in 2005 to only 55.2% in 2011, but dropped back to 51.3% in 2012.

c. Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

▪ English Language Learners

- Garrett County continues to identify a very small portion of our population as English Language Learners. Strategies to meet the needs of English Language Learners are embedded throughout the Master Plan. Currently Garrett County has three students identified as Limited English Proficient.*

▪ Career and Technology Education

- To face the challenges of the 21st century, Garrett County's students must be educated in both academic and technical theories and practices. Students with flexible skills, creative minds and a commitment to quality workmanship are the heart of the growing economy. In order to compete in the global marketplace, Garrett County must effectively provide the academic foundation while educating students in career and technology occupations. Through effective education and training, students will be able to embrace cutting edge technologies and methods, as well as the academic knowledge required in today's global economy. It is the goal of Garrett County's CTE programs to prepare students to enter the workforce with academic skills, fresh perspectives, imaginative ideas and workplace readiness skills. GCPS will also work to review programs and assessments to ensure that students completing pathways leave the program with not only the skills, but also the necessary certifications to compete in a global society. As the national focus is now on "College and Career Readiness," it is in CTE that we hope to encompass the career readiness piece. Not only does CTE create opportunities to students, but if implemented properly with community input (LAC/PACs) it provides opportunities for local employers, as well, to have possible future employees trained for immediate and meaningful employment in the skills needed for the local economy.*

- *The mission of the Garrett County Career & Technology Programs is to provide education for all students that prepare them for high skill and high wage jobs in a technologically advanced, global society. The CTE programs are designed to prepare students for future employment, further training and continued education. The overall impact of the CTE programs, Career Development system and School-to-Careers work-based learning opportunities is to improve career preparation and technical skills, provide expanded career opportunities, and the expansion of regional access to post-secondary education, further training and employment for all students. Further, the mission of Garrett County Career and Technology Programs is to provide opportunities for a variety of students, including those in non- traditional pathways. The mission is also to work cohesively with the county government and businesses to ensure program offerings that are relevant that enhance and add to the local economy.*

- *The Garrett County CTE Director will engage CTE Program Advisory Committees in reviewing skills standards in each CTE program by using the state-established performance measures, goals, and objectives. Strategies for each CTE program ensures that student needs are addressed and the skills attained meet the local labor market needs. The advisory committees use the State established performance measures to address the goals, objectives, and strategies of each CTE program to ensure the programs meet student needs, are relevant and rigorous, and address the needs of the local labor market. To ensure academic rigor core content teachers serve on Program Advisory Committees along with representation from the County Office of Economic Development, Workforce Investment Board, regional post-secondary institutions, and potential county employers.*

- *Early Learning*

Garrett County Public Schools have been recognized across the state for our efforts in raising our readiness scores and also for our model of collaboration with a host of partners and agencies. Over the last eight years, the MMSR indicators have improved in every area. We continue to focus on the area of Language and Literacy as that, although showing excellent growth, remains one of our areas in which we have a continued need to close the gap.

The Director of Elementary/Middle School Education continues to serve on the Judy Center Steering Committee. Through this partnership we are able to provide extensive collaborative staff development activities to our early childhood staff.

- Gifted and Talented Education

GT in the middle school focuses on accelerated learning as students are grouped for instruction in the core academic content areas based on GT participation at the elementary level and school performance. Students participate in Type III activities throughout the school year. These activities involve students becoming actual investigators of real problems of interest and using appropriate methods of inquiry. Those identified students may be matched to a teacher or community mentor to help the student investigate his/her gifted interest. At nine-week intervals, a progress report will be sent home to the parent(s) to indicate the student's progress on their individual project.

Eighth graders also participate in a National History Day competition project and are given the opportunity to take their High School Assessment test in Algebra after completing the high school course as eighth graders. Garrett County had a total of 110 eighth grade students participate in the HSA for Algebra/Data Analysis of the overall total of 310 eighth graders county-wide. Of those 110 students, 108 successfully passed this graduation requirement prior to entering high school. This is a 98.2% passing rate and a 34.5% participation rate.

The high school program also focuses on students participating in honors or AP classes in various subjects. Garrett County had a total of 195 students participating in AP courses during the 12/13 school year. Of those 195 students participating, 116 passed the associated AP Exam. This shows a 59.5% passing rate. This is the highest passing rate Garrett County has had in the last eight years. It is 7.1 percentage point increase over the previous year.

The high school program also focuses on engineering via Robotics Competition. Robotics Competition is an exciting, multi-national competition that teams professionals and young people to solve an engineering design problem in an intense and competitive way. The competition shows students that the technological fields hold many opportunities and that the basic concepts of Science, Math, Engineering, and invention are exciting and interesting. High school students were also given the opportunity to participate in National History Day. Students were given a variety of projects from which to choose. All projects are based on a given theme.

Although all of these programs are still in place, Garrett County has revamped the GT identification and implementation process. GT students will be identified from 3rd-12th grade and be given the opportunity to work on special interest projects with a teacher of that content or a community member with knowledge of the student's special interest. Every nine weeks, a progress report will be sent home to the parents of students who have been identified and granted parent permission to participate in the GT process.

Identification is completed through a GT committee consisting of the principal, guidance counselor, and grade level teachers. The student is scored on criteria that include grades, test scores, attendance, disciplinary records, and a score of no less than 90 on the 100-point grade level rubric.

Pre-k through 2nd grade is a school wide enrichment model delivered through differentiated instruction and Universal Design for Learning strategies.

- *Special Education*

- *The Garrett County School System has an extensive plan to close the Achievement Gap. We believe this aggressive plan will not only address Special Education, but other areas as well. This plan utilizes the use of many different areas of funding including Race to the Top, Title II, grants and local funding. First of all,-we will be working with principals, both general and special education teachers, and assistants throughout the school year. Topics include co-teaching, testing and instructional accommodations, adapting lessons, activities and materials to meet the needs of all students in general education classrooms. At the county level, we have provided staff development in the area of RTI. In addition, the School Improvement Plan must provide strategies for addressing the achievement gap in Special Education and/or any area in which the AMO was not achieved. Formative data is collected and reviewed by school based staff and directors at the central office to ensure that subgroups are making progress toward the goals set forth.*
- *County funds are provided to all schools to provide academic intervention throughout the school year. Several tutoring programs are in operation and students not proficient are given first opportunity to attend. Different programs are utilized such as Study Island, Voyagers, SRA and FASTT Math, just to name a few.*
- *Finally, the Second Step program has been implemented at both middle schools and all elementary schools for the 2012-2013 school year. This is a comprehensive discipline program that teaches students ways in which they can deal with bullying, anger, etc. We feel that by incorporating this in all middle and elementary schools, teachers will be more effective in working with students from all sub-groups.*

- *Education that is Multicultural*

- *Multicultural Education remains an area of focus for GCPS. We are proud of the fact that 83% of all non-white students are testing at or above proficient on MSA and 94% are at or above proficient on HSA exams. The local school system does an exemplary job of meeting the educational/cultural needs of the*

local students by providing them with field trip opportunities to various Amish cultural events in the county and region. All students, at some point in their educational career K-12, are provided opportunities to attend events in metropolitan areas within reasonable traveling distance – Pittsburgh, PA, Baltimore, MD, and Washington, D.C. Those elementary schools located in areas with Native American heritage incorporate traditions and history into their curriculum where appropriate. We have identified three goals to ensure Multicultural Education remains a priority:

- a. Assessment performance for minority students will increase to a 90% proficiency level in all testing areas.*
- b. Garrett County Public Schools will continue to work through Professional Learning Communities to help improve all students' learning while acknowledging gender issues, poverty levels, and diversity.*
- c. Seek to increase opportunities for Garrett County students to attend local cultural events presented by Garrett Lakes Arts Festival, and Young Audiences, etc. through business partnerships and grants.*

I.B

Finance Section

Introduction

The Master Plan Annual Updates provide insight into the work in which school systems engage on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the LEA's alignment of the annual budget with the Master Plan priorities.

Background

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. The focus of the finance section will be the **total budget** and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This focus is indicated in the Executive Summary and the supporting tables.

Components

1. *The Executive Summary (I.A)* provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes information typically found in a budget narrative.
 - a. *Supporting Budget Tables*
 - i. Current Year Variance Table: the budgetary plan for FY 2014.
 - ii. Prior Year Variance Table: a comparative look at the FY 2013 plan versus actual events.

1.1A: Current Year Variance Table							
Local School System: Garrett County Public Schools							
Revenue Category							FY 14 Budget
Local Appropriation							\$26,201,544
Other Local Revenue							50,000
State Revenue							20,861,132
Federal Revenue							304,613
	84.367: Title II						159,757
	84.395: Race to the Top						1,261,683
	84.010: Title I						-
	84.027: IDEA, Part B						-
Other Federal Funds							1,671,407
Other Resources/Transfers							700,000
Total							\$51,210,136
Instructions: Itemize FY 2014 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.							
Section B - Standards and Assessments							
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.							
Expenditures:		Source		Amount		FTE	
TPE Equipment		84.395		\$ 6,947			
Staff Development		Unrestricted		\$ 94,250			
Staff Development		Unrestricted		\$ 16,750			
Career and Technology Program Dept.		Unrestricted		\$ 130,648		2.00	
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	
Computers for Teachers		84.395		\$ 75,040			
Staff Development		84.395		\$ 44,494			
Power School Training		84.395		\$ 11,852			
Data Processing Services		Unrestricted		\$ 323,402		2.50	
Research, Evaluation, and Information		Unrestricted		\$ 150,485		1.25	
PAWs and Power School Licensing		Unrestricted		\$ 24,250			

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
Staff Development	Unrestricted	\$ 94,250	
Human Resources	Unrestricted	\$ 191,119	2.50
Instructional Administration	Unrestricted	\$ 417,586	5.70
Special Education Direction/Improvement	Unrestricted	\$ 44,501	1.00
School Administration	Unrestricted	\$ 1,889,708	29.23
Instructional Salaries	Unrestricted	\$ 18,030,410	302.23
Title 1	Restricted	\$ 908,872	12.79
Special Education Passthrough	Restricted	\$ 649,484	10.00
Title 2	Restricted	\$ 232,070	2.00
Federal Funds/Restricted Funds	Restricted	\$ 870,517	6.98

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Special Education Staff Development	84.395	\$ 21,425	
Academic Intervention	Unrestricted	\$ 74,110	
School Action Teams	Unrestricted	\$ 23,725	

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

Expenditures:	Source	Amount	FTE
Administration	Unrestricted	\$ 799,717	7.70
Textbooks and Supplies	Unrestricted	\$ 865,869	
Other Instructional Costs	Unrestricted	\$ 318,510	
Special Education	Unrestricted	\$ 3,584,393	60.95
Student Personnel	Unrestricted	\$ 646,430	9.00
Health	Unrestricted	\$ 434,850	7.60
Fixed Charges	Unrestricted	\$ 9,951,554	
Transportation	Unrestricted	\$ 4,306,014	3.00
Maintenance, Operations, & Capital Outlays	Unrestricted	\$ 4,862,254	50.83
Food Service	Unrestricted	\$ 300,000	
Fixed Charges	Restricted	\$ 814,650	

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

Expenditures:	Source	Amount	FTE

Total

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)							
Local School System:		Garrett County Public Schools					
			FY 2013 Original Budget	FY 2013 Final Budget			
			7/1/12	6/30/13	Change	% Change	
Revenue							
Local Appropriation			26,023,714	26,191,165	167,451	0.6%	
Other Local Revenue			50,000	210,187	160,187	320.4%	
State Revenue			21,601,022	21,673,165	72,143	0.3%	
Federal ARRA Funds	84.395	Race to the Top	472,190	1,044,068	571,878	121.1%	
	84.410	Education Jobs Fund	-	805	805	0.0%	
	84.010	Title I	1,315,106	1,317,687	2,581	0.2%	
	84.367	Title II Improving Teacher Quality	318,070	417,933	99,863	31.4%	
	84.027	IDEA	952,512	1,074,444	121,932	12.8%	
Other Federal Funds			703,071	927,753	224,682	32.0%	
Other Resources/Transfers			-	573,061	573,061	0.0%	
Total			51,435,685	53,430,268	1,421,522	2.8%	

Change in Expenditures - Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Career and Technology Program Dept.	65,687	55,442	1.00	1.00
Standards and Assessments	Unrestricted	Staff Development	16,750	11,883	-	-
Standards and Assessments	84.395	Race to the Top	30,116	63,169	-	-
Standards and Assessments	Unrestricted	Staff Development	68,283	71,139	-	-
Data Systems to Support Instruction	84.395	Race to the Top	123,896	123,420	-	-
Data Systems to Support Instruction	84.395	Race to the Top	200,462	201,055	-	-
Data Systems to Support Instruction	Unrestricted	Data Processing Services	208,235	249,170	1.50	2.50
Data Systems to Support Instruction	Unrestricted	Inform Licensing Fees and Consultants	40,000	37,738	-	-
Data Systems to Support Instruction	84.395	Race to the Top	15,238	-	-	-
Data Systems to Support Instruction	84.395	Race to the Top	12,214	20,852	-	-
Data Systems to Support Instruction	Unrestricted	Research, Evaluation & Information	150,485	134,840	1.25	1.25
Data Systems to Support Instruction	Restricted	Federal Funds/Restricted Funds	-	410,672	-	-
Great Teachers and Leaders	Restricted	Federal Funds/Restricted Funds	845,622	986,600	6.89	6.89
Great Teachers and Leaders	Unrestricted	Human Resources	187,251	248,185	2.50	2.50
Great Teachers and Leaders	Unrestricted	Instructional Administration	409,940	418,861	5.70	5.70
Great Teachers and Leaders	Unrestricted	Instructional Salaries	18,836,883	17,684,855	314.34	307.69
Great Teachers and Leaders	Unrestricted	School Administration	1,864,935	1,791,554	29.98	28.98
Great Teachers and Leaders	Unrestricted	Special Education Direction/Improvement	42,639	41,771	1.00	1.00
Great Teachers and Leaders	Restricted	Special Education Passthrough	601,312	754,850	9.88	9.88
Great Teachers and Leaders	Unrestricted	Staff Development	68,283	71,139	-	-
Great Teachers and Leaders	Restricted	Title 1	965,974	822,490	12.79	12.79
Great Teachers and Leaders	Restricted	Title 2	242,454	232,964	3.00	3.00
Turning Around Lowest Performing Schools	Unrestricted	Academic Intervention	69,110	37,718	-	-
Turning Around Lowest Performing Schools	Unrestricted	School Action Teams	25,458	24,203	-	-
Turning Around Lowest Performing Schools	84.395	Race to the Top	90,264	69,032	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration	740,406	659,104	7.70	7.70
Mandatory Costs of Doing Business	Restricted	Fixed Charges	838,288	847,639	-	-
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges	10,149,527	9,699,694	-	-
Mandatory Costs of Doing Business	Unrestricted	Food Service	347,000	282,123	-	-
Mandatory Costs of Doing Business	Unrestricted	Health	364,789	413,519	7.00	7.00
Mandatory Costs of Doing Business	Unrestricted	Maintenance Operations, Capital Outlay	4,662,184	5,214,553	50.70	50.33
Mandatory Costs of Doing Business	Unrestricted	Other Instructional Costs	237,435	445,878	-	-
Mandatory Costs of Doing Business	Unrestricted	Special Education	3,581,937	3,760,031	59.17	61.06
Mandatory Costs of Doing Business	Unrestricted	Student Personnel	625,530	595,045	10.00	10.00
Mandatory Costs of Doing Business	Unrestricted	Textbooks and supplies	415,641	666,148	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation	4,291,457	4,117,387	3.00	3.00
Total			51,435,685	51,264,727	527.40	522.28

- b. Race to the Top Scope of Work Grant Documents**
 - i. Summary C-125
 - ii. C-125 forms for Years 1-4

ORIGINAL GRANT BUDGET #
 GRANT NAME
 MS DE GRANT YEAR
 REVENUE SOURCE
 FUND
 SOURCE CODE

\$833,298	ARRA RTTT	4171	FROM
Racine to Year 1			

Garrett County Board of Education	41711	8/25/10	9/30/14
Current - Dr. Janet Wilson Previously- Mrs. Sue Waggoner			

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						44.00	44.00
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.					135,000.00		135,000.00
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.	1,500.00						1,500.00
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				225			225.00
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	185,485.00	64,750.00	1,800.00	52,250.00	135,545.00	9,689.00	336,299.00

Finance Official Approval _____
 Name Signature Date Telephone #

Supt./Agency Head Approval _____
 Name Signature Date Telephone #

MSDE Grant Manager Approval _____
 Name Signature Date Telephone #

ORIGINAL GRANT BUDGET BUDG. GRANT NAME MS DE GRANT REVENUE SOURCE FUND SOURCE

\$833,298	AMENDED BUDGET #
Race to the Top (Year 2)	GRANT RECIPIENT NAME
115749	RECIPIENT GRANT #
ARRA RTTT	RECIPIENT AGENCY NAME
4171	GRANT PERIOD FROM

REQUEST DATE
Garrett County Board of Education
41711
Currently - Dr. Janet Wilson Previously- Mrs. Sue Waggoner
8/25/10 9/30/14

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT/PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,565.00	1,565.00
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		0.00		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							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	43,535.00	10,000.00		18,721.00			72,256.00
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.		1,000.00					1,000.00
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				3292			3,292.00
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	43,535.00	11,000.00	0.00	22,013.00	0.00	1,565.00	78,113.00

Finance Official Approval _____
 Name Signature Date Telephone #

Supt./Agency Head Approval _____
 Name Signature Date Telephone #

MSDE Grant Manager Approval _____
 Name Signature Date Telephone #

ORIGINAL GRANT BUDG. GRANT NAME	\$833,298	AMENDED BUDGET #	REQUEST DATE
MS DE GRANT	Race to the Top (Year 3)	GRANT RECIPIENT NAME	Garrett County Board of Education
REVENUE SOURCE	115749	RECIPIENT GRANT #	41711
FUND SOURCE	ARRA RTTT	RECIPIENT AGENCY NAME	Curry - Dr. Janet Wilson Previously- Mrs. Sue Waggoner
	4171	GRANT PERIOD FROM	8/25/10 9/30/14

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						5,312.00	5,312.00
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.					319,558.00		319,558.00
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.	70,400.00	0.00		8,400.00			78,800.00
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.		47,750.00	1,394.00				49,144.00
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							
212 Fixed Charges				5844			5,844.00
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	70,400.00	47,750.00	1,394.00	14,244.00	319,558.00	5,312.00	458,658.00

Finance Official Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

Supt./Agency Head Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

MSDE Grant Manager Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

ORIGINAL GRANT NAME	\$833,298	AMENDED BUDGET #	
MS DE GRANT	Race to the Top (Year	GRANT RECIPIENT NAME	
REVENUE SOURCE	115749	RECIPIENT GRANT #	
FUND SOURCE	ARRA RTTT	RECIPIENT AGENCY NAME	
	4171	GRANT PROGRAM	ERO

REQUEST DATE	
Garrett County Board of Education	
41711	
Jointly - Dr. Janet Wilson Previously- Mrs. Sue Waggoner	
8/25/10	9/30/14

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,962.00	2,962.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal					6,947.00		6,947.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.					75,040.00		75,040.00
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.	39,500.00			11,212.00			50,712.00
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.	13,500.00	6,000.00					19,500.00
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				4,597.00			4,597.00
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	53,000.00	6,000.00	0.00	15,809.00	81,987.00	2,962.00	159,758.00

Finance Official Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

Supt./Agency Head Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

MSDE Grant Manager Approval _____
 Name _____ Signature _____ Date _____ Telephone # _____

ORIGINAL GRANT BUDGET	\$833,298	AMENDED BUDGET #	1101	REQUEST DATE	
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Garrett County Board of Education		
MS DE GRANT #	115749	RECIPIENT GRANT #	41711		
REVENUE SOURCE	ARRA RTTT	RECIPIENT AGENCY NAME	Currently - Dr. Janet Wilson Previously- Mrs. Sue Waggoner		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/10	9/30/14	
			FROM	TO	

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGRAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
Cat. 203-205 Program 09	165,361.00	-10,426.00	154,935.00
Cat. 206 Program 09	0.00	13,500.00	13,500.00
			0.00
			0.00
			0.00
02 CONTRACTED SERVICES			
Cat. 203-205 Program 09	10,000.00	0.00	10,000.00
Cat. 206 Program 09	51,628.00	3,122.00	54,750.00
			0.00
			0.00
			0.00
03 SUPPLIES AND MATERIALS			
Cat. 203-205 Program 09	0.00	0.00	0.00
Cat. 206 Program 09	394.00	1,000.00	1,394.00
			0.00
			0.00
			0.00
04 OTHER CHARGES			
Cat. 203-205 Program 09	38,377.00	-44.00	38,333.00
Cat. 212 Fixed Charges	13,360.00	373.00	13,733.00
			0.00
			0.00
			0.00
05 EQUIPMENT			
Cat. 203-205 Program 01	544,796.00	-15,198.00	529,598.00
Cat. 202 Program 15	0.00	6,947.00	6,947.00
			0.00
			0.00
			0.00
08 TRANSFERS			
Cat. 201 Program 22	9,382.00	726.00	10,108.00
			0.00
			0.00
			0.00
Total Expenditures By Object	\$833,298.00	\$0.00	\$833,298.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager Approval				
	Printed Name	Signature	Date	Telephone #
Finance Official				
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager				
	Printed Name	Signature	Date	Telephone #

GRANT CHANGE REQUEST #	11 02	REQUEST DATE	
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Garrett County Board of Education
MSDE GRANT #	115749	RECIPIENT GRANT #	41711
REVENUE SOURCE	ARRA RTTT	SCHOOL NAME	
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010 9/30/14

SECTION A. This Grant Change Request: (All changes must be explained in Section B)

	Changes the Grant Period.		
XXXX	Reallocates Funds to a Different Category/Program and/or Object.*		
	Increases/Decreases the Amount of the Grant.*	\$0.00	\$0.00
	Makes a Programmatic Change.		
	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Cat. 203-205 09	Instructional Staff Dev	01	A. DESCRIPTION:	Project #1 costs for common core were higher than anticipated, but necessary to assist in the transition of our teachers to the common core. Increasing project #5's year 4 salaries and wages and contracted services. Last year's initiative was done at a lesser cost than expected. This additional initiative will provide additional training and support for UDL facilitation of the team teaching concepts for special education inclusion classes.
			B. REASON:	Project #1's costs were finalized in year 3 from a timing issue. Common core training component was completed. Last year's project #5 initiatives were done at a lower cost than anticipated.
			C. EXPECTED RESULTS:	Common core training was completed in year #3. More efficient and effective and better trained Special Education Center personnel and better outcomes for students.
Cat. 206 09	Instructional Staff Dev	02	A. DESCRIPTION:	Increasing project #5's year 4 salaries and wages and contracted services. Last year's initiative was done at a lesser cost than expected. This additional initiative will provide additional training and support for UDL facilitation of the team teaching concepts for special education inclusion classes.
			B. REASON:	Last year's project #5 initiatives were done at a lower cost than anticipated. Additional training will occur with excess.
			C. EXPECTED RESULTS:	More efficient and effective Special Education Center personnel and better outcomes for students.
Cat. 206 09	Regular Program	03	A. DESCRIPTION:	Increasing project #5's year 4 salaries and wages and contracted services. Last year's initiative was done at a lesser cost than expected. This additional initiative will provide additional training and support for UDL facilitation of the team teaching concepts for special education inclusion classes.
			B. REASON:	Last year's project #5 initiatives were done at a lower cost than anticipated. Additional training will occur with the excess funds.
			C. EXPECTED RESULTS:	More efficient and effective Special Education Center personnel and better outcomes for students.
Cat. 203-205 01 and Cat 202 15	Regular Program	05	A. DESCRIPTION:	Modifying Common Core Training project #1 by reducing equipment by \$15,238 that was miscategorized as a 229 regular program cost. The cost of the iPads for TPE were reduced to \$6,947 for next year as a result of the additional costs incurred for teacher training relative to the common core in the prior year.
			B. REASON:	Recategorizes costs for TPE iPads for Principals as coming from the office of the principal which is a more accurate categorization. Thanks.
			C. EXPECTED RESULTS:	More teachers will receive updated computers more quickly and internal staff will be able to develop a more effective lesson plan solution for staff with more input from staff during development. Student computer labs will be updated and the additional infrastructure will increase the school system's ability to utilize the incoming broadband initiative for student growth.
Cat. 203-205 09 Cat. 212 Cat. 201 22	Other Charges Fixed Charges Transfers	04 04 08	A. DESCRIPTION:	Other charges changing as a result of the change in salaries and benefits outlined above in project #5. Transfers for indirect costs have changed as a result of the categories changing relative to the proposed amendment.
			B. REASON:	Other charges are changing as a result of changes in salaries and benefits outlined above in project #5. Transfers for indirect costs have changed as a result of the categories changing relative to the proposed amendments.
			C. EXPECTED RESULTS:	Funding will follow the changes in cost structure outlined above based upon the proposed amendments.

***AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.**

Grant Project Manager:	_____	_____	_____	_____
	Print Name	Signature	Date	Telephone #
Finance Official:	_____	_____	_____	_____
	Print Name	Signature	Date	Telephone #
Superintendent /Agency Head:	_____	_____	_____	_____
	Print Name	Signature	Date	Telephone #
MSDE Grant Manager:	_____	_____	_____	_____
	Print Name	Signature	Date	Telephone #

c. Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	GARRETT				
Project Name:	Common Core Training				
Associated with Criteria:	B 3				
Project Number:	1				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	1,500	24,410	54,650	-	80,560
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	225	1,722	4,537	-	6,484
5. Property	-	-	-	6,947	6,947
6. Transfers (Indirect Costs)	44	422	2,342	-	2,808
7. Total Costs (lines 1-6)	1,769	26,554	61,529	6,947	96,800
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Local School System:	GARRETT						
Project Title:	Common Core Training						
Criteria: (associated reform criteria)	B 3						
Project Number:	1						
Project Budget Narrative							
Project Description:							
<p>Provide staff development for administrators and teachers on the Common Core addressing the state curriculum alignment and gaps. Together develop a transition plan to assist teachers to provide a smooth transition for students to assure that there are no curriculum gaps. Curriculum maps will be developed by teachers to assist them in assuring that the entire program is provided to students. Next staff development for teachers and administrators on the alignment of the common core with the new assessments and development of benchmark assessments.</p>							
Funding:							
<p>RTTT funding will be used to provide staff development for curriculum alignment, transition plan and development of benchmark assessments.</p>							
Year by Year Description:							
<p>During year 2, 3, and 4 principals and teachers will have training on the alignment of the common core assessments, benchmarks, lesson plan format and school action plan format. IPADs for all Principals who perform evaluations will receive and utilize the IPAD as an evaluation tool. These individuals will also receive appropriate training on the devices.</p>							

Project Name:	Common Core Training			
LEA:	GARRETT			
Project Number:	1			

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary	1,500	24,410	54,650		80,560
Total	1,500	24,410	54,650	-	80,560

Please provide complete details for year 2. During year 2 we will provide stipends for 180 teachers/administrators to participate in training on common core assessments. During year 3 we will provide stipends for common core instruction.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Social Security	205	1,590	4,181		5,976
Worker's Comp	20	132	356		508
Total	225	1,722	4,537	-	6,484

Please provide complete details for year 2. During year 3 we will provide stipends for common core instruction.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item				6,947	6,947
item					-
Total	-	-	-	6,947	6,947

Please provide complete details for year 2. For years 3-4 the system plans on purchasing Apple iPads for Principals to perform staff evaluations. The iPads will be utilized as tools to access the evaluation application and provide more immediate feedback. The cost of 12 iPads including maintenance is \$6,948.

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	44	422	2,342		2,808
item					-
Total	44	422	2,342	-	2,808

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Indirect Cost Rate for FY13 & FY14 is 3.95%.

Total Project Costs

	Year 1	Year 2*	Year 3*	Year 4*	Total
	1,769	26,554	61,529	6,947	96,800

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Budget Summary Table					
Local School System:	GARRETT				
Project Name:	Tools for Teachers				
Associated with Criteria:	C 3				
Project Number:	2				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	3,125	-	39,500	42,625
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	18,980	8,400	14,695	42,075
5. Property	99,000	-	195,662	75,040	369,702
6. Transfers (Indirect Costs)	-	508	332	2,151	2,990
7. Total Costs (lines 1-6)	99,000	22,613	204,394	131,385	457,392
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Local School System:	GARRETT					
Project Title:	Tools for Teachers					
Criteria: (associated reform criteria)	C 3					
Project Number:	2					
Project Budget Narrative						
Project Description:						
<p>Provide teachers with computers to support them in data analysis and lesson development. The computer will assist teachers in being able to develop data driven lessons that are engaging for students. The computer will assist teachers in the development of their lesson plans utilizing the uniform format and to develop data driven student improvement plans. In today's world a computer is equivalent to the teachers planbook and gradebook of the past. The use of our student management system requires a high-end computer to be able to maximize its use. Training is critical for resource teachers to maximize the system to assist teachers. Just as important to the teacher's computer is the Virtual Server which will assist in the longitudinal data system requirements from MSDE. These resources are critical to the development of the infrastructure to support current and upcoming reporting requirements.</p>						
Funding:						
<p>RTTT funding will be used to provide high end computers for teacher to support their instruction, a program to develop a uniform lesson plan format and student improvement plan, and training for the county, high and middle school technology resource teachers on the student data management system yearly.</p>						
Year by Year Description:						
<p>Years 2-4: During Year 3, 145 teachers will receive new laptop computers and the system will purchase a new virtual server which will host the longitudinal data system. Powerschool will be taught on site for 5 days and there will be 10 additional online trainins so that the system can be more efficient in reporting to MSDE and its internal reporting. In year 4, a workshop on analyzing data from the student management system and developing engaging data driven lessons will be conducted for 316 teachers. The remaining 70 teachers will receive new computers. The reason for the staggered purchase is to help the system plan for future replacement. Currently, most teachers do not have computers with the capabilities needed to support their data analysis and lesson development. This will provide much needed tools for teachers. Also in year 4 will be additional Powerschool training to include on site training for 5 days and 9 additional online training courses.</p>						

Project Name:	Tools for Teachers				
LEA:	GARRETT				
Project Number:	2				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary		3,125		39,500	42,625
Total	-	3,125	-	39,500	42,625
Please provide complete details for year 2. Year 2 include stipends for teachers who attended Power School university during the summer. For years 4, please provide an estimate of costs and also provide the basis for this estimate here. Year 4, provide staff development for 316 teachers @\$125/person to analyze data from student management and develop ongoing data driven lessons.					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Item					-
Item					-
Total	-	-	-	-	-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Computer Prgm					-
Item					-
Total	-	-	-	-	-
Please provide complete details for year 2.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Travel Expenses		18,721	8,400	11,400	38,521
Social Security		239		3,033	3,272
Worker's Comp		20		262	282
Total	-	18,980	8,400	14,695	42,075
Please provide complete details for year 2. Year 2 included the cost of travel and registration for PowerSchool university in Washington D.C. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 3-4, training will be provided for Power School on site training as well as online training. In year 3, 5 days at \$1,680 per day and Year 4 will be 5 days at \$1,650 per day and 9 online training sessions at \$350 per session.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Computers	99,000		195,662	75,040	369,702
Item					-
Total	99,000	-	195,662	75,040	369,702
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 3-4, computers will be provided for Garrett County teachers to support them with data analysis and lesson development. Year 3 Virtual server to support the launch of the longitudinal data system \$43,862 and 145 computers with docking stations @ \$1,080 these computers may be MAC or Dell ; Year 4-70 (These computers may be MAC or Dell @ \$1072 each)					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs		508	332	2,151	2,990
Item					-
Total	-	508	332	2,151	2,990
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Indirect costs were computed at 3.95% in year 3 and 4.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	99,000	22,613	204,394	131,385	457,392
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Project Budget Summary Table					
Local School System:	GARRETT				
Project Name:	Connecting Students				
Associated with Criteria:	C 3				
Project Number:	3				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages					
2. Contract Services	-	-	-	-	-
3. Supplies and Materials					
4. Other Charges	-	-	-	-	-
5. Property	36,000	-	123,896	-	159,896
6. Transfers (Indirect Costs)	-	-	-	-	-
7. Total Costs (lines 1-6)	36,000	-	123,896	-	159,896
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Local School System:	GARRETT					
Project Title:	Connecting Students					
Criteria: (associated reform criteria)	C 3					
Project Number:	3					
Project Budget Narrative						
Project Description:						
<p>Provide students with state of the art computer labs at the middle and high school levels to allow them to participate in on-line courses, distance learning opportunities and remediation and acceleration courses to assist them in working to their potential.</p> <p>Through utilizing technology to connect high schools and middle schools Garrett County can maximize distance learning opportunities within and out of the county to be provided by highly qualified teachers.</p>						
Funding:						
<p>RTTT funding will be used to provide state of the art computers for students and equipment to connect the high schools and middle schools to maximize distance learning opportunities.</p>						
<p><u>During year 3</u>, 155 computers (40 each Southern High, Southern Middle, Northern High, and 35 at Northern Middle). During this 3 year plan all middle and high schools will have the updates of their computer labs completed Cost is based on \$799/computer cost for Dell computers.</p>						

Project Name:	Connecting Students				
LEA:	GARRETT				
Project Number:	3				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Computers	36,000		123,896		159,896
item					-
Total	36,000		123,896		159,896
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 3 155 Dell desktop computers @\$799/computer (40 each Southern High, Southern Middle, Northern High and 35 at Northern Middle). During this 3 year plan all middle and high schools will have the updates of their computer labs completed.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	36,000		123,896		159,896
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Local School System:	GARRETT				
Project Name:	Great Teachers and Leaders				
Associated with Criteria:	D 2 & 5				
Project Number:	4				
	Project	Project	Project	Project	
	Year 1	Year 2	Year 3	Year 4	Total
Budget Categories	(a)	(b)	(c)	(d)	(e)
1. Salaries and Wages	-	16,000	-	-	16,000
2. Contract Services	-	10,000	-	-	10,000
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	1,311	-	-	1,311
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	615	-	-	615
7. Total Costs (lines 1-6)	-	27,926	-	-	27,926
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Local School System:	GARRETT					
Project Title:	Great Teachers and Leaders					
Criteria: (associated reform criteria)	D 2 & 5					
Project Number:	4					
Project Budget Narrative						
Project Description:						
<p>Collaborate with Garrett College to provide a class for MSDE/ college credit to prepare the middle school math teachers to teach the Common Core based on the recent gap analysis and their elementary certification. Provide substitutes or stipends for teachers to participate in the development of the local evaluation system.</p>						
Funding:						
<p>RTTT funding will be used to provide a college class with Garrett College that will prepare our middle school math teachers to teach the common core. This Middle School Math Project will enhance our teacher's skills. Funding will also be used to provide stipends or substitutes to participate in the development of the teacher evaluation.</p>						
Year by Year Description:						
<p>Years 2-4: During Year 2, Garrett County Schools will collaborate with Garrett College to provide a class for middle school math teachers that have an elementary certification to teach the common core. This will be the Middle School Math Project. In year 2, substitutes or stipends will be used to allow teachers to participate in the development of the teacher evaluation system. Also in year 2 substitutes will be provided for staff development on distance learning and on-line courses available for students.</p>						

Project Name:	Great Teacher and Leaders				
LEA:	GARRETT				
Project Number:	4				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary		16,000			16,000
Total		16,000			16,000
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. During year 2, provide substitutes (\$85/day for 5 teachers for 10 days) and/or stipends (\$125/day for 2 days for 10 teachers) for math teachers to participate in the Middle School Math Project to enhance their skills to teach the common core. Provide stipends (\$125/day for 40 days) for teachers to be participants in the development of the local evaluation system. Provide substitutes for distance learning initiatives (\$85/day for 5 teachers for 10 days).					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
College Class item		10,000			10,000
Total		10,000			10,000
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. During year 2, collaborate with Garrett College to provide a class for the middle school math teachers to be prepared to teach the common core due to their certification being elementary. The contract fee for Garrett College is \$10,000 for the math course.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Social Security		1,224			1,224
Worker's Comp		87			87
Total		1,311			1,311
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. During year 2, provide fixed charges for substitutes @ (\$85/day for 10 teachers for 10 days) and/or stipends (\$125/day for 2 days for 10 teachers) for math teachers to participate in the Middle School Math Project and to enhance their skills in distance learning. Provide fixed charges for stipends (\$125/day for 40 days) for teachers to be participants in the development of the local evaluation system.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs		615			615
item					-
Total		615			615
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. Indirect Cost Rate for FY12 - 2.25%					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
		27,926			27,926
Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Project Budget Summary Table					
Local School System:	GARRETT				
Project Name:	Special Education Support				
Associated with Criteria:	E 2				
Project Number:	5				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	35,750	13,500	29,250
2. Contract Services	-	1,000	47,750	6,000	54,750
3. Supplies and Materials	-	-	1,394	-	1,394
4. Other Charges	-	-	1,307	1,114	2,421
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	20	2,638	811	3,469
7. Total Costs (lines 1-6)	-	1,020	68,839	21,425	91,284
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Local School System:	GARRETT						
Project Title:	Special Education Support						
Criteria: (associated reform criteria)	E 2						
Project Number:	5						
Project Budget Narrative							
Project Description:							
<p>Contract to provide support for teachers on modifications, strategies, IEP implementation, and inclusion because are area of need for improvement is special education across the district. We have decided to bring Solution Tree to Garrett County to work within our Special Education Centers. Professional Development will include Data Analysis Within an RTI Framework, Inclusion Strategies to Meet All Learners' Needs (including UDL concepts), Simplifying Response to Intervention, and Differentiated Instruction for All Learners. As a result of prior year efficiencies, in year 4, the district will be able to bring in a consultant to provide additional training and support for UDL facilitation of the team teaching concept for special education for special education inclusion classes.</p>							
Funding:							
<p>RTTT funding will be used to provide the contract provider to support our staff in providing appropriate services for special education students. Based on the success of this approach, the district will evaluate seeking funding from the local budget for the future.</p>							
Year by Year Description:							
<p>Years 1-4: During Year 3, <i>Solution Tree</i> will be contracted to provide support for teachers on modifications, strategies, IEP implementation, data analysis and inclusion. Salaries and wages will include seven days of substitutes for 63 people at \$75.00 per day. Contracted services will include seven days of training from Solution Tree. During Year 4, a contractor will provide services on the facilitation of team teaching for special education inclusion classes.</p>							

Project Name:	Special Education Support			
LEA:	GARRETT			
Project Number:	5			

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary			15,750	13,500	29,250
Total	-	-	15,750	13,500	29,250

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. For Year 3, Substitutes for 30 people will be provided at \$75.00 per day for seven days. For Year 4, 90 people will be provided at \$75.00 per day for substitutes for two days.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total	
item			1,000	47,750	6,000	54,750
item						-
Total	-	-	1,000	47,750	6,000	54,750

Years 2-4: During year 3, *Solution Tree* will be contracted to provide support for teachers on modifications, strategies, IEP implementation, data analysis and inclusion. During Year 4 will be conducting a training on the concept of team teaching for special education within inclusion classrooms and how to maximize the efficiency of those teaching resources.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item			1,394		1,394
item					-
Total	-	-	1,394	-	1,394

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Social Security			1,205	1,033	2,238
Workers Comp			102	81	183
Total	-	-	1,307	1,114	2,421

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs		20	2,637.91	811	3,469
item					-
Total	-	20	2,638	811	3,469

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here. **Indirect Costs computed at 3.95%.**

Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	-	1,020	68,839	21,425	91,284

Please provide complete details for year 2. For years 3-4, please provide an estimate of costs and also provide the basis for this estimate here.

Revenue and Expenditure Analysis

1. Did actual FY 2013 revenue meet expectations as anticipated in the Master Plan Update for 2012? If not, identify the changes and the impact any changes had on the FY 2013 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

FY2013 Revenues did meet expectations as outlined in the 2012 Master Plan. Final FY2013 revenues included some revenues not fully included in the original budget, as they were not confirmed until after the approval of the budget. These revenues included Title I, Title II, and IDEA monies budgeted lower to account for potential sequestration impacts. Another unplanned increase related to FY12 unrestricted carryover funds the school system was authorized to keep by County government. There were also significant grant awards from the state's Race to the Top Project 29 award that were unplanned and utilized in fiscal 2013. As always, a portion of these funds and other federal restricted programs may be carried forward into the next fiscal year from a timing standpoint.

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

Section B Goals – Standards and Assessments

As the implementation of the Common Core came closer to reality, additional resources were used to meet this area of assurance in terms of staff development. This critical commitment to the knowledge base of our teachers and instructional leaders was necessary to ensure a smooth transition to the Core. Overall, this assurance area was over plan by approximately 11.5% and other expenditures were reprioritized as a result.

Section C Goals – Data Systems to Support Instruction

After meeting with the MSDE monitoring team in May 2012, GCPS decided to purchase computers in year 3 of the grant versus year 2. The main reason for the delay in the purchase of the computers related to clarification relating to the PARCC assessment system requirements. Those delayed purchases were made in year 3 of the grant and totaled approximately \$320,000. GCPS also received two significant RTTT Project 29 grants, which further improved the system's connectivity within each location as well as the infrastructure to be able to take advantage of the broadband connectivity that will be made available within the county. These grants provided an additional \$400,000 of improvements that were not initially budgeted in fiscal 2013.

Section D Goals – Great Teachers and Leaders

Project 4 as previously outlined, has been completed. Overall expenditures were within 4.2% of plan with savings relating primarily to salaries.

Section E Goals – Turning Around Low Performing Schools

The original goal was for project 5 to be completed in project year 3. Due to efficiencies in this project, there were remaining funds available after Solution Tree finished their training sessions. As a result, these funds, while still in alignment with the original goals of the project, were moved into project year 4. In November, there will be training and support for UDL facilitation of the team teaching concept for special education for special education inclusion classes.

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

Even within a fiscal climate of declining resources, the school system has continued to offer and encourage student participation in a broad range of programs and activities. Students are offered a wide range of course offerings and extracurricular activities within the system to assist in their individual development. Also, where applicable, students are given additional growth and learning opportunities through the use of Academic Intervention.

Teachers and administrators through the use of tuition reimbursement, staff development opportunities, and teacher and principal academies have continued to be offered professional development opportunities within the school system. GCPS continue to train, develop, and retain highly qualified teachers. GCPS are dedicated to assuring quality instruction by maximizing instructional time.

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

There have been significantly less ARRA funds available over the past two fiscal years. Garrett County Public School stakeholders have diligently reviewed spending decisions regarding all funds, especially ARRA funds. Garrett has not only been cognizant of the funding cliff, but is also in a situation of declining enrollment and increasing wealth per pupil relative to the State Aid formula. As a result, the system is looking not only at immediate funding needs, but also longer term funding needs and availability. The Superintendent has continued to review all open positions for need and has diligently worked with administrators to streamline positions where possible.

Race to the Top Monitoring Questions

1. Is a balance available in any project? If so, please provide, for each project, the balance available, a narrative explanation for the balance, and the LEA's plan to fully expend the balance, include a date by which the funds will be expended.

Amendments were submitted for projects with available balances at the end of year 3. There were additional funds unanticipated funds available in project 5 as a result of efficiencies. These funds have been prioritized, within the same project, for an additional training on the concept of team teaching for special education within inclusion classrooms and how to maximize the efficiency of those resources. The goal of the system is to have all RTTT funds expended by Friday, February 14, 2014.

2. If the balance available is not obligated, for each project with a balance, please provide a narrative description of the impact on the Project Year 4 planning.

As a result of the RTTT team meeting with the MSDE monitoring team in May 2012, we made the decision to hold back on some of the spending outlined in Project 2 and Project 3 relative to the purchase of new computers and the distance learning equipment. The decision to hold off on the computer purchases was linked to the need for additional information on the upcoming PARCC assessment requirements. Also, as a result, the school system's then new Superintendent was able to review all projects and make additional decisions relative to computer infrastructure and the prioritization of spending which will have an ongoing positive impact on the system as a whole. By pulling back on year 2 spending as outlined above, year 3 was an extremely busy but also an extremely productive year relative to the addition of computer resources and infrastructure and staff development relative to the Core.

As this is the last year for the RTTT grant, Year 4 is critical and has been planned to maximize the use of remaining allocated resources. While not obligated in every instance to date, the remaining balances for all projects have been planned. Project 3 and project 4 have been completed while project 1 and project 5 have somewhat smaller allocations for expenditure this year. Project 2 expenditures for computer infrastructure and training represents over 80% of the remaining RTTT project year 4 expenditures.

3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?

Key RTTT stakeholders continue to meet to discuss progress towards goals and spending activities. These stakeholders also meet to discuss the RTTT reporting requirements. As year 4 is the last year of the RTTT grant, these controls will continue to be important in managing the grant to ensure the most effective and efficient use of these critical funds.

4. What will the LEA do differently in Project Year 4 as a result of lessons learned in implementing Project Year 3?

We anticipate the system will have fewer issues in spending the year 4 RTTT allocation of funds as two of the projects have sunset and are complete while the other three have relatively straight forward goals and expenditures. Also, key RTTT stakeholders have been meeting more frequently measuring progress relative to goals and spending. This will help ensure all RTTT funds are spent in accordance with the goals of the projects.

5. Does the LEA anticipate any challenges in implementing Project Year 4? If so, please identify the challenges at the grant and project level, if applicable.

Garrett County does not anticipate any specific challenges relative to the implementation of the year 4 projects for RTTT. All projects will continue to be monitored for compliance and to verify funds are spent in accordance with the project narratives and goals.

Race to the Top Scope of Work Narratives and Action Plans

Instructions

I. General information

As noted in the introduction to this Guidance, the LEA Race to the Top Scopes of Work and Action Plans are integrated into the Master Plan Annual Update process. For 2013, LEAs should begin with the section goals in the original Scopes of Work, as amended, if applicable. The narratives, action plans, and project budgets are expected to be fully detailed for Year 4. The time period covered by each Scopes of Work section should adhere to the federal fiscal year timeline (October 1, 2013 – September 30, 2014). The project budget documents are submitted separately with the Master Plan Annual Update finance section.

II. Section Narratives

Each section narrative should provide an overview of the alignment with the State's Race to the Top plan, incorporate the required activities listed in the Memorandum of Understanding, and establish section-specific, measurable Year 4 goals. If an activity includes a project budget, and that activity/project is intended to continue beyond the scope of the grant, the narrative must include the source for ongoing funding. The section narratives will include detailed descriptions regarding accomplishments in Year 3. The section narrative should also include planned activities for Year 4 and the expected progress toward meeting Year 4 goals.

III. Action Plans

For Year 4, each action plan should contain action-oriented activities or tasks designed to occur (begin, continue and/or be completed) in Year 4 (October 1, 2013 – September 30, 2014) in support of the specific and measurable goals for the section. Include how the impact of these goals will be measured (examples: walk through data, summative data from targeted reading/math intervention, teacher portfolio shows increased capacity in a particular area of professional development, etc.). One suggested way to be sure activities are action oriented is to begin with a verb and a product (align, develop, create, implement; curriculum, training, professional development). Action-oriented activities are measurable by task-specific accomplishments (staff hired, equipment purchased, training sessions held, documents available) and evidence of intended impact is identified.

Race to the Top Scopes of Work
Section A: State Success Factors

Narrative: the narrative for Section A will describe the LEA's commitment to participation in the national and statewide evaluation of the Race to the Top program. LEAs must identify all goals and all tasks/activities that will be implemented in year four to achieve the stated goal(s).

Garrett County Public Schools is committed to preparing our students for college and career success. We are proud to share in the goal of all Maryland schools to continue the excellent progress in this endeavor. GCPS will participate in national and state initiatives, attend MSDE technical assistance meetings, provide professional development and build on the history of success in Garrett County. We will meet these challenges by doing the following:

- The LEAD (Lead, Educate, Advocate and Develop) Instructional team will send representatives to each of the Executive Officer, Assistant Superintendent and other Sphere of Influence meetings associated with the teacher and principal evaluation. The information from these meetings will be shared with principals at monthly leadership meetings at the local level.*
- The LEAD team will provide on-going staff development on the Common Core Curriculum. We will work with teachers in all grades to create scope and sequence guidance documents and identify gaps in current standards and assessments. This staff development will include the SLO process, which will be continually correlated to the goal of cooperating with all factors of the national and statewide evaluation system.*
- GCPS will continue to enhance our technology infrastructure by providing computers to teachers, upgrading our server and installing state of the art computer labs in our middle and high schools. By doing this, we will support the use of expanded online tools necessary to implement the curriculum. Again, these online tools will prepare our teachers to be prepared for the evaluation process.*

Action Plan: directions are included on pages 7-8

Action Plan: Section A

Goal(s): Garrett County Schools will cooperate with national and statewide evaluations

Section A: State Success Factors	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation	(A) (2)		10/11	6/14	Mr. Tim Thornburg; Director of Human Resources Mrs. Barbara Baker; Assistant Superintendent Mrs. Penny Proudfoot; Supervisor of Staff Development/Curriculum	Support the national and statewide evaluation. Provide information as requested.	No
<i>Tasks/Activities:</i>							
1. The Instructional Team at the Central Office will participate in Evaluation, Assistant Superintendent and Executive Officer meetings in which the national and statewide evaluation are reviewed.			10/11	6/14	Tim Thornburg Barbara Baker Penny Proudfoot Paul Edwards; Director of Secondary Education Jane Wildesen; Director of Elem./ Middle School Education	Results of any such discussions or actions will be shared with instructional staff at weekly meetings. Results will also be shared with principals and A&S staff at monthly meetings.	No

2. Provide staff development on the Common Core Curriculum.	(B)(3)	1	7/12	7/14	Barbara Baker Penny Proudfoot Paul Edwards Jane Wildesen	All principals and teachers PK-12 in the areas of English/language arts, math, science, social studies, and technical subjects will receive training on the alignment of the common core with the new assessments and the development of common benchmark assessments.	\$61,529.00 Actual Expenditures N
6. Provide teachers computers for use in data driven instruction, stay current on the data management system and formative assessments.	(C)(3)(i & ii)	2	7/12	7/14	Chuck Trautwein, County Computer Resource Teacher; Jim Morris, Supervisor of Research, Evaluation, & Information Nathaniel Watkins; IT Director	Teachers will demonstrate how to analyze data from the student management system by completing a set of practice exercises.	\$153,092.00 N
4. Add virtual server upgrade for infrastructure to allow the system to use and analyze data.		2	8/12		Nathaniel Watkins; IT Director	Virtual server will provide the ability to utilize Power School efficiently.	\$42,567.00 N
7. Install state of the art computer labs at the middle and high school level.	(C)(3)(ii)	3	7/12	6/14	Nathaniel Watkins; IT Director Chuck Trautwein, County Computer Resource Teacher	A state of the art computer lab will be set-up and functioning in each middle and high school.	N \$123,896 140 computers total.

Goals to be sustained after RTTT:

- Fully implement Common Core Curriculum.
- Fully implement teacher and principal evaluation system.
- Participate in all assessments. Continue to provide staff development in this regard.

Race to the Top Scopes of Work
Section B: Standards and Assessments

Section B: Standards and Assessments

Narrative: the narrative for Section B will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing the Common Core Standards and assessments. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Garrett County Public Schools will participate in professional development essential to the effective delivery of the new CCSS. Data-driven professional development will be provided to identify gaps and, of course, increase teachers' knowledge of the Common Core Standards and the MCCC, new assessments, and the Online Instructional Toolkit. GCPS has participated fully in the Educator Effectiveness Academies and follow-up sessions. We will continue to utilize Master Teachers as resources in each of our schools. Last year, we provided intensive training on Universal Design for Learning principles. These will continually be emphasized in follow-up professional development and for new teachers supported by the BEST class for new teachers. In addition, the LEAD Instructional team will provide professional development in order to improve instruction through the use of performance data from Maryland's school improvement website. We will monitor and revise School Improvement Plans to ensure that strategies contained therein align with the needs assessments and resources for teachers and students.

As noted in the following chart, GCPS will provide staff development for teachers on the Common Core addressing the curriculum alignment and gaps, development of a transition plan, curriculum maps and scope and sequence documents. Teachers will work to identify and/or develop common assessments to be used to pilot teacher evaluation system. Teachers will revise these common assessments throughout the school year in collaborative work sessions.

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014)

Action Plan: Section B

Goal(s): *Provide staff development for teachers and administrators to transition to the Common Core addressing state curriculum gaps, alignment with new assessments, and lesson design.*

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation	(B)(3)	1	10/11	7/14	Penny Proudfoot; Supervisor of Staff Development and Curriculum Barbara Baker; Assistant Superintendent Jane Wildesen; Director of Elementary/Middle School Education Paul Edwards; Director of Secondary Education Tim Thornburg; Director of Human Resources		N
<i>Tasks/Activities:</i>							
1. Provide staff development for administrators on the Common Core.	(B)(3)	1	8/12	6/14	Penny Proudfoot Barbara Baker Jane Wildesen Paul Edwards	100% of principals will be trained on the Common Core and specific guidance as to the transition plan regarding the curriculum gaps will be	N No budget expense. Training will be provided at monthly staff meetings.

						provided.	
2. Provide staff development for teachers on the Common Core addressing the curriculum alignment and gaps, development of a transition plan, curriculum maps and scope and sequence documents. Teachers will work to identify and/or develop common assessments to be used to pilot teacher evaluation system.	(B)(3)	1	8/12	6/14	Penny Proudfoot Barbara Baker Jane Wildesen Paul Edwards Principals	All teachers PK-12 in the areas of English/language arts, math, science, social studies, and technical subjects will receive training on the state curriculum and initiate the transition plan for the full implementation of the Common Core.	N \$61,529 Actual expenditure \$6,947 in year 4 budget for principal ipads

Goals to be sustained after RTTT:

- **Continue to review and revise Common Core documents at all grade levels. Provide support to teachers in this endeavor.**
- **Fully implement Teacher and Principal Evaluation System.**

Elementary and Secondary Education Flexibility

Accountability

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

Reward Schools:

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA).

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

Highest Progress Reward Schools (Category 2) are those Title I schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" subgroup and have a 10 percent or less gap between any other performing subgroup.

Reward Schools in either category will be recognized by the Maryland State Department of Education and act as models of success for other Title I schools.

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

Garrett County will recognize Reward Schools by the following:

- *Recognition of schools at a regular Board of Education meeting*
- *Press release to the local media*
- *Article on the Board of Education's website.*

***Focus and Priority Schools – prompts provided in Attachment 7 of Part II (Title I)**

2013 Annual Measurable Objectives (AMOs)

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland’s ESEA Flexibility Request, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in six years (2017).

LEA Level AMO Analysis for Reading and Mathematics:

*Data tables (2.1 – 2.2.)

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

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All Students	864	784	90.7	850	770	90.6	866	735	84.9	441	388	88.0	438	388	88.6	456	368	80.7	423	396	93.6	412	382	92.7	410	367	89.5
Hispanic/Latino of any race	5	4	80.0	6	5	83.3	5	5	100.0	2	1	50.0	3	2	66.7	1	1	100.0	3	3	100.0	3	3	100.0	4	4	100.0
American Indian or Alaska	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Asian	6	6	100.0	4	4	100.0	2	2	100.0	1	1	100.0	1	1	100.0	1	1	100.0	5	5	100.0	3	3	100.0	1	1	100.0
Black or African American	0	0	0.0	1	1	100.0	2	2	100.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0	1	1	100.0	1	1	100.0
Native Hawaiian or Other	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
White	825	747	90.5	810	731	90.2	832	705	84.7	425	374	88.0	420	371	88.3	441	355	80.5	400	373	93.3	390	360	92.3	391	350	89.5
Two or more races	28	27	96.4	29	29	100.0	25	21	84.0	13	12	92.3	14	14	100.0	12	10	83.3	15	15	100.0	15	15	100.0	13	11	84.6
Special Education	96	75	78.1	94	76	80.9	93	69	74.2	66	53	80.3	62	48	77.4	60	42	70.0	30	22	73.3	32	28	87.5	33	27	81.8
Limited English Proficient	2	2	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	0	0	0.0	0	0	0.0
Free/Reduced Meals (FARMS)	476	424	89.1	411	359	87.3	468	371	79.3	245	215	87.8	219	190	86.8	249	187	75.1	231	209	90.5	192	169	88.0	219	184	84.0

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

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All Students	914	814	89.1	929	815	87.7	898	790	88.0	495	433	87.5	483	415	85.9	460	391	85.0	419	381	90.9	446	400	89.7	438	399	91.1
Hispanic/Latino of any race	6	4	66.7	4	3	75.0	6	6	100.0	5	3	60.0	3	2	66.7	3	3	100.0	1	1	100.0	1	1	100.0	3	3	100.0
American Indian or Alaska	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Asian	3	3	100.0	5	5	100.0	6	6	100.0	0	0	0.0	1	1	100.0	1	1	100.0	3	3	100.0	4	4	100.0	5	5	100.0
Black or African American	3	2	66.7	4	2	50.0	2	1	50.0	1	0	0.0	0	0	0.0	1	1	100.0	2	2	100.0	4	2	50.0	1	0	0.0
Native Hawaiian or Other	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
White	892	795	89.1	904	793	87.7	871	764	87.7	484	425	87.8	473	406	85.8	448	379	84.6	408	370	90.7	431	387	89.8	423	385	91.0
Two or more races	10	10	100.0	12	12	100.0	13	13	100.0	5	5	100.0	6	6	100.0	7	7	100.0	5	5	100.0	6	6	100.0	6	6	100.0
Special Education	103	65	63.1	95	58	61.1	84	43	51.2	70	47	67.1	59	36	61.0	58	30	51.7	33	18	54.5	36	22	61.1	26	13	50.0
Limited English Proficient	1	1	100.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Free/Reduced Meals (FARMS)	464	404	87.1	427	361	84.5	410	342	83.4	248	213	85.9	222	183	82.4	213	171	80.3	216	191	88.4	205	178	86.8	197	171	86.8

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

A major challenge for the school district in Reading/Language Arts is recovering from the drop in MSA scores. There are several reasons for the drop in test scores. 1) Although Maryland public schools have been transitioning to the Common Core State Standards for the past two years, the State is required by federal law, known as No Child Left Behind (NCLB), to administer the MSA exams, which are not aligned to the new learning standards. The Common Core State Standards are being implemented in Maryland counties with full fidelity. The new curriculum increases rigor and teaches at a higher bar than the previous curriculum used for MSA testing. 2) Therefore, there is a misalignment between the Common Core State Standards and the MSA assessment. Some concepts are assessed on the MSA that are not taught in the Common Core curriculum or at different grade levels. 3) MOD-MSA (Modified MSA) testing was not provided this year for some special education students. Thus, the students took the regular MSA tests. 4) With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students), as well as larger class sizes resulting from the closing of 3 elementary schools.

A major challenge in the elementary and middle schools is attaining the AMO each year. With the AMO rising each year through 2016-17, having all students reach the yearly goals will be challenging. With the task of having all students reach the AMOs, subgroup achievement, especially special education and FARMS, is becoming increasingly difficult due to the severe cuts in intervention programs.

Special education students in the elementary schools continue to achieve in reading on MSA. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and “all students” is part of our data analysis. Special education results did not exceed the AMO; the results were below the AMO by 2.5 percentage points. While the AMO continues to rise, the special education area must continue to increase to reach the 2016-17 standards. The number of special education students that have increased in proficiency on MSA reading improved from 43.9% in 2005 to 80.9% in 2012, but dropped back to 74.2% in 2013.

Special education students in the middle schools continue to achieve in reading on MSA, but at a slower rate than elementary. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and “all students” is part of our data analysis. Although special education results continue to increase slowly, but with some setbacks along the way, the AMO has not been reached. Middle school special education students fell short of the AMO by 25.5 percentage points in 2013. However, the number of special education students that

have increased in proficiency on MSA reading improved from 37.9% in 2005 to 61.1% in 2012, but dropped back to 51.2% in 2013.

Students with disabilities are being served in the general education classrooms; therefore, they have access to general education curriculum. Service delivery for the highest percentage of students is through the co-teaching model. Plus, we require standard based IEP goals for all of our students with disabilities that reflect grade level goals. Students with disabilities are not pulled from basic general education instruction in any subject, but pulled individually or in small groups to reinforce or pre-teach/reteach. Students with disabilities are not pulled from science for services.

Garrett County LRE Data:

2012-2013

	Inside Regular Education Classroom 80% or more	Inside Regular Education Classroom 79-40%	Inside Regular Education Classroom < 40%
Ages 6-21	80.5%	12.7%	6.8%
Elementary	87.8%	7.9%	4.3%
Middle	70.5%	15.8%	13.7%
High	78.0%	18.0%	4.0%

2. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)
 - *At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. Instructional personnel directly teach the academic vocabulary. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a countywide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will continue to be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of reading with the implementation monitored during county-based “walk-throughs”, principals’ “walk-about”, and teacher*

observations. 3.) *Distribute vocabulary brochures to all students and their families.* 4.) *Provide staff development to stress teacher instructional vocabulary.*

- *Language Arts teachers are implementing, with full force, the new Maryland Common Core Curriculum for the 2013-14 school year. Teachers will be focusing on essential skills at each grade level, identifying any deficiencies that may be occurring, and developing lessons and assessments to fill in the deficiency gaps. County formative assessments are in the process of being revised to closely align English/Language Arts instruction with the ELA Maryland Common Core Curriculum to identify the student's needs. (County funds)*
- *The Strategic Instructional Model (SIM), developed at the University of Kansas, will continue to be an emphasis in the middle school. SIM strategies will accentuate reading and writing programs of the students in middle school. The Paragraph Writing Strategy has now been incorporated in all content area classes in the middle schools. By this means, students will be encouraged to use the writing skills taught in language arts in other subject areas with encouragement and guidance from all teachers. Another SIM strategy, Fundamentals in Sentence Writing, is implemented countywide to fifth grade students by language arts teachers. This strategy will enable students to write well-developed sentences and provide a smooth transition into middle school writing.*
- *At the elementary level the Instructional Consultation Team (ICT) works with teachers and students in the language arts area, particularly with the writing process and academic vocabulary, as well as other subject areas as appropriate, to identify students and teaching styles to assist in the classroom.*
- *With Vertical Teaming (elementary and middle schools), the focus will be looking at the essential skills needed in reading / language arts at each grade level as well as extending into the next grade levels. (County funds)*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *The county has purchased a new reading series entitled Houghton Mifflin Harcourt Journeys Common Core, which is being implemented in grades PK-8 at this time. With various professional development, teachers have aligned the new series with the Maryland Common Core Curriculum. (County funds)*
- *The county will continue to support inclusion in the regular classrooms. The following programs will be utilized to assist special education and at-risk students: "Voyager Journey", "Study Island", "SRA Corrective Reading", and "SRA Reading Success".*
- *Academic Intervention Programs have been established in the elementary and middle schools to work with students whose reading skills are low. Student strengths and weaknesses will continue to be identified with intervention strategies implemented. Local funds will be distributed to schools based on need through SPI strands.*

- *The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.*
 - *Incorporation of Maryland Common Core Curriculum into the elementary and middle schools. One focus for the upcoming school year is to integrate “argument” writing across all grade levels and content. Staff development will be provided to assist with the writing transition.*
 - *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
 - *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
 - *The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)*
 - *Professional Learning Communities (PLC) have been established in each elementary and middle school. Teachers must ensure that all students are learning essential skills, common assessments are created, and student data gathered. Teams decide how best to move forward to ensure all students are learning. PLCs ask four pertinent questions: What do we want students to learn? How will we know if students have learned? What will we do if the students don't learn? What will we do if the students already know it? Each teacher brings to the team his/her own level of expertise to share. By assisting and learning from each other, teachers are able to design lessons, and create common assessments that allow students and teachers alike to benefit from the Professional Learning Community. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not only individual students, but also the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons.*
3. Based on available trend data, describe the challenges in **Mathematics**. In your response, identify challenges in terms of subgroups.
***Data tables (2.4 – 2.5)**

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

Subgroup	All Students									Male									Female										
	2011			2012			2013			2011			2012			2013			2011			2012			2013				
	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.
All Students	864	765	88.5	850	734	86.4	866	705	81.4	441	383	86.8	436	379	86.5	456	372	81.6	423	382	90.3	412	355	86.2	410	333	81.2		
Hispanic/Latino of any race	5	3	60.0	6	3	50.0	5	4	80.0	2	1	50.0	3	2	66.7	1	1	100.0	3	2	66.7	3	1	33.3	4	3	75.0		
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
Asian	6	6	100.0	4	4	100.0	2	2	100.0	1	1	100.0	1	1	100.0	1	1	100.0	5	5	100.0	3	3	100.0	1	1	100.0		
Black or African American	0	0	0.0	1	1	100.0	2	2	100.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0	1	1	100.0	1	1	100.0		
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
White	825	733	88.8	810	700	86.4	832	680	81.7	425	372	87.5	420	363	86.4	441	360	81.6	400	361	90.3	390	337	86.4	391	320	81.8		
Two or more races	28	23	82.1	29	26	89.7	25	17	68.0	13	9	69.2	14	13	92.9	12	9	75.0	15	14	93.3	15	13	86.7	13	8	61.5		
Special Education	96	63	65.6	94	59	62.8	93	51	54.8	66	41	62.1	62	39	62.9	60	32	53.3	30	22	73.3	32	20	62.5	33	19	57.6		
Limited English Proficient (LEP)	2	2	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0	0	0	0.0	0	0	0.0		
Free/Reduced Meals (FARMS)	476	415	87.2	411	335	81.5	468	349	74.6	245	211	86.1	219	179	81.7	249	191	76.7	231	204	88.3	192	156	81.3	219	158	72.1		

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

Subgroup	All Students									Male									Female										
	2011			2012			2013			2011			2012			2013			2011			2012			2013				
	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.
All Students	913	765	83.8	928	773	83.3	900	717	79.7	495	414	83.6	483	399	82.6	462	358	77.5	418	351	84.0	445	374	84.0	438	359	82.0		
Hispanic/Latino of any race	6	5	83.3	4	2	50.0	6	4	66.7	5	4	80.0	3	2	66.7	3	2	66.7	1	1	100.0	1	0	0.0	3	2	66.7		
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
Asian	3	2	66.7	5	4	80.0	6	6	100.0	0	0	0.0	1	1	100.0	1	1	100.0	3	2	66.7	4	3	75.0	5	5	100.0		
Black or African American	3	2	66.7	3	1	33.3	2	1	50.0	1	0	0.0	0	0	0.0	1	1	100.0	2	2	100.0	3	1	33.3	1	0	0.0		
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
White	891	747	83.8	904	755	83.5	873	695	79.6	484	406	83.9	473	391	82.7	450	348	77.3	407	341	83.8	431	364	84.5	423	347	82.0		
Two or more races	10	9	90.0	12	11	91.7	13	11	84.6	5	4	80.0	6	5	83.3	7	6	85.7	5	5	100.0	6	6	100.0	6	5	83.3		
Special Education	103	52	50.5	94	40	42.6	86	25	29.1	70	40	57.1	59	29	49.2	60	20	33.3	33	12	36.4	35	11	31.4	26	5	19.2		
Limited English Proficient (LEP)	1	1	100.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
Free/Reduced Meals (FARMS)	463	364	78.6	427	334	78.2	411	301	73.2	248	196	79.0	222	175	78.8	214	152	71.0	215	168	78.1	205	159	77.6	197	149	75.6		

A major challenge for the school district in Mathematics is recovering from the drop in MSA scores. There are several reasons for the drop in test scores. 1) Although Maryland public schools have been transitioning to the Common Core State Standards for the past two years, the State is required by federal law, known as No Child Left Behind (NCLB), to administer the MSA exams, which are not aligned to the new learning standards. The Common Core State Standards are being implemented in Maryland counties with full fidelity. The new curriculum increases rigor and teaches at a higher bar than the previous curriculum used for MSA testing. 2) Therefore, there is a misalignment between the Common Core State Standards and the MSA assessment. Some concepts are assessed on the MSA that are not taught in the Common Core curriculum or at different grade levels. 3) MOD-MSA (Modified MSA) testing was not provided this year for some special education students. Thus, the students took the regular MSA tests. 4) With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students), as well as larger class sizes resulting from the closing of 3 elementary schools.

A major challenge in the elementary and middle schools is attaining the AMO each year. With the AMO rising each year through 2016-17, having all students reach the yearly goals will be challenging. With the task of having all students reach the AMOs, subgroup achievement, especially

special education and FARMS, is becoming increasingly difficult due to the severe cuts in intervention programs.

Special education students in the elementary schools continue to achieve in mathematics on MSA. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and “all students” is part of our data analysis. Special education results did not exceed the AMO; the results were below the AMO by 15.7 percentage points. While the AMO continues to rise, the special education area must continue to increase to reach the 2016-17 standards. The number of special education students that have increased in proficiency on the MSA reading improved from 43.9% in 2005 to 62.8% in 2012, but dropped to 54.8% in 2013.

Special education students in the middle schools continue to achieve in mathematics on MSA, but at a slower rate than elementary. Special education continues to be a focus for Garrett County schools. The discrepancy between special education students and “all students” is part of our data analysis. Although special education results continue to increase slowly, but with some setbacks along the way, the AMO has not been reached. Middle school special education students fell short of the AMO by 41.4 percentage points in 2013. The number of special education students that have increased in proficiency on MSA reading has improved slightly from 37.9% in 2005 to 42.6% in 2012, but dropped considerably in 2013 to 29.1%.

Students with disabilities are being served in the general education classrooms; therefore, they have access to general education curriculum. Service delivery for the highest percentage of students is through the co-teaching model. Plus, we require standard based IEP goals for all of our students with disabilities that reflect grade level goals. Students with disabilities are not pulled from basic general education instruction in any subject, but pulled individually or in small groups to reinforce or pre-teach/reteach. Students with disabilities are not pulled from science for services.

Garrett County LRE Data:

2012-2013

	Inside Regular Education Classroom 80% or more	Inside Regular Education Classroom 79-40%	Inside Regular Education Classroom < 40%
Ages 6-21	80.5%	12.7%	6.8%
Elementary	87.8%	7.9%	4.3%
Middle	70.5%	15.8%	13.7%
High	78.0%	18.0%	4.0%

4. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.).
- *The county will continue with the inquiry-based instructional mathematics series in the elementary area, purchased four years ago. Continuing with the program, the following 4 steps will be initiated: 1.) Develop curriculum maps to align topics to the Maryland Common Core Curriculum. 2.) Provide staff training on questioning techniques. 3.) Utilize the high performing math implementation schools to mentor and model to their colleagues. 4.) Provide parent workshops on how to help their children in the math process. 5.) Incorporate the “8 Standards for Mathematical Practices” into daily lessons. (County funds)*
 - *At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. The academic vocabulary is directly taught by instructional personnel. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a county-wide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will continue to be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of math with the implementation monitored during county-based “walk-throughs”, principals’ “walk-about”, and teacher observations. 3.) Distribute vocabulary brochures to all students and their families. 4.) Provide staff development to stress teacher instructional vocabulary.*
 - *Professional Collaboration, a professional development initiated and directed by teachers through the use of student data with the support of Title II-A funds, will be an additional support for math teachers in learning and teaching new strategies to increase student achievement.*
 - *Academic Intervention Programs have been established in the elementary and middle schools to work with students whose Mathematics skills are low. Student strengths and weaknesses will continue to be identified with intervention strategies implemented. Local funds will be distributed to schools based on need through SPI strands.*
 - *Vertical Teaming is professional development that revolves around the interaction between teachers in the math area (elementary, middle, and high school). The intended focus is the common core standards, specifically the “8 Standards for Mathematical Practices”, and to develop strategies that have a positive impact on instruction resulting in student achievement. Through Vertical Teaming, areas of need are discussed and explored as teachers determine instructional processes which better prepare students to be successful on standardized assessments (i.e. establish benchmark assessments; look at essential skills and deficiencies that*

may occur; collaboration between special education and regular education teachers focusing on reluctant learners; etc.). The objectives of the Vertical Teaming sessions are as follows: 1) better articulation between content teachers at the elementary, middle and high schools; 2) development of a well-aligned, seamless curriculum; 3) clarification of the high school assessment expectations; 4) evaluation of student performance on various teacher developed and public released PARCC-developed items; 4) action plan development (using student data) and implementation designed to address academic deficits; 5) on-going analysis of student performance on standardized assessments; and 6) appropriate revision of action plan to enhance curriculum delivery.

- The county will continue to support co-teaching in the elementary classrooms. The elementary schools have a number of teachers co-teaching to share instructional responsibilities for a single group of students for specific content and objectives. With this mutual ownership and pooled resources, teachers will work together with the shared accountability of making certain that students achieve in the math area.
- The county will continue to support inclusion in the regular classrooms. The following programs will be utilized to assist special education and at-risk students: “Voyager Journey”, “Study Island”, and “Accelerated Math”.
- The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.
- Mathematics teachers have aligned the county’s Growing With Math series to the new Maryland Common Core Curriculum along with the processes of math in grade K-12. County formative assessments are in the process of being revised to closely align mathematics instruction with the Maryland Common Core Curriculum to identify students’ needs.
- Incorporation of Maryland Common Core Curriculum into the elementary and middle schools. One focus for the upcoming school year is to integrate “argument” writing across all grade levels and content. Staff development will be provided to assist with the writing transition in the math areas. (County funds)
- Math teachers are implementing, with full force, the new Maryland Common Core Curriculum for the 2013-14 school year. Teachers will be focusing on essential skills at each grade level, identifying any deficiencies that may be occurring, and developing lessons and assessments to fill in the deficiency gaps. County formative assessments are in the process of being revised to closely align Math instruction with the Math Maryland Common Core Curriculum to identify the student’s needs.
- With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will

increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.

- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *Professional Learning Communities (PLC) have been established in each elementary and middle school. Teachers must ensure that all students are learning essential skills, common assessments are created, and student data gathered. Teams decide how best to move forward to ensure all students are learning. PLCs ask four pertinent questions: What do we want students to learn? How will we know if students have learned? What will we do if the students don't learn? What will we do if the students already know it? Each teacher brings to the team his/her own level of expertise to share. By assisting and learning from each other, teachers are able to design lessons, and create common assessments that allow students and teachers alike to benefit from the Professional Learning Community. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons.*

Science

- Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.

*Data tables (2.7 – 2.8)

Table 2.7: Maryland School Assessment Performance Results - Science - Elementary (Grade 5)																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011		2012		2013				
	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.				
All Students	311	240	77.2	277	210	75.8	271	203	74.9	152	118	77.6	136	94	69.1	150	114	76.0	159	122	76.7	141	116	82.3	121	89	73.6
Hispanic/Latino of any race	1	0	0.0	3	1	33.3	1	1	100.0	0	0	0.0	2	1	50.0	0	0	0.0	1	0	0.0	1	0	0.0	1	1	100.0
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Asian	3	2	66.7	3	2	66.7	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0	2	1	50.0	3	2	66.7	0	0	0.0
Black or African American	1	0	0.0	0	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
White	301	233	77.4	266	202	75.9	253	188	74.3	147	114	77.6	132	91	68.9	142	108	76.1	154	119	77.3	134	111	82.8	111	80	72.1
Two or more races	5	5	100.0	5	5	100.0	17	14	82.4	3	3	100.0	2	2	100.0	8	6	75.0	2	2	100.0	3	3	100.0	9	8	88.9
Special Education	32	12	37.5	25	13	52.0	35	18	51.4	22	10	45.5	16	7	43.8	25	12	48.0	10	2	20.0	9	6	66.7	10	6	60.0
Limited English Proficient (LEP)	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Free/Reduced Meals (FARMS)	168	116	69.0	126	87	69.0	143	100	69.9	81	56	69.1	67	41	61.2	75	57	76.0	87	60	69.0	59	46	78.0	68	43	63.2

Table 2.8: Maryland School Assessment Performance Results - Science - Middle (Grade 8)																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011		2012		2013				
	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%	#	% Prof.	%			
All Students	289	242	83.7	311	274	88.1	308	244	79.2	160	137	85.6	165	148	89.7	170	136	80.0	129	105	81.4	146	126	86.3	138	108	78.3
Hispanic/Latino of any race	2	2	100.0	2	2	100.0	2	2	100.0	1	1	100.0	2	2	100.0	1	1	100.0	1	1	100.0	0	0	0.0	1	1	100.0
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Asian	0	0	0.0	2	1	50.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	2	1	50.0	0	0	0.0
Black or African American	0	0	0.0	2	1	50.0	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	2	1	50.0	1	0	0.0
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
White	284	237	83.5	302	267	88.4	301	236	78.1	157	134	85.4	162	145	89.5	167	133	79.6	127	103	81.1	140	122	87.1	134	105	78.4
Two or more races	3	3	100.0	3	3	100.0	4	4	100.0	2	2	100.0	1	1	100.0	2	2	100.0	1	1	100.0	2	2	100.0	2	2	100.0
Special Education	32	21	65.6	34	21	61.8	26	8	30.8	25	17	68.0	22	15	68.2	17	6	35.3	7	4	57.1	12	6	50.0	9	2	22.2
Limited English Proficient (LEP)	1	1	100.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Free/Reduced Meals (FARMS)	142	113	79.6	129	111	86.0	134	98	73.1	78	63	80.8	68	61	89.7	75	56	74.7	64	50	78.1	61	50	82.0	59	42	71.2

A major challenge for the school district in Science is recovering from the drop in MSA scores. There are several reasons for the drop in test scores. 1) Although Maryland public schools have been transitioning to the Common Core State Standards for the past two years, the State is required by federal law, known as No Child Left Behind (NCLB), to administer the MSA exams, which are not aligned to the new learning standards. The Common Core State Standards are being implemented in Maryland counties with full fidelity. The new curriculum increases rigor and teaches at a higher bar than the previous curriculum used for MSA testing. 2) Therefore, there is a misalignment between the Common Core State Standards and the MSA assessment. Some concepts are assessed on the MSA that are not taught in the Common Core curriculum or at different grade levels. 3) MOD-MSA (Modified MSA) testing was not provided this year for some special education students. Thus, the students took the regular MSA tests. 4) With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past

several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students), as well as larger class sizes resulting from the closing of 3 elementary schools.

One challenge in the elementary and middle schools is the total number of students reaching the proficiency level has dropped over the past year. In elementary, there was a 0.9 percentage point decrease from 2012 in the proficiency level. In the middle school, there was a decrease of 8.9 percentage points from 2012. With the challenge of having all students improve each year, subgroup achievement, especially special education, is becoming increasingly difficult.

Special education students at the elementary school level are a challenge on MSA Science and continue to be a focus for Garrett County schools. Discrepancy between special education students and “all students” continues to be a part of our data analysis. Special education students are falling well below the non-special education students in scoring proficient on MSA Science. Only 51.4% of the elementary special education students scored proficient on the 2013 MSA Science, which is a decrease of 0.6 percentage points from 2012. However, this is still 23.5 percentage points below the non-special education students on MSA Science.

Special education students at the middle school level are a challenge on MSA Science and continue to be a focus for Garrett County schools. Discrepancy between special education students and “all students” continues to be a part of our data analysis. Special education students are falling well below the non-special education students in scoring proficient on MSA Science. Only 30.8% of the middle school special education students scored proficient on the 2013 MSA Science, which is down 31.0 percentage points from 2012. Still, this is 48.4 percentage points below the non-special education students on MSA Science in the middle school area.

Students with disabilities are being served in the general education classrooms; therefore, they have access to general education curriculum. Service delivery for the highest percentage of students is through the co-teaching model. Plus, we require standard based IEP goals for all of our students with disabilities that should reflect grade level goals. Students with disabilities are not pulled from basic general education instruction in any subject, but pulled individually or in small groups to reinforce or pre-teach/reteach. Students with disabilities are not pulled from science for services.

Garrett County LRE Data:

2012-2013

	Inside Regular Education Classroom 80% or more	Inside Regular Education Classroom 79-40%	Inside Regular Education Classroom < 40%
Ages 6-21	80.5%	12.7%	6.8%
Elementary	87.8%	7.9%	4.3%
Middle	70.5%	15.8%	13.7%
High	78.0%	18.0%	4.0%

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- *At each grade level in science, specific academic vocabulary has been identified for the students to fully understand and use by the end of each school year. The academic vocabulary will be directly taught by instructional personnel. Various research-based academic vocabulary strategies have been introduced and will be reinforced through professional development so that the direct teaching of science vocabulary can be taught at the county-wide level.*
- *Professional Collaboration, a professional development initiated and directed by teachers through the use of student data with the support of Title II-A funds, will be an additional support for science teachers in learning and teaching new strategies to increase student achievement.*
- *Academic intervention is an area that has grown out of data analysis. Academic Intervention Programs have been established in the elementary and middle schools to work with students whose science skills are low.*
- *Vertical Teaming is professional development that revolves around the interaction between teachers in the science area (elementary, middle, and high school). The intended focus is the common core standards, specifically STEM, in which to develop strategies that have a positive impact on instruction resulting in student achievement. Through Vertical Teaming, areas of need are discussed and explored as teachers determine instructional processes which better prepare students to be successful on standardized assessments (i.e. establish benchmark assessments; look at essential skills and deficiencies that may occur; collaboration between special education and regular education teachers focusing on reluctant learners; etc.). The objectives of the Vertical*

Teaming sessions are as follows: 1) better articulation between content teachers at the middle and high schools; 2) development of a well-aligned, seamless curriculum; 3) clarification of the middle and high school assessment expectations; 4) evaluation of student performance on various teacher developed and public released MSA/HSA-type questions; 4) action plan development (using student data) and implementation designed to address academic deficits; 5) on-going analysis of student performance on standardized assessments; and 6) appropriate revision of action plan to enhance curriculum delivery.

- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *The county will continue to support co-teaching in the elementary/middle classrooms. The schools have a number of teachers co-teaching to share instructional responsibilities for a single group of students for specific content and objectives. With this mutual ownership and pooled resources, teachers will work together with the shared accountability of making certain that students achieve in the science area.*
- *The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.*
- *Professional Learning Communities (PLC) have been established in each elementary and middle school. Teachers must ensure that all students are learning essential skills, common assessments are created, and student data gathered. Teams decide how best to move forward to ensure all students are learning. PLCs ask four pertinent questions: What do we want students to learn? How will we know if students have learned? What will we do if the students don't learn? What will we do if the students already know it? Each teacher brings to the team his/her own level of expertise to share. By assisting and learning from each other, teachers are able to design lessons, and create common assessments that allow students and teachers alike to benefit from the Professional Learning Community. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons.*
- *Incorporation of Maryland Common Core Curriculum into the elementary and middle schools. One focus for the upcoming school year is to integrate "argument" writing across all grade levels and content. Staff development will be provided to assist with the writing transition in the science areas.*

- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)*
- *The Comprehensive Environmental Literacy Program will be implemented K – 12. The program will incorporate the 5Es from STEM to address local environmental issues.*
- *Another goal is to make all schools “Green School” status in the upcoming year.*
- *Align science to the reading series to embed the disciplinary literacy skills in all areas.*

Section 5-401(c)(8), *Education Article of the Annotated Code of Maryland* requires local education agencies to provide a description of how they plan to ensure and measure the academic proficiency of students in social studies, science, math, reading and language.

1. In the 2012 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.

To update the progress of our Master Plan for social studies, fortunately Garrett County Public Schools has been able to meet most of its goals and objectives. The overarching goal of a “rigorous transition to the common core” is an ongoing process, but one that GCPS have made tremendous strides in since just last year. New textbooks aligned to the common core have been purchased in social studies and the collaboration between all county teachers has significantly increased due to the expansion of the Professional Learning Communities. Specifically from the 2012 plan:

- *Goal 1 – Students will have access to and show proficiency with a comprehensive and robust bank of content specific vocabulary in order to display content discipline literacy*
 - *This goal has been completely achieved and is ongoing. Teachers were able to create scope and sequence maps complete with unit and topic based vocabulary, which were assessed through teacher developed benchmarks. Dr. Thomasina Piercy provided professional development on disciplinary literacy to all of Western Maryland thanks to a Title II grant, which many of our administrators and teachers attended. This year in August, Dr. Piercy returned to Garrett County for a county wide professional development for all of our county teachers and administrators in relation to discipline literacy. Furthermore, in 2012 each*

teacher in the county was required to assign an argumentative writing assignment to be graded on the county common rubric. This requirement will remain intact; however, the common rubric is being amended based on teacher feedback to better measure what it is intended to measure. Vocabulary sections are established in middle and elementary school notebooks to stress the importance of disciplinary literacy and high school students are provided with a master list of vocabulary for each social studies class.

- *Goal 2 – Students will show an understanding of social studies processes and skills by analyzing, interpreting, and evaluating primary and secondary sources, including a variety of diverse media formats.*
 - *This goal was also fully achieved. In addition to the aforementioned argumentative writing requirement, each teacher included a minimum of two close reads per class involving grade appropriate complex texts with questions and/or prompts that require analysis and synthesis of the readings. The assessment and follow up on this assignment was left to teacher discretion, but it was a “look for” in the administrative walkthroughs. The elementary schools had their media specialists work with students on research and differentiating between primary and secondary sources and the social studies curriculum throughout all grade bands calls for teachers to incorporate graphs, charts and political cartoons into daily lesson and/or unit plans.*

- *Goal 3 – An elementary goal was for students to understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through multicultural and historical perspective.*
 - *This elementary specific goal of understanding global interdependence and multiculturalism was mostly achieved. The objective of having each school host a Native American speaker was difficult to accomplish in all elementary schools, however, as not every community has Native tribes. We are working to get cooperation to try to have certain speakers visit more than one school. Each school was able to teach units on Native Americans and complete the home construction models, as well as utilize various digital learning opportunities to study the topic. Garrett County is in the process of looking at different digital learning and multimedia providers to expand this mode of instruction (see 2013 goal).*

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

The Garrett County Public Schools main goal and objective remains a rigorous transition to the common core. To that end, much staff development has centered on the ELA, Math, and STEM standards, as well as disciplinary literacy. The promotion of social studies within the elementary levels is also highly encouraged and vertical teaming and county wide PLC’s will be utilized to assist elementary school teachers to introduce social studies concepts and

source documents into their classrooms. The goals of 2012 remain intact and GCPS looks to make the following adjustments/improvements for 2013:

- *Implementation and acclimatization of the C3 (College, Career, and Civic Life) Frameworks.*
 - *Social Studies vertical teams will receive professional development on the C3 Frameworks that focus on embedding the ELA literacy standards with social studies content. Teachers will receive sample lessons provided by local master teachers and will collaborate to create a pool of lessons that can be utilized county wide through EDMODO (explained later). This professional development will be done on a contractual late night on October 8th and on a staff development half day on October 23. Further PD will be paid for through unrestricted general funds. A secondary focus of these meetings will also be including Universal Design for Learning principles and differentiated instruction into the everyday classroom settings. STEM lessons and Math standards will also be created and shared.*

- *EDMODO group sharing of STEM lessons, best practices, and embedded literacy standards.*
 - *EDMODO is an educational site that mimics social media where teachers can share ideas and best practices and collaborate across schools. Due to the geographical size of Garrett County and the difficulty of getting teachers together all the time, GCPS is making an effort to get teachers to utilize this tool to help each other by sharing best practices and lessons to assist the perceived daunting task of implementing the Common Core State Standards. On October 8th, teachers will be given professional development during the contract mandated late night on creating an EDMODO account and utilizing all of its tools. This will be followed by vertical team meetings to get teachers sharing lessons and best practices.*

- *Re-establishing and implementing protocol and accountability for the Government HSA Exam.*
 - *As the HSA Government Exam has been reinstated, Garrett County is implementing its previous best practices to prepare students for the skills and content required on that exam. GCPS is fortunate that all instructors are still in place from when Government was required by the state for graduation previously, so all content and strategies are familiar. The public schools did purchase new textbooks with unrestricted general funds that are aligned to the common core and the HSA to prepare students for both requirements. Teachers throughout the county are participating in a county wide PLC (facilitated by EDMODO) to*

collaborate and help each other improve their instruction and better prepare students for the HSA.

- *In the 2012-13 school year, teachers developed common scope and sequence maps and common benchmarks that were given every three weeks, and this process will remain in place. EDMODO will allow the county wide PLC to share data and best practices to continue to improve data driven instruction and hopefully ensure success on the HSA by all Garrett County students. Last year, approximately 89% of all students who have taken the Government HSA passed. This year the goal is to improve that percentage to 93%. Heavy emphasis will be placed on special education students, who only passed at a rate of 55%. All students will be placed in a remediation class embedded in the school day for extra help in the content and test taking skills necessary for the HSA that have not passed, with special education students receiving extra help from special education professionals working with the core content teacher.*
- *The mdk12.org website is being utilized as a great tool for HSA practice exams and practice in test taking skills (especially in constructed responses). This is being utilized extensively in remediation and summer school.*
- *To increase student achievement on the Advanced Placement Exams.*
 - *In 2013, Garrett County 75% of all AP social studies students (Psychology, US History, AP Government and Politics) scored a 3 or higher on the AP exams. New textbooks were purchased with unrestricted general funds for AP Government and AP Psychology with all available ancillaries, with the hope of increasing scores. The US History teacher at Northern High School is new and a mentor teacher is assigned to her to advise her on best practices and strategies for success on the AP exam.*
 - *GCPS will take advantage of Maryland Historical Society funds to take the AP US History students to Ft. McHenry for an in depth look at the War of 1812 and Maryland's role in that conflict.*
 - *This year during scheduling for underclassman, an AP night will be held at each high school that will introduce parents and students to the curriculum of the AP courses and display student work and activities to try to attract enrollment.*
- *To increase use of technology in the classroom*
 - *In high school, the World History teachers are augmenting their instruction with the online World History course. They are giving students hands on technological engagement through the online course and GCPS is currently in the process of installing it on its servers. This process will be completed late in 2013 or early 2014. The online course will also be utilized for remediation of students during the embedded remediation time during the school day for students who are failing or struggling with certain concepts.*

- *Furthermore, the online government class will be utilized in much the same way. Teachers will augment instruction with the online course, but most importantly, this is a great tool for remediation during the school day and also for summer school.*
- *GCPS will utilize Thinkport in grade bands k-12 to engage students in digital learning by providing access to both primary and secondary documents, as well as utilizing multimedia productions in various social studies content.*
- *Middle school goals.*
 - *The primary goals of middle school is to enhance social studies skills and content knowledge through disciplinary literacy and the C3 Frameworks in Geography, World History, US History, and Government.*
 - *This is done by enhancing skills in analyzing primary and secondary source documents and building age appropriate content vocabulary for each social studies discipline.*
 - *Collaboration for best practices and a library of source documents will be achieved through EDMODO and PLC's to enhance data driven instruction.*
- *Elementary school goals.*
 - *A current strength of our elementary school curriculum is our place based learning initiative. This is a concentrated effort by our schools that infuses science and social studies to give a better understanding of geography in history. This ties in perfectly with environmental literacy and has students operating working farms and gardens on campus, touring mining sites, and studying natural and constructed landmarks in the development of culture (ie – Casselman River Bridge in Grantsville). This spans grade bands and hits almost all aspects of the state social studies curriculum. GCPS looks to continue this initiative and expand it to partner the high schools with the elementary schools in continuing to study the impact of the environment on history, both through the science and social studies classes.*
 - *Place based learning is simply using your local history, geography, and environment to teach social studies and science skills. For example, Grantsville might use Leo Beachy photographs of the Casselman River Bridge and the National Road to describe that area (Grade 1 geography A.1.b.). They can then use that to differentiate between the past and present (Grade 1 history A.1.b.) and to compare the past to the present (Grade 1 history A.2.b) as they walk down the National Road to the Casselman River Bridge. By using their local community to establish context, they can apply almost all of the state of Maryland social studies standards in history, geography, political science, economics, etc. By using archives of local newspapers, photographers, authors, and more*

from local libraries and museums to continue “place based learning,” students are utilizing primary and secondary sources and bolstering their social studies skills and processes (standard 6). The local community is obviously not the only content covered in the social studies curriculum, but it is a great avenue to introduce skills and concepts in a familiar topic area that is high interest to students. Garrett County is blessed to have unique towns with independent histories and experiences that can be used to expose kids to universal social studies concepts. Whether it be Accident with the Drane House, Oakland with the railroad, or Crellin with the coal influence, each local elementary school has a rich history to draw from. Place based learning also encompasses environmental literacy, especially standard 7, by looking at how the environment helped the local society evolve and how the decisions of the past to impact the environment still have repercussions (both positive and negative) today.

- *It is also the goal of GCPS to get all elementary schools to participate in the Maryland Municipal League’s “If I Were Mayor Contest.” Local mayors visit 6 of our 8 elementary schools currently and the goal is to increase that to all 8 schools to do a lesson on municipal government in 4th grade and follow up with the essay contest to reinforce disciplinary literacy.*
- *In order to increase the exposure of Garrett County Students to people and places beyond the county borders, GCPS will take advantage of the Maryland Historical Society’s traveling trunks and traveling classrooms program.*
- *Thankfully most of the adjustments we are making do not require additional funds. All new textbook and ancillary purchases are being made with unrestricted general funds. Almost all of the professional development is being done during contractual work time for staff, so there won’t be any additional appropriations needed for those activities. The little amount of PD that will be done outside of contracted work hours will be paid for through non-restricted general funds. The opportunities we are exploring through the Maryland Historical Trust (traveling to Ft. McHenry) would be restricted funds through their grant/funding process. Moving the World History Online course to our server will be done by our IT department during contracted working hours, therefore negating any additional cost, as well.*

English High School Assessment

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

*Data table (2.3)

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%
All Students	358	312	87.2	334	302	90.4				179	148	82.7	172	154	89.5				179	164	91.6	162	148	91.4			
Hispanic/Latino of any race	1	1	100.0	0	0	0.0				1	1	100.0	0	0	0.0				0	0	0.0	0	0	0.0			
American Indian or Alaska	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Asian	1	1	100.0	0	0	0.0				0	0	0.0	0	0	0.0				1	1	100.0	0	0	0.0			
Black or African American	0	0	0.0	1	1	100.0				0	0	0.0	1	1	100.0				0	0	0.0	0	0	0.0			
Native Hawaiian or Other	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
White	343	299	87.2	330	298	90.3				173	143	82.7	168	150	89.3				170	156	91.8	162	148	91.4			
Two or more races	13	11	84.6	3	3	100.0				5	4	80.0	3	3	100.0				8	7	87.5	0	0	0.0			
Special Education	29	16	55.2	39	20	51.3				19	10	52.6	22	14	63.6				10	6	60.0	17	6	35.3			
Limited English Proficient	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Free/Reduced Meals (FARMS)	120	99	82.5	108	96	88.9				56	44	78.6	59	54	91.5				64	55	85.9	49	42	85.7			

With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students).

Special education is a focus for Garrett County schools. The discrepancy between special education students and “all students” continues to be a part of our data analysis. While the AMO continues to rise, the special education area must increase to reach that bar in the next several years. Special education students in the high schools continue to achieve in English on HSA. Although special education results continue to increase slowly, but with some setbacks along the way, the AMO has not been reached. Special education students fell short of the AMO by 38.7 percentage points in 2012. The number of special education students increasing in proficiency on the HSA English has improved from 20.3% in 2005 to only 55.2% in 2011, but dropped back to 51.3% in 2012.

- 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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- *At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. The academic vocabulary is directly taught by instructional personnel. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a county-wide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will continue to be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of English with the implementation of instruction monitored during county-based “walk-throughs”, principals’ “walk-abouts”, and teacher observations. 3.) Distribute vocabulary brochures to all students and their families. 4.) Provide staff development to stress teacher instructional vocabulary.*
- *English teachers are implementing, with full force, the new Maryland Common Core Curriculum for the 2013-14 school year. Teachers will be focusing on essential skills at each grade level, identifying any deficiencies that may be occurring, and developing lessons and assessments to fill in the deficiency gaps. County formative assessments are in the process of being revised to closely align English/Language Arts instruction with the ELA Maryland Common Core Curriculum to identify the students’ needs.*
- *The use of data analysis has been elevated in the high schools via the central office. Through the data analysis process, a number of areas are of focus: students passing/failing of each HSA assessment, graduation requirements, student strengths and weaknesses, etc. A cohort data base has been developed at the central office for high schools to track students toward a successful completion of the assessments and graduation.*
- *Vertical Teaming is professional development revolving around the interaction between teachers in the English / Language Arts area (middle and high school). The intended focus is the common core standards to develop strategies that have a positive impact on instruction resulting in student achievement and looking at the essential skills needed in reading / language arts at each grade level as well as extending into the next grade levels. Through Vertical Teaming, areas of need are discussed and explored as teachers determine instructional processes which better prepare students to be successful on standardized assessments (i.e. establish benchmark assessments; look at essential skills and deficiencies that may occur; collaboration between special education and regular education teachers focusing on reluctant learners; etc.). The objectives of the Vertical Teaming sessions are as follows: 1) better articulation between content teachers at the middle and high schools; 2) development of a well-aligned, seamless curriculum; 3) clarification of the high school assessment expectations; 4) evaluation of student performance on various teacher developed and public released HSA-type questions; 4) action plan development (using student data) and implementation designed to address academic deficits; 5) on-going analysis of student performance on standardized*

assessments; and 6) appropriate revision of action plan to enhance curriculum delivery. (County funds and Title II)

- *Academic Intervention Programs have been established in the high schools to work with students whose English/reading skills are low. High school intervention consists of “flooding” students with information 2-3 weeks before the testing for students to succeed. Remediation and HSA online classes are also offered during the school day. As well, students have an opportunity to attend a 4-week summer school in which they can retake a particular high school assessment. The Bridge Plan process has been implemented for students to complete English projects to successfully meet graduation requirements. Student strengths and weaknesses will continue to be identified with intervention strategies implemented. (County funds)*
- *Professional Learning Communities (PLC) have been established in the high schools. Teachers delve into student data to find strengths, weaknesses, and patterns of development, and then apply certain skills and/or learning strategies in the classroom. Professional development will be planned to assist with those learning strategies needed. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons. (Title II-A and County funds)*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *Transition Outcome Plans (TOP) will be developed for students with special needs that provide a map to assist them in reaching their long-term goals and graduation from high school with a diploma instead of a certificate of completion.*
- *The county will continue to support professional development regarding Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.*
- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold:*

instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)

- *Incorporation of Race to the Top / Common Core into the high schools: 1) One focus is to integrate “argument” writing across all grade levels and content. Professional development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) English / Language Arts teachers will have students work with argument versus persuasive writings. 3) A detailed presentation will be given on how common core standards can be implemented across the curriculum. The information will be specific to each content area.*

Based on the examination of 2012 High School Assessment Test Participation and Status results for English:

***Data tables (3.1, 3.2, 3.3)**

Table 3.1: HSA Test Participation and Status - English 2012																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken
All Students	313	86.9	272	11.5	36	1.6	5	153	84.3	129	13.7	21	2.0	3	160	89.4	143	9.4	15	1.3	2
Hispanic/Latino of any race	5	80.0	4	20.0	1	0.0	0	2	100.0	2	0.0	0	0.0	0	3	66.7	2	33.3	1	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0
Black or African American	2	100.0	2	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	301	86.7	261	11.6	35	1.7	5	147	83.7	123	14.3	21	2.0	3	154	89.6	138	9.1	14	1.3	2
Two or more races	2	100.0	2	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Special Education	13	46.2	6	53.8	7	0.0	0	8	62.5	5	37.5	3	0.0	0	5	20.0	1	80.0	4	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	123	79.7	98	16.3	20	4.1	5	64	73.4	47	21.9	14	4.7	3	59	86.4	51	10.2	6	3.4	2

Table 3.2: HSA Test Participation and Status - English 2012																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken
All Students	299	94.3	282	5.7	17	0.0	0	165	92.1	152	7.9	13	0.0	0	134	97.0	130	3.0	4	0.0	0
Hispanic/Latino of any race	8	100.0	8	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Black or African American	2	50.0	1	50.0	1	0.0	0	2	50.0	1	50.0	1	0.0	0	0	0.0	0	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	282	94.3	266	5.7	16	0.0	0	156	92.3	144	7.7	12	0.0	0	126	96.8	122	3.2	4	0.0	0
Two or more races	7	100.0	7	0.0	0	0.0	0	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
Special Education	16	56.3	9	43.8	7	0.0	0	12	50.0	6	50.0	6	0.0	0	4	75.0	3	25.0	1	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	95	85.3	81	14.7	14	0.0	0	53	79.2	42	20.8	11	0.0	0	42	92.9	39	7.1	3	0.0	0

Table 3.3: HSA Test Participation and Status - English 2012																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken	Number of Students	% Taken and	Number Passed	% Taken and	Number Not Taken	% Not Taken	Number Not Taken
All Students	311	95.5	297	4.5	14	0.0	0	161	93.8	151	6.2	10	0.0	0	150	97.3	146	2.7	4	0.0	0
Hispanic/Latino of any race	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Black or African American	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	307	95.4	293	4.6	14	0.0	0	157	93.6	147	6.4	10	0.0	0	150	97.3	146	2.7	4	0.0	0
Two or more races	3	100.0	3	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Special Education	19	78.9	15	21.1	4	0.0	0	13	84.6	11	15.4	2	0.0	0	6	66.7	4	33.3	2	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	98	94.9	93	5.1	5	0.0	0	55	94.5	52	5.5	3	0.0	0	43	95.3	41	4.7	2	0.0	0

1. Identify any additional challenges that are evident.

Besides the special education area, the additional challenge is meeting the AMO in which students need to pass the English high school assessment. Students who will meet the HSA graduation requirements by reaching 1208 and/or 1602 by a combined score on all the HSAs and/or by completion of bridge plans, but have not passed the English HSA, definitely affects a school's and the county's status. Once students have reached 1208 and/or 1602, many of the students refuse to retake the English HSA or do not take the HSA seriously because they have already attained the HSA graduation requirements.

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- *Through special education funds, the “Voyager Journey” program will continue for reading support with special education and at-risk students entering grade 9.*
- *Doubling Dosing: English, reading, and writing content in which at-risk students will receive two periods of instruction for reading, writing, and English for the entire school year. (“Double dosing” is not research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Double dosing is for general education students, but special education students can also participate. Students are usually identified by the middle school teachers’ recommendations and test scores when entering ninth grade. Students who have a weakness in a particular area will receive two particular courses, one in each semester. There is a solid year of instruction, skills, and knowledge being gained so the students can take the HSA in May. For example, students in “double dosing” may take a reading course in the fall semester followed by an English class in the spring semester allowing the students to take the HSA in May.)*
- *Academic Vocabulary: Every teacher, whether in a core content or not, will be stressing county-determined content vocabulary throughout the entire building on a daily basis for students to use in gaining academic knowledge in the area of English.*
- *Professional Learning Communities: Teachers will study data to determine school needs and establish staff development concerning those needs to address individual student concerns. The teachers will build their own professional development that is data driven, establishes best practices, and creates curriculum matches. This will also allow CTE teachers to better understand the HSA process and support students through the CTE curriculum as well. (Title II-A and county funds)*

- *Incentive Tutoring / Flooding: To prepare students for the HSAs, tutoring / flooding is conducted 2-3 weeks prior to the assessments. Incentives are awarded to students for attending all eight sessions of flooding. (“Flooding” is not research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Flooding takes place for two weeks, after school, before the HSA testing window. Flooding allows the students an opportunity to refresh and gain a better understanding of the skills and processes in a particular subject area. Students needing to take the HSAs do remediation during the school day, but flooding allows for extra assistance in a particular subject.)*
- *Both high schools have the same schedules. Both schools have implemented a student schedule where classes are on a block schedule (semester) with remediation time available. Also, the English Essentials course will be offered for students not passing the English HSA and remediation not working the second time.*
- *A complete student data base, Pearson Inform, is available to the teachers to track a student’s history in English and language arts from elementary to high school. Inform enables teachers to identify skills for improvement that students need to pass the HSA and create a stronger background for students as they progress in their education in the coming years. This program is supported by county funds.*
- *The Education Planning Guide has been composed to increase academic rigor for some career pathways to better prepare students for post-secondary experiences.*
- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*

- The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)
- Incorporation of Race to the Top / Common Core into the high schools: 1) One focus is to integrate “argument” writing across all grade levels and content. Professional development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) English / Language Arts teachers will have students work with argument versus persuasive writings.

Algebra/Data Analysis

***Data table (2.6)**

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

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%
All Students	360	329	91.4	337	307	91.1				180	170	94.4	170	160	94.1				180	159	88.3	167	147	88.0			
Hispanic/Latino of any race	2	2	100.0	0	0	0.0				1	1	100.0	0	0	0.0				1	1	100.0	0	0	0.0			
American Indian or Alaska Native	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Asian	1	1	100.0	0	0	0.0				0	0	0.0	0	0	0.0				1	1	100.0	0	0	0.0			
Black or African American	0	0	0.0	1	1	100.0				0	0	0.0	1	1	100.0				0	0	0.0	0	0	0.0			
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
White	344	314	91.3	333	303	91.0				174	164	94.3	166	156	94.0				170	150	88.2	167	147	88.0			
Two or more races	13	12	92.3	3	3	100.0				5	5	100.0	3	3	100.0				8	7	87.5	0	0	0.0			
Special Education	33	18	54.5	40	15	37.5				21	15	71.4	21	12	57.1				12	3	25.0	19	3	15.8			
Limited English Proficient (LEP)	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Free/Reduced Meals (FARMS)	125	107	85.6	113	94	83.2				58	55	94.8	61	54	88.5				67	52	77.6	52	40	76.9			

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

With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students).

Special education is a focus for Garrett County schools. The discrepancy between special education students and “all students” is part of our data analysis. While the AMO continues to rise, the special education area must increase to reach that bar in the next several years. Special education students in the high schools continue to increase

achievement in Algebra / Data Analysis on HSA. Although special education results continue to increase slowly, but with some dips along the way, the AMO has not been reached. Special education students fell short of the AMO by 48 percentage points in 2012. The number of special education students increasing in proficiency on the HSA Algebra / Data Analysis has improved from 20.3% in 2005 to only 54.5% in 2011, but dropped back to 37.5% in 2012.

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)
- *At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. The academic vocabulary is directly taught by instructional personnel. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a county-wide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will continue to be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of Algebra with the implementation of instruction monitored during county-based “walk-throughs”, principals’ “walk-about”, and teacher observations. 3.) Distribute vocabulary brochures to all students and their families. 4.) Provide staff development to stress teacher instructional vocabulary.*
 - *County formative assessments are in the process of being revised to closely align math instruction with the Maryland Common Core Curriculum. Student strengths and weaknesses will continue to be identified with intervention strategies implemented.*
 - *Principles of Engineering course in Project Lead the Way reinforces mathematical concepts.*
 - *The use of data analysis has been elevated in the high schools via the central office. Through the data analysis process, a number of areas are of focus: students passing/failing of each HSA assessment, graduation requirements, student strengths and weaknesses, etc. A cohort data base has been developed at the central office for high schools to track students toward a successful completion of the assessments and graduation.*
 - *Academic Intervention is an area that has grown out of data analysis. Academic Intervention Programs have been established in the high schools to work with students*

whose mathematics skills are low. High school intervention consists of “flooding” students with information 2-3 weeks before the testing for students to succeed. Remediation and HSA online classes are also offered during the school day. As well, students have an opportunity to attend a 4-week summer school in which students can retake the algebra high school assessment. The Bridge Plan process will continue this school year for students in the senior class to complete algebra / data analysis projects to successfully meet graduation requirements.

- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *Vertical Teaming is professional development revolving around the interaction between teachers in the Algebra area (middle and high school). The intended focus is the common core standards to develop strategies that have a positive impact on instruction resulting in student achievement. Through Vertical Teaming, areas of need are discussed and explored as teachers determine instructional processes which better prepare students to be successful on standardized assessments (i.e establish benchmark assessments; look at essential skills and deficiencies that may occur; collaboration between special education and regular education teachers focusing on reluctant learners; the “8 Standards for Mathematical Practices, collaboration between special education and regular education teachers focusing on reluctant learners; etc.). The objectives of the Vertical Teaming sessions are as follows: 1) better articulation between content teachers at the middle and high schools; 2) development of a well-aligned, seamless curriculum; 3) clarification of the high school assessment expectations; 4) evaluation of student performance on various teacher developed and public released HSA-type questions; 4) action plan development (using student data) and implementation designed to address academic deficits; 5) on-going analysis of student performance on standardized assessments; and 6) appropriate revision of action plan to enhance curriculum delivery. (County funds)*
- *Professional development through the Maryland Co-Teaching Network will focus on secondary co-teaching. The high schools have a number of teachers co-teaching to share instructional responsibilities for a single group of students for specific content and objectives. With this mutual ownership and pooled resources, teachers will work together with the shared accountability of making certain that students achieve in the algebra area.*
- *Professional Learning Communities (PLC) have been established in the high schools. Teachers delve into student data to find strengths, weaknesses, and patterns of development, and then apply certain skills and/or learning strategies in the classroom. Professional development will be planned to assist with those learning strategies needed. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not*

only individual students, but the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons. (Title II-A and county funds)

- *Transition Outcome Plans (TOP) will be developed for students with special needs that provide a map to assist them in reaching their long-term goals and graduate from high school with a diploma instead of a certificate of completion.*
- *The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *Each school is trained on how to navigate the Pearson Inform assessment databank program. Pearson Inform houses all student test scores in which a teacher can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Thus, teachers can then develop engaging data driven lessons.*
- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *Incorporation of Race to the Top / Common Core into the high schools: 1) One focus is to integrate “argument” writing across all grade levels and content. Professional development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) Math teachers will have students work with argument versus persuasive writings. 3) County formative assessments are in the process of being revised to closely align mathematics instruction with the Math Maryland Common Core Curriculum to identify students’ needs.*
- *GCPS has been focusing on assistive technology for students with disabilities. Since 2012, we have worked diligently to ensure that students have access to the Bookshare program. Students were trained in its use as well as teachers and parents. This provides students with poor reading skills with an easily available screen reader for all text and literature books. Nexus tables were also provided by Dr. BJ Gallagher under her contract to train county staff in 2011. Unrestricted funds are used pay the salaries of the Diagnostic Prescriptive Teachers who provided the training as part of their job*

responsibilities. Four Diagnostic Prescriptive Teachers and two other special education professionals attended the Maryland Assistive Technology Network training: Maryland's Common Core State Standards and Assistive Technology. \$250.00 from the State Local Priority Flexibility (134268-06) funds was used for reimbursable expenses.

- *Co-teaching pairs were provided with stipends to participate in collaborative sessions after school to jointly develop lesson plans and learning strategies. \$5,000 from the state Local Priority Flexibility (134268-06) funds was set aside for sessions. Six teachers participated in Co-Teaching Strategies, an online course through Direct Step. \$375.00 from the State Local Priority Flexibility (134268-06) funds was used for teacher stipends.*
- *Both general education and special education teachers were trained in UDL through Direct Step online courses. \$687.50 from the State Local Priority Flexibility (134268-06) funds was used for teacher stipends. Three Diagnostic Prescriptive Teachers attended the UDL Conference at McDaniels College and brought the information back to share with special educators. \$331.14 from the State Local Priority Flexibility(134268-06) funds was used for reimbursable expenses.*
- *All special education teachers participated in professional development from Solution Tree regarding Data Analysis, Inclusion Strategies, Differentiated Instruction, and Response to Intervention. \$42,000 for consultants in Race To The Top funding was utilized to pay Solution Tree and \$16,000 in substitute salaries in Race To The Top funding.*

Based on the examination of 2012 High School Assessment Test Participation and Status results for Algebra/Data Analysis:

***Data tables (3.4, 3.5, 3.6)**

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2012
Population: All 10th Grade Students

Subgroup	All Students								Male								Female							
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken		
All Students	313	89.8	281	8.6	27	1.6	5	153	90.2	138	8.5	13	1.3	2	160	89.4	143	8.8	14	1.9	3			
Hispanic/Latino of any race	5	80.0	4	20.0	1	0.0	0	2	100.0	2	0.0	0	0.0	0	3	66.7	2	33.3	1	0.0	0			
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Asian	3	66.7	2	33.3	1	0.0	0	1	0.0	0	100.0	1	0.0	0	2	100.0	2	0.0	0	0.0	0			
Black or African American	2	50.0	1	0.0	0	50.0	1	1	0.0	0	0.0	0	100.0	1	1	100.0	1	0.0	0	0.0	0			
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
White	301	90.4	272	8.3	25	1.3	4	147	91.2	134	8.2	12	0.7	1	154	89.6	138	8.4	13	1.9	3			
Two or more races	2	100.0	2	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Special Education	13	46.2	6	46.2	6	7.7	1	8	75.0	6	12.5	1	12.5	1	5	0.0	0	100.0	5	0.0	0			
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Free/Reduced Meals (FARMS)	122	87.7	107	10.7	13	1.6	2	64	84.4	54	14.1	9	1.6	1	58	91.4	53	6.9	4	1.7	1			

Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2012
Population: All 11th Grade Students

Subgroup	All Students								Male								Female							
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken		
All Students	295	96.9	286	3.1	9	0.0	0	162	97.5	158	2.5	4	0.0	0	133	96.2	128	3.8	5	0.0	0			
Hispanic/Latino of any race	7	85.7	6	14.3	1	0.0	0	3	100.0	3	0.0	0	0.0	0	4	75.0	3	25.0	1	0.0	0			
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Black or African American	2	50.0	1	50.0	1	0.0	0	2	50.0	1	50.0	1	0.0	0	0	0.0	0	0.0	0	0.0	0			
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
White	279	97.5	272	2.5	7	0.0	0	153	98.0	150	2.0	3	0.0	0	126	96.8	122	3.2	4	0.0	0			
Two or more races	7	100.0	7	0.0	0	0.0	0	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0			
Special Education	17	70.6	12	29.4	5	0.0	0	13	69.2	9	30.8	4	0.0	0	4	75.0	3	25.0	1	0.0	0			
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Free/Reduced Meals (FARMS)	95	92.6	88	7.4	7	0.0	0	53	96.2	51	3.8	2	0.0	0	42	88.1	37	11.9	5	0.0	0			

Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2012
Population: All 12th Grade Students

Subgroup	All Students								Male								Female							
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken		
All Students	310	97.4	302	2.6	8	0.0	0	160	97.5	156	2.5	4	0.0	0	150	97.3	146	2.7	4	0.0	0			
Hispanic/Latino of any race	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Black or African American	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
White	306	97.4	298	2.6	8	0.0	0	156	97.4	152	2.6	4	0.0	0	150	97.3	146	2.7	4	0.0	0			
Two or more races	3	100.0	3	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Special Education	19	68.4	13	31.6	6	0.0	0	13	76.9	10	23.1	3	0.0	0	6	50.0	3	50.0	3	0.0	0			
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0			
Free/Reduced Meals (FARMS)	98	94.9	93	5.1	5	0.0	0	55	96.4	53	3.6	2	0.0	0	43	93.0	40	7.0	3	0.0	0			

1. Identify any additional challenges that are evident.

Besides the special education area, the additional challenge is meeting the AMO in which students need to pass the Algebra / Data Analysis high school assessment. Students who will meet the HSA graduation requirements by reaching 1208 and/or 1602 by a combined score on all the HSAs and/or by completion of bridge plans, but have not passed the Algebra / Data Analysis HSA, definitely affects a school's and the county's status. Once students have reached 1208 and/or 1602 many

of the students refuse to retake the Algebra / Data Analysis HSA or do not take the HSA seriously because they have already attained the HSA graduation requirements.

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- *Doubling Dosing: Algebra content in which at-risk students will receive two periods of instruction in algebra for the entire school year. (“Double dosing” is not research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Double dosing is for general education students, but special education students can also participate. Students are usually identified by the middle school teachers’ recommendations and test scores when entering ninth grade. Students who have a weakness in a particular area will receive two particular courses, one in each semester. There is a solid year of instruction, skills, and knowledge being gained so the students can take the HSA in May. For example, students in “double dosing” may take an Integrated Pre-Algebra course in the fall semester followed by an Integrated Algebra class in the spring semester allowing the students to take the HSA in May.)*
- *Academic Vocabulary: Every teacher, whether in a core content or not, will be stressing county-determined content vocabulary throughout the entire building on a daily basis for students to use in gaining academic knowledge in the area of Algebra.*
- *Professional Learning Communities: Teachers will study data to determine school needs and establish professional development concerning those needs to address individual student concerns. The teachers will build their own professional development that is data driven, establishes best practices, and creates curriculum matches. This will also allow CTE teachers to better understand the HSA process and support students through the CTE curriculum as well. (Title II-A and county funds)*
- *Incentive Tutoring / Flooding: To prepare students for the HSAs, tutoring / flooding is conducted 2-3 weeks prior to the assessments. Incentives are awarded to students for attending all eight sessions of flooding. (“Flooding” is not*

research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Flooding takes place for two weeks, after school, before the HSA testing window. Flooding allows the students an opportunity to refresh and gain a better understanding of the skills and processes in a particular subject area. Students needing to take the HSAs do remediation during the school day, but flooding allows for extra assistance in a particular subject.)

- Both high schools have the same schedules. Both schools have implemented a student schedule where classes are on a block schedule (semester) with remediation time available. Also, the Algebra Essentials course will be offered for students not passing the Algebra HSA and remediation not working the second time.
- A complete student data base, Pearson Inform, is available to the teachers to track a student's history in Algebra and math from elementary to high school. Inform will enable teachers to identify the skills students need improvement to be able to pass the HSA and create a stronger background for students as they progress in their education in the coming years. This program is supported by county funds.
- The county will continue to support the effort of "Encouraging Girls in Science and Math" which had been initiated by a STEM grant. This will provide positive role models for girls of women in the technical fields in the science and math areas.
- Students will attend the Allegheny Math Competition which will require them to practice and answer higher level thinking questions written from NTCM. (County funds)
- The Education Planning Guide has been composed to increase academic rigor for some career pathways to better prepare students for post-secondary experiences.
- Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).
- With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.

- *The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *Incorporation of Race to the Top / Common Core into the high schools: 1) One focus is to integrate “argument” writing across all grade levels and content. Staff development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) Algebra / Data Analysis teachers will have students work with argument versus persuasive writings. 3) County formative assessments are in the process of being revised to closely align mathematics instruction with the Math Maryland Common Core Curriculum to identify students’ needs. Student strengths and weaknesses will continue to be identified with intervention strategies implemented.*

Biology

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

*Data table (2.9)

Table 2.9: Maryland High School Assessment Performance Results - Science - High (Biology)																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%	#	# Prof.	%
All Students	358	328	91.6	336	305	90.8				179	165	92.2	171	159	93.0				179	163	91.1	165	146	88.5			
Hispanic/Latino of any race	1	1	100.0	0	0	0.0				1	1	100.0	0	0	0.0				0	0	0.0	0	0	0.0			
American Indian or Alaska Native	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Asian	1	1	100.0	0	0	0.0				0	0	0.0	0	0	0.0				1	1	100.0	0	0	0.0			
Black or African American	0	0	0.0	1	0	0.0				0	0	0.0	1	0	0.0				0	0	0.0	0	0	0.0			
Native Hawaiian or Other Pacific	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
White	343	313	91.3	332	302	91.0				173	159	91.9	167	156	93.4				170	154	90.6	165	146	88.5			
Two or more races	13	13	100.0	3	3	100.0				5	5	100.0	3	3	100.0				8	8	100.0	0	0	0.0			
Special Education	30	15	50.0	39	20	51.3				19	12	63.2	21	14	66.7				11	3	27.3	16	6	33.3			
Limited English Proficient (LEP)	0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0				0	0	0.0	0	0	0.0			
Free/Reduced Meals (FARMS)	120	105	87.5	112	93	83.0				56	52	92.9	61	55	90.2				64	53	82.8	51	38	74.5			

With the financial crunch, locally, there have been a significant number of instructional positions lost in the schools over the past several years which translates into a loss of resources and interventions for students (especially special education students and FARMS students).

Special education is a focus for Garrett County schools. Discrepancy between special education students and “all students” is part of our data analysis. Special education students are falling well below the non-special education students in scoring proficient on HSA Biology. Only 51.3% of the special education students scored proficient on 2012 HSA Biology, which is up 1.3 percentage points from 2011. This is only a 2.2 percentage point increase on HSA Biology since 2007 and 39.5 percentage points below the non-special education students on HSA Biology in 2011.

Besides the special education area, the additional challenge is meeting the AMO in which students need to pass the Biology high school assessment. Students who will meet the HSA graduation requirements by reaching 1208 and/or 1602 by a combined score on all the HSAs and/or by completion of bridge plans, but have not passed the Biology HSA, definitely affects a school’s and the county’s status. Once students have reached 1208 and/or 1602 many of the students refuse to retake the Biology HSA or do not take the HSA seriously because they have already attained the HSA graduation requirements.

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)
- *At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. The academic vocabulary is directly taught by instructional personnel. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a county-wide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will continue to be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of Algebra with the implementation of instruction monitored during county-based “walk-throughs”, principals’ “walk-about”, and teacher observations. 3.) Distribute vocabulary brochures to all students and their families. 4.) Provide staff development to stress teacher instructional vocabulary.*
 - *County formative assessments are in the process of being revised to closely align math instruction with the Maryland Common Core Curriculum. Student strengths and weaknesses will continue to be identified with intervention strategies implemented.*
 - *The use of data analysis has been elevated in the high schools via the central office. Through the data analysis process, a number of areas are of focus: students passing/failing of each HSA assessment, graduation requirements, student strengths and weaknesses, etc. A cohort data base has been developed at the central office for high schools to track students toward a successful completion of the assessments and graduation.*
 - *Academic intervention is an area that has grown out of data analysis. Academic Intervention Programs have been established in the high schools to work with students whose mathematics skills are low. High school intervention consists of “flooding” students with information 2-3 weeks before the testing for students to succeed. Remediation and HSA online classes are also offered during the school day. As well, students have an opportunity to attend a 4-week summer school in which students can retake the algebra high school assessment. The Bridge Plan process will continue this*

school year for students in the senior class to complete algebra / data analysis projects to successfully meet graduation requirements. (County funds)

- *Vertical Teaming is professional development revolving around the interaction between teachers in the Algebra area (middle and high school). The intended focus is the common core standards to develop strategies that have a positive impact on instruction resulting in student achievement. Through Vertical Teaming, areas of need are discussed and explored as teachers determine instructional processes which better prepare students to be successful on standardized assessments (i.e. establish benchmark assessments; look at essential skills and deficiencies that may occur; collaboration between special education and regular education teachers focusing on reluctant learners; etc.). The objectives of the Vertical Teaming sessions are as follows: 1) better articulation between content teachers at the middle and high schools; 2) development of a well-aligned, seamless curriculum; 3) clarification of the high school assessment expectations; 4) evaluation of student performance on various teacher developed and public released HSA-type questions; 4) action plan development (using student data) and implementation designed to address academic deficits; 5) on-going analysis of student performance on standardized assessments; and 6) appropriate revision of action plan to enhance curriculum delivery. (County funds)*
- *Professional development through the Maryland Co-Teaching Network will focus on secondary co-teaching. The high schools have a number of teachers co-teaching to share instructional responsibilities for a single group of students for specific content and objectives. With this mutual ownership and pooled resources, teachers will work together with the shared accountability of making certain that students achieve in the algebra area.*
- *Professional Learning Communities (PLC) have been established in the high schools. Teachers delve into student data to find strengths, weaknesses, and patterns of development, and then apply certain skills and/or learning strategies in the classroom. Professional development will be planned to assist with those learning strategies needed. Professional Learning Communities will also use Pearson Inform to review and analyze student test scores. Teachers can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Therefore, teachers can then develop engaging data-driven lessons. (Title II-A and county funds)*
- *Transition Outcome Plans (TOP) will be developed for students with special needs that provide a map to assist them in reaching their long-term goals and graduate from high school with a diploma instead of a certificate of completion.*
- *The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.*

- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *Each school is trained on how to navigate the Pearson Inform assessment databank program. Pearson Inform houses all student test scores in which a teacher can drill down to see the strengths and weakness of not only individual students, but the entire class a teacher may have. Thus, teachers can then develop engaging data driven lessons.*
- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *Incorporation of Race to the Top / Common Core into the high schools: 1) One focus is to integrate “argument” writing across all grade levels and content. Professional development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) Math teachers will have students work with argument versus persuasive writings. 3) County formative assessments are in the process of being revised to closely align mathematics instruction with the Math Maryland Common Core Curriculum to identify students’ needs.*

Based on the examination of 2012 High School Assessment Test Participation and Status results for Biology:

*Data tables (3.7, 3.8, 3.9)

Table 3.7: HSA Test Participation and Status - Biology 2012
Population: All 10th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	
All Students	313	91.1	285	7.3	23	1.6	5	153	88.9	136	7.8	12	3.3	5	160	93.1	149	6.9	11	0.0	0
Hispanic/Latino of any race	5	100.0	5	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	3	66.7	2	33.3	1	0.0	0	1	0.0	0	100.0	1	0.0	0	2	100.0	2	0.0	0	0.0	0
Black or African American	2	100.0	2	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	301	91.0	274	7.3	22	1.7	5	147	89.1	131	7.5	11	3.4	5	154	92.9	143	7.1	11	0.0	0
Two or more races	2	100.0	2	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Special Education	13	76.9	10	23.1	3	0.0	0	8	87.5	7	12.5	1	0.0	0	5	60.0	3	40.0	2	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	123	86.2	106	11.4	14	2.4	3	64	81.3	52	14.1	9	4.7	3	59	91.5	54	8.5	5	0.0	0

Table 3.8: HSA Test Participation and Status - Biology 2012
Population: All 11th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	
All Students	298	93.6	279	6.4	19	0.0	0	164	92.7	152	7.3	12	0.0	0	134	94.8	127	5.2	7	0.0	0
Hispanic/Latino of any race	8	100.0	8	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	5	100.0	5	0.0	0	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Black or African American	2	0.0	0	100.0	2	0.0	0	2	0.0	0	100.0	2	0.0	0	0	0.0	0	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	281	94.0	264	6.0	17	0.0	0	155	93.5	145	6.5	10	0.0	0	126	94.4	119	5.6	7	0.0	0
Two or more races	7	100.0	7	0.0	0	0.0	0	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
Special Education	17	52.9	9	47.1	8	0.0	0	13	46.2	6	53.8	7	0.0	0	4	75.0	3	25.0	1	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	95	85.3	81	14.7	14	0.0	0	53	81.1	43	18.9	10	0.0	0	42	90.5	38	9.5	4	0.0	0

Table 3.9: HSA Test Participation and Status - Biology 2012
Population: All 12th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Taken and Passed	Number of Students	% Taken and Passed	Number of Students	% Not Taken	Number of Students	% Not Taken	
All Students	312	95.5	298	4.5	14	0.0	0	161	96.3	155	3.7	6	0.0	0	151	94.7	143	5.3	8	0.0	0
Hispanic/Latino of any race	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Asian	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Black or African American	1	0.0	0	100.0	1	0.0	0	1	0.0	0	100.0	1	0.0	0	0	0.0	0	0.0	0	0.0	0
Native Hawaiian or Other Pacific	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	308	95.8	295	4.2	13	0.0	0	157	96.8	152	3.2	5	0.0	0	151	94.7	143	5.3	8	0.0	0
Two or more races	3	100.0	3	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Special Education	19	78.9	15	21.1	4	0.0	0	13	92.3	12	7.7	1	0.0	0	6	50.0	3	50.0	3	0.0	0
Limited English Proficient (LEP)	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	99	89.9	89	10.1	10	0.0	0	56	94.6	53	5.4	3	0.0	0	43	83.7	36	16.3	7	0.0	0

1. Identify any additional challenges that are evident.

Besides the special education area, the additional challenge is meeting the AMO in which students need to pass the Biology high school assessment. Students who will meet the HSA graduation requirements by reaching 1208 and/or 1602 by a combined score on all

the HSAs and/or by completion of bridge plans, but have not passed the Biology HSA, definitely affects a school's and the county's status. Once students have reached 1208 and/or 1602 many of the students refuse to retake the Biology HSA or do not take the HSA seriously because they have already attained the HSA graduation requirements.

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. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.
- *Doubling Dosing: Biology content in which at-risk students receive two periods of instruction in biology for the entire school year. (“Double dosing” is not research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Double dosing is for general education students, but special education students can also participate. Students are usually identified by the middle school teachers’ recommendations and test scores when entering ninth grade. Students who have a weakness in a particular area will receive two particular courses, one in each semester. There is a solid year of instruction, skills, and knowledge being gained so the students can take the HSA in May.)*
 - *Academic Vocabulary: Every teacher, whether in a core content or not, will be stressing county-determined content vocabulary throughout the entire building on a daily basis for students to use in gaining academic knowledge in the area of Biology.*
 - *Professional Learning Communities: Teachers will study data to determine school needs and establish staff development concerning those needs to address individual student concerns. The teachers will build their own staff development that is data driven, establishes best practices, and creates curriculum matches. This will also allow CTE teachers to better understand the HSA process and support students through the CTE curriculum as well. (Title II-A and county funds)*
 - *Incentive Tutoring / Flooding: To prepare students for the HSAs, tutoring / flooding is conducted 2-3 weeks prior to the assessments. Incentives are awarded to students for attending all eight sessions of flooding. (“Flooding” is not*

research-based; it is a high school-based intervention. No data has been collected to determine the effectiveness of the intervention. However, the county can certainly begin to collect the data for future analysis. Flooding takes place for two weeks, after school, before the HSA testing window. Flooding allows the students an opportunity to refresh and gain a better understanding of the skills and processes in a particular subject area. Students needing to take the HSAs do remediation during the school day, but flooding allows for extra assistance in a particular subject.)

- Both high schools have the same schedules. Both schools have implemented a student schedule where classes are on a block schedule (semester) with remediation time available. Also, the Biology Essentials course will be offered for students not passing the Biology HSA and remediation not working the second time.
- A complete student data base, Pearson Inform, is available to the teachers to track a student's history in Biology and science from elementary to high school. Inform will enable teachers to identify skills students need improvement to be able to pass the HSA and create a stronger background for students as they progress in their education in the coming years. This program is supported by county funds.
- The county will continue to support the effort of "Encouraging Girls in Science and Math" which had been initiated by a STEM grant. This will provide positive role models for girls of women in the technical fields in the science and math areas.
- Transition Outcome Plans (TOP) will be developed for students with special needs that provide a map to assist them in reaching their long-term goals and graduate from high school with a diploma instead of a certificate of completion.
- The county will continue to support professional development concerning Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles. Professional development is being funded by Title II-A funds.
- The Education Planning Guide has been composed to increase academic rigor for some career pathways to better prepare students for post-secondary experiences.
- Incorporation of Race to the Top / Common Core into the high schools: 1) One focus for the upcoming school year is to integrate "argument" writing across all grade levels and content. Professional development will be provided to assist with the writing transition. All high school teachers will have students complete an argument writing assignment once a semester and use a newly created rubric, which was developed by county teachers, to address common core standards of writing. 2) Biology teachers will have students work with argument versus

persuasive writings. 3) A detailed presentation will be given on how common core standards can be implemented across the curriculum. The information will be specific to each content area.

- *Through Race-to-the-Top (RTTT) funding, the county has contracted with Solution Tree for professional development based on data analysis and the use of formatives and summatives to drive student achievement. Further professional development this year through Solution Tree will include inclusion strategies, differentiation of instruction, and simplifying Response to Intervention (RTI).*
- *The Comprehensive Environmental Literacy Program will be implemented K – 12. The program will incorporate the 5Es from STEM to address local environmental issues.*
- *With a district SLO developed, the schools and teachers will be focusing on critical thinking skills in the language arts area. By the end of the school year 2013-14, critical thinking skills (reasoning, connections, communications, problem solving, and comprehension) of students will increase to higher standards, attaining proficiency or better and passing levels, on the PARCC, MSA, and HSA assessments in all subgroups.*
- *The county will provide professional development and support for the newly established instructional specialists in each school. This professional development will be two-fold: instructional strategies in reading/mathematics and effective strategies in instructional coaching. (County funds)*
- *The county will provide support, guidance, and additional professional development in the crafting and approval of SLOs. (County funds)*
- *Another goal is to make all schools “Green School” status in the upcoming year.*

Strands

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

*Please use 2012 SPI data to respond to the prompts below.

ESEA requires that 1%-3% of Strand I school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 1 school improvement plans was sampled?

100% of the Strand 1 school improvement plans were sampled.

2. What challenges were revealed during the review of Strand 1 school improvement plans?

With the school system being financially strapped and limited amount of central office staff, it became evident that many professional development initiatives were not going to be funded or provided.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

If schools fall into Strand 1, the schools usually meet and exceed the academic standards for all students. Although, it will be possible to be in the top Strand and still miss the AMOs for one subgroup, most of the Reward Schools identified will fall into Strand 1. Schools that score in this Strand may have met the minimum standards set by the State for closing the achievement gaps but will, through development of the School Improvement Plan, set higher standards. Additionally, schools will examine the data they have that indicates any need

whether academic, physical, emotional or cultural and develop intervention plans which will be monitored.

To maintain the status of a Strand I school, focused and intense interventions for students not showing growth will be necessary. Although the Maryland School Assessments (MSAs) are meant to assess the most important academic content instructed in all Maryland classrooms, teachers/leaders understand that they are responsible for the whole child.

The school should be able to identify the professional development and training that can lead to additional improvement in achievement. Schools in Strand I will submit their School Improvement Plans for review to the LEA. Schools will address strategies to improve the progression of students from proficient to advanced levels. The LEA will address any omissions or inadequacies in writing as feedback to the school and will assist with the continued improvement in the school's ability to diagnose and prescribe interventions. The LEA will also provide technical assistance when needed. (Funding: local school funds)

STRAND 1	
School Name	
SIP Review Process	SIP will be submitted to the LEA for review. Outlines the progression of Proficient to Advanced levels. The LEA will address any omissions or inadequacies in writing as feedback to the school
Resources	The LEA will address any omissions or inadequacies in writing as feedback to the school.
Adequate Support (HR and PD)	The LEA will support PD initiatives and provide technical assistance when needed.
Monitoring Progress	The LEA will assist with the continued improvement in the school's ability to diagnose and prescribe interventions.

ESEA requires that 4%-5% of Strand 2 school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 2 school improvement plans was sampled?

100% of the Strand 2 school improvement plans were sampled.

2. What challenges were revealed during the review of Strand 2 school improvement plans?

With the school system being financially strapped and limited amount of central office staff, it became evident that many professional development initiatives were not going to be funded or provided.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

When schools are categorized as Strand 2, they are expected to be among the top 50% of schools in the State. The successes and challenges in this Strand will be varied. Schools may excel at mathematics but lag in reading or the reverse. In this case, the balance of Achievement, Growth, Gap Reduction and College and Career Ready Goals can yield relatively high-performing schools with targeted needs that, when addressed, could lead them to enter Strand I. Schools in this Strand could also be struggling to stay in Strand 2.

More than one area of need may drive the school to focus on one and then another intervention sequentially or consider an approach that will embrace all of the needs at once. The SIP process will again ensure that each subgroup is addressed and identified needs drive professional development for teachers and appropriate interventions for the students.

Strand 2 schools will submit their SIPs to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school. Strand 2 schools will participate in school and system-wide professional development focusing on UDL. Strand 2 schools will meet each semester with LEA representatives to review School Improvement Plans, academic progress and professional development activities. The LEA will also provide technical assistance when needed. (Funding: local school funds)

STRAND 2	
School Name	
SIP Review Process	SIP will be submitted to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school.
Resources	The LEA will address any omissions or inadequacies in writing as feedback to the school.
Adequate Support (HR and PD)	The LEA will support PD initiatives, specifically UDL, and provide technical assistance when needed.
Monitoring Progress	The LEA will assist with the continued improvement in the school’s ability to diagnose and prescribe interventions. The LEA will meet with the SIP each semester to review the SIP, academic progress and professional development activities.

ESEA requires that the systems report on strategies in place to support schools in Strands 3, 4, and 5.

Question for Strands 3, 4, and 5:

1. Please identify the commonalities in Strand 3 schools.

Garrett County only had one school in each Strand 3, 4, and 5. For the 2 elementary schools, low science MSA scores in achievement were in common. Also, gap reduction in all three subjects and student growth in the math area was low in both elementary schools. The middle school (Strand 4) showed low math scores in achievement as well as gap reduction issues in all three subjects.

2. Please identify the successes and challenges in Strand 3 schools.

With the school system being financially strapped and limited amount of central office staff, it became evident that many professional development initiatives were not going to be funded or provided.

Schools, however, did collect and analyze student data from testing. The teachers looked at various weaknesses and devised appropriate strategies to meet those pitfalls by working with groups of students during the course of the year.

3. Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

Strand 3 schools bring the same variety of progress results as Strand 2 schools but there is an increase in the intensity of needs identified by the School Improvement Process. Schools in Strand 3 may have multiple subgroups struggling to achieve standards or may have intensive, pervasive problems for one very low-performing subgroup. More often than for schools in Strand 2, LEAs and schools may determine the need for a systemic solution rather than or in addition to continued support to individual subgroups. Title I schools that fall in this Strand will be eligible to apply for School Improvement Grant funds to support the direction toward improvement detailed in the SIP.

Strand 3 schools will submit their SIPs to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school. Strand 3 schools will participate in school and system-wide professional development focusing on UDL and the

transition to the Common Core. Strand 3 schools will meet each marking period with LEA representatives to review School Improvement Plans, academic progress and professional development activities. The LEA will also provide technical assistance when needed. (County funds – unrestricted; Title I funds if a Title I school - restricted)

STRAND 3	
School Name	
SIP Review Process	SIP will be submitted to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school.
Resources	The LEA will address any omissions or inadequacies in writing as feedback to the school.
Adequate Support (HR and PD)	The LEA will support PD initiatives, specifically UDL and transition to the common core activities, and provide technical assistance when needed.
Monitoring Progress	The LEA will assist with the continued improvement of the school's ability to diagnose and prescribe interventions. The LEA will meet with the SIP each marking period to review the SIP, academic progress and professional development activities.

1. Please identify the successes and challenges in Strand 4 schools.

The challenge with the strand 4 school, as with the other strands, is that the school system being financially strapped and limited amount of central office staff, it became evident that many professional development initiatives were not going to be funded or provided.

Schools, however, did collect and analyze student data from testing. The teachers looked at various weaknesses and devised appropriate strategies to meet those pitfalls by working with groups of students during the course of the year.

2. Please provide a description of any differentiation of supports to these schools.

Support for the improvement of instruction, the replacement or the retraining of the leadership staff and intensified outreach to families to become involved with their child's school should be addressed by all schools in this strand and always with LEA oversight. LEAs should look carefully to the existing supports in the schools to determine effectiveness of the current path to improvement. Schools with serious needs require attention and support from the whole community and Strand 4 schools must have intentional activities to create community involvement. It is possible for Title I Focus schools to fall into this strand. When this occurs, certain Title I Focus schools will be eligible to apply for school improvement funds to support the path for improvement stated in their school improvement plans.

3. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds)

Strand 4 schools are those with serious needs. These schools fall close to the bottom of achievement for schools in the State. They are not identified as falling into the very bottom but they are near that point. Rarely will these schools have focused problems with one specific subgroup. Most often, a systemic change will be necessary to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction.

Strand 4 schools will submit their SIPs to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school. Strand 4 schools will participate in school and system-wide professional development focusing on UDL and the transition to the Common Core. Strand 4 schools will meet each marking period with LEA representatives to review School Improvement Plans, academic progress and professional development activities. Strand 4 schools will include specific activities for parents and community members to create community involvement. The LEA will also provide technical assistance when needed. (County funds – unrestricted; Title I funds if a Title I school - restricted)

STRAND 4	
School Name	
SIP Review Process	SIP will be submitted to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school.
Resources	The LEA will address any omissions or inadequacies in writing as feedback to the school.
Adequate Support (HR and PD)	The LEA will support PD initiatives, specifically UDL and transition to the common core activities, and provide technical assistance when needed. Specific activities for parents and community members to create community involvement must be addressed.
Monitoring Progress	The LEA will assist with the continued improvement of the school's ability to diagnose and prescribe interventions. The LEA will meet with the SIP each marking period to review the SIP, academic progress and professional development activities.

1. P
lease identify the successes and challenges in Strand 5 schools.

The challenge with the strand 5 school, as with the other strands, is that the school system being financially strapped and limited amount of central office staff, it became evident that many professional development initiatives were not going to be funded or provided.

Schools, however, did collect and analyze student data from testing. The teachers looked at various weakness and devised appropriate strategies to meet those pitfalls by working with groups of students during the course of the year.

2. Please provide a description of any differentiation of supports to these schools, including a description of interventions, reporting and monitoring of these schools being supplied by the LEA. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).

The lowest-achieving schools in the State fall into Strand 5. It is probable that all Priority Schools will fall in this category but there will be others, not receiving Title I services, with serious, school-wide issues that require additional, differentiated services from the LEA. These schools are also going to require the most need from the student services. These schools will typically be of higher poverty, more diverse and be located in communities of higher need. All schools, Title I or non-Title I schools should receive differentiated support from the LEA.

Strand 5 schools will submit their SIPs to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school. Strand 5 schools will participate in school and system wide professional development focusing on UDL and the transition to the Common Core. Strand 5 schools will meet each marking period with LEA representatives to review School Improvement Plans, academic progress and professional development activities. Strand 5 schools will include specific activities for parents and community members to create community involvement. Strand 5 schools will be identified prior to the beginning of the new school year and have an intervention plan developed by September 30th annually. Beginning October 1st, full implementation of the approved Implementation Plan will occur. This cycle will repeat for years 2 and 3. The LEA will also provide technical assistance when needed. (County funds – unrestricted; Title I funds if a Title I school - restricted)

STRAND 5	
School Name	
SIP Review Process	SIP will be submitted to the LEA for review. The LEA will address any omissions or inadequacies in writing as feedback to the school. These schools will be identified prior to September 30 of each school year and will be eligible for School Improvement Grants.

Resources	The LEA will address any omissions or inadequacies in writing as feedback to the school.
Adequate Support (HR and PD)	The LEA will support PD initiatives, specifically UDL and transition to the common core activities, and provide technical assistance when needed. Specific activities for parents and community members to create community involvement must be addressed.
Monitoring Progress	The LEA will assist with the continued improvement of the school's ability to diagnose and prescribe interventions. The LEA will meet with the SIP each marking period to review the SIP, academic progress and professional development activities.

Addressing Specific Student Groups

Limited English Proficient Students

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

- No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment.
- No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.

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

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2012-2013, **54%** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2012-2013, **11%** of ELLs will have to attain proficiency in English.
- **AMAO 3** represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

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

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

The ELL program in Garrett County has been full immersion within a regular classroom with a temporary teacher for several hours per week to work specifically on the four domains. One of the struggles we find here is that the native language continues to be the primary language spoken in two of the three students' homes. Therefore, the speaking/oral language domains remain low. The one student that has English speaking parents continues to grow even though she has a learning disability.

As a lot of people write like they speak, having the native language to be primary, inhibits proper grammar usage. Interestingly enough, the students do show growth in writing as their reading skills grow.

Living in a rural county, one to three hours away from the nearest urban area prohibits access to resources that would be helpful to the ELL and the regular classroom teacher. This is a challenge in all four domains. The cost and availability of interpreters prohibit the ability to conduct meetings with the parents and the child in a less restrictive manner.

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

This year funds were made available through unrestricted county funds to purchase a new reading series from Houghton Mifflin Harcourt. The reason this is significant is that the series offers several strategies and lessons built specifically to help the ELL student learning to read. As several series were reviewed, this series stood out as a new resource for the classroom teacher and ELL teacher in their work with the student. It is hoped that this change in reading series will help provide the teacher with another resource as he/she tries to build the toolbox needed to help the ELL student.

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

High School enrollment in Garrett County has dramatically decreased over the last several school years while the PQI Report reflects that the number of students enrolled into CTE Programs has dramatically increased. The data specifies individual programs and enrollment changes.

- *The percent of high school students enrolled into one or more CTE programs has fluctuated over the years from 100.0% in 2004 to 200% in 2012. This increase is the result of students enrolling into multiple programs during their high school experience, as well as the graduation requirements of tech ed being achieved in PLTW and Financial Literacy being possible through BMF.*
- *The program reflecting the greatest increase in enrollment is Business Management and Finance (BMF). This is partially a result of the Financial Literacy requirement for graduation, which can be obtained through BMF program via financial management class. This program enrollment has increased by 11% from 2011 to 2012.*
- *The Human Resource Services (HRS) Child Care (Early Childhood) pathway has slightly fluctuated over the years but has overall shown minor growth. Local employment data and discussion with economic development indicate a decrease in employment opportunities within Garrett County in the Child Care field. Many of our students enter the teaching profession after completing college; therefore, the county is considering the implementation of the Teachers Academy of Maryland (TAM) pathway to address the interest of a more diverse student population. The LAC supports this opinion, but staffing cuts and budget problems have delayed the implementation. The new supervisor of college and career readiness has been tasked with investigating this further.*
- *There has been an increase in the number of students enrolling into the Construction and Development Program. GCPS is reviewing the NCCER curriculum and considering adopting that program. One county instructor is currently providing the curriculum at Garrett College and the other instructor is trained in the program. GCPS has also partnered with the local Habitat for Humanity to have students go on site and help build houses for that organization, providing real work experience and on the job training and making the program more popular with students.*

- *The number of students enrolling into the Environmental, Agricultural, and Natural Resources program has steadily increased over the past 5 years countywide, as our large and active agricultural community has contributed to that growth. The instructional staff has been trained in the CASE curriculum and has begun delivering that program last school year. Both county high schools also have a very large and supportive FFA, and both schools FFA have won state awards and competitions.*
- *Transportation Technologies numbers have fluctuated over the years with a drastic reduction in numbers since 2006; however, the enrollment numbers are currently on a two year upward trend. It is felt that increased numbers of students selecting a modified schedule during the senior year has reduced the number of students selecting to earn 5 or 6 credits prior to graduation. The LAC is currently doing a thorough review of the facilities in order to move toward full county ASE certification and offering the NATEF program and MSDE has offered assistance to the instructor at NHS to help him get certified to offer the program.*
- *The Allied Health (Health Professions) Program has shown an increase in enrollment in recent years and continues to be very successful in obtaining certification for its participants. All students in the program tested for their CNA in both 2011-2012 and 2012-2013 and all students passed that exam in 2012 and all but 2 passed in 2013.*

All programs are making the necessary adjustments to identify a MSDE approved industry-based assessment and align with the GCPS program of studies by the 2013 school year. GCPS has met with Certiport to identify exams they offer and trained staff on administering those exams. BMF will deliver those assessments in the 2013-14 school year. The table below reflects program alignment with the assessments identified.

Program	Industry Certification	Cost
Business Management & Finance (BMF) Marketing, General (080708 ?) Business Management (520251 0) Finance and Accounting (520354 0) Administrative Assistant/Stenographic (520401 1) General Office/Clerical and Typing (520408 1)	Microsoft Office Suite 2003 (MOS)	TBD /student
Construction & Development (C&D) Carpentry (460201 1) Drafting (480101 1)	National Center for Construction Education and Research (NCCER) AutoCad	\$25/student TBD/student
Consumer Services, Hospitality, & Tourism (CSHT) Foods Production (200401)	Food & Beverage Management (ProStart)	\$38/student
Environmental, Agricultural, & Natural Resources (EANR)	CASE-TBD (implemented)	TBD/student

Agricultural Production (010301 1)		
Health & Bioscience (H&B) Health Professions and Related Sciences (519999 1)	CNA/GNA (implemented)	Approx. \$200/student
Human Resource Services (HRS) Early Childhood Education (200201 4)	Para-Professional (implemented)	\$45/student
Information Technology (IT) Computer Maintenance Technician (150402 4) Business Data Processing (521201 4)	CISCO A+/Net+	\$125/student \$200/student
Manufacturing, Engineering, & Technology (MET) PLTW.(155000 0) Industrial Electronics (470105 1) Machine Tool Operation/Machine Shop (480503 1)	RIT Portfolio (implemented) NIMS	TBD/student \$90/student
Transportation Technologies (TT) Automotive Mechanics (470604 1)	NATEF	\$15/student

Articulation agreements are developed, implemented and approved annually through the CTE program advisory committee process. As new programs are implemented and existing programs revised and updated, articulation agreements are included in the process, with the goal of providing a seamless transition for CTE students as they move from secondary to post secondary education. Local articulation agreements are currently being devised with Garrett College, and dialogue will soon begin with Potomac State University, Allegany College of Maryland, Fairmont College, and Frostburg State University.

Students participating in early college experiences, articulated credit and dual enrollment are assisted in the process by the guidance staff in collaboration with the Coordinator of Admissions at Garrett College. Courses in which students receive both high school and college credit are documented through report cards and transcripts. Articulated credit is documented utilizing the articulation agreement student credit form when the student enrolls in a local post-secondary institution and/or transfers to a four year college for which an articulation agreement is in existence. Garrett County seniors have an opportunity to enroll into Garrett College classes through the Distance Learning Lab (DLL) and a joint committee of GCPS and Garrett College administrators is currently working on a whole slate of potential dual enrollment classes.

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

To face the challenges of the 21st century, Garrett County's students must be educated in both academic and technical theories and practices. Students with flexible skills, creative minds and a commitment to quality workmanship are the heart of the growing economy. In order to compete in the global marketplace, Garrett County must effectively provide the academic foundation while educating students in career and technology occupations. Through effective education and training, students will be able to embrace cutting edge technologies and methods, as well as the academic knowledge required in today's global economy. It is the goal of Garrett County's CTE programs to prepare students to enter the workforce with academic skills, fresh perspectives, imaginative ideas and workplace readiness skills. GCPS will also work to review programs and assessments to ensure that students completing pathways leave the program with not only the skills, but the necessary certifications to compete in a global society. As the national focus is now on "College and Career Readiness," it is in CTE that we hope to encompass the career readiness piece. Not only does CTE create opportunities to students, but if implemented properly with community input (LAC/PACs) it provides opportunities for local employers, as well, to have possible future employees trained for immediate and meaningful employment in the skills needed for the local economy.

The mission of the Garrett County Career & Technology Programs is to provide education for all students that prepare them for high skill and high wage jobs in a technologically advanced, global society. The CTE programs are designed to prepare students for future employment, further training and continued education. The overall impact of the CTE programs, Career Development system and School-to-Careers work-based learning opportunities is to improve career preparation and technical skills, provide expanded career opportunities, and the expansion of regional access to post-secondary education, further training and employment for all students. Further, the mission of Garrett County Career and Technology Programs is to provide opportunities for a variety of students, including those in non- traditional pathways. The mission is also to work cohesively with the county government and businesses to ensure program offerings that are relevant that enhance and add to the local economy.

In Garrett County's school system culture there is no real separation between special needs students and general education, and all CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. Everyone works as a team to promote the success of individual students and special needs students are included in the general education programs, PK – 12, with support being provided through co-teaching and differentiated instruction. Therefore whenever professional development strategies are delineated, both special education and general education staff participate, as well as both traditional academic course teachers and CTE instructors. In addition, both high schools have been trained and are incorporating Professional Learning Communities. These PLC groups consist of content areas and those that are cross curricular. For example, a Special Education Teacher is a member of the physical education PLC and the Special Education PLC. Utilizing the Maryland Career Clusters framework pathway programs, Garrett County continues to restructure learning for student achievement and to work toward priorities incorporating industry skills standards in CTE curricula, purchasing new equipment to update CTE labs, and developing outcome assessment strategies and identified skill competencies. Furthermore, both of our high schools have a remediation period built into the school day where all students have a daily opportunity for extra help in any area of instruction that they may be lacking. This can be voluntary, or it can be assigned, depending on the nature of the deficiency and the courses in which remediation is needed. Through these methods, programs will strive for greater placements and retention, increased non-traditional representation, the elimination of performance gaps and higher academic achievement for identified subpopulations.

The Garrett County CTE Director will engage CTE Program Advisory Committees in reviewing skills standards in each CTE program by using the state-established performance measures, goals, and objectives. Strategies for each CTE program ensures that student needs are addressed and the skills attained meet the local labor market needs. The advisory committees use the State established performance measures to address the goals, objectives, and strategies of each CTE program to ensure the programs meet student needs, are relevant and rigorous, and address the needs of the local labor market. To ensure academic rigor core content teachers serve on Program Advisory Committees along with representation from the County Office of Economic Development, Workforce Investment Board, regional post-secondary institutions, and potential county employers.

Garrett County students who are taking college classes in the senior year take the Accuplacer (which has recently replaced Compass) exam prior to enrollment in the courses. Students requiring remediation prior to graduation and enrollment at Garrett College are provided tutoring during mini-periods and after school. Students also have the opportunity to enroll in pre-college preparation classes at Garrett College which are funded by the Garrett County scholarship program. These classes do not reduce the number of college classes available to the students through the scholarship program. Garrett County is currently exploring the possibility of administering the Accuplacer to all 11th grade students. All 10th grade students currently take the PSAT in preparation for the SAT exam. The 11th grade students may retake the exam to qualify for some merit scholarships. The ASVAB exam is also given to students who sign up to take it. GCPS and Garrett College have a great working relationship and are currently collaborating increasing cooperation to ensure GCPS graduates are ready for Garrett College. The Director of Secondary Education and CTE sits on the Garrett College Strategic Plan team, and the College's Director of Workplace Development sits on GCPS's LAC to further foster communication between the two groups.

Special populations participate in programs that provide specific training in careers important to the local economy (such as hospitality and tourism, landscaping and property maintenance) through such programs as the Collaborative Transition program, Appalachian Parent Association and Western Maryland consortium. These education and business partnerships help to provide a seamless transition for non-traditional and special needs populations as they move from the school system into the community supported training and employment.

Data collection and analysis will continue to occur each year, utilizing both school and central office data systems to measure, monitor and document CTE program outcomes. The data will be utilized to determine which programs are in need of continued support both academically and technically. Quantitative and qualitative data will both be used to monitor program outcomes and determine program improvement. Data will also be used to monitor the progress of special populations and non-tradition students and ensure non-discrimination and student achievement. CTE staff will be provided with CTE data to include PQI, LPAR, industry certification exams, and HSA data to examine student outcomes and performance levels. Due to the size of our small county it is easy to collect data, both quantitative and qualitative, with regard to student skill attainment in each of our programs. Teachers, principals, guidance counselors and central office staff are knowledgeable about each student. Student's grades and attendance are monitored each marking period through progress reports, report cards, and the PowerSchool database. Discussions with teachers occur on a regular basis regarding student performance. Teachers are provided support and strategies in offering multiple learning opportunities based on student needs. Employers, business partners, the local Chamber of Commerce Director and the Executive Director of Economic Development are interviewed annually and sit on committees (LAC and PAC) to assist in the development of curriculum. Surveys of employers are conducted annually. The Director of

Secondary Education and CTE attends Chamber of Commerce meetings and sits on numerous workforce task forces and boards. Furthermore, GCPS hired a full time database specialist to analyze data and organize information in a meaningful way to better utilize the data presented. The strategies provide the GCSOE the information needed to measure, monitor, document and modify instruction to meet deserved CTE outcomes and ensure achievement of the CTE vision and mission. To that end, we will continue to monitor the achievement of our non-traditional students, which all PAC's and the LAC have been engaged to help devise ways to increase enrollment. Monthly leadership team meetings are held at each school to analyze data and further discuss student progress and all county CTE teachers are active members of PLC's that administer common pacing/skills exams and analyze the data derived from those, as well. GCPS will work with MSDE to promote CTE programs that encourage non-traditional pathways for all students.

Student's grades and attendance are monitored each marking period through progress reports that are issued every 3.5 weeks, report cards, and the PowerSchool student data program. Discussions with teachers occur on a regular basis regarding student performance. Vocational Support Services Teachers (VSST) are assigned to support 'at risk' students during instructional periods for the CTE Programs. Additionally, remediation support is provided both during and after the school day where students have opportunities to work with content teachers to increase skill attainment. Academic Advisor and Case Managers are employed at both high schools to work directly with students, collect and analyze performance data, and share instructional strategies with classroom teachers that will address the diverse learning styles of our students. Teachers are also provided support through state, regional, and local staff development opportunities to acquire methods which enhance the learning opportunities based on individual student needs.

Evaluation is done through county and school-level analysis of data which is then shared with the various advisory committees (ACWP, LAC, and PAC). Academic achievement, graduation rates, technical attainment measured by certification exams, post high school transition to work and/or college-data is reviewed yearly by the committees with recommendations for program improvement. Data is collected annually by the Coordinator of Data Processing using PowerSchool system database reflecting grades in both academic and technical courses. The results of certification exams are collected from individual program teachers. Post-secondary transition information is collected using the graduate follow-up survey that is mailed to graduates 6 months after graduating to determine the student's current status as well as questions regarding the technical areas which they studied. Phone calls are also made to recent graduates to collect further data. Collective data is reviewed and evaluated by BOE and school staff to determine program needs such as: staff development; student remediation; program improvement; equipment/material upgrades; and program expansion. Current program planning and implementation, as well as long-range plans, are revised based on an ongoing and long term data evaluation.

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.

According to the Program Quality Index report, the overall CTE enrollment has increased dramatically. The table below reflects trends in the number of students enrolled in our high schools between 2005 and 2012 and the number of students enrolled in one or more CTE Pathways.

Trend in High School Enrollment versus CTE Pathway Enrollment by Year

School Year	CTE Program Enrollment* <small>Reflects Technology Education credit from enrollment into Principles of Engineering</small>	High School Enrollment
2005	1078	1389
2006	1141	1479
2007	1213	1486
2008	1386	1522
2009	1428	1492
2010	1432	1416
2011	2117	1372
2012	2433	1216

The Garrett County Student Educational Planning Guide (SEPG) is revised and printed annually providing all secondary school students a resource to use while developing their high school program. During the introduction of the SEPG document, meetings are conducted at both high schools with counselors, administration, central office staff, and high school department chairs to discuss changes for the upcoming school year. School-based staff provides recommendations throughout the course of the school year for recommended changes to the SEPG guide that will enhance academic rigor in all programs.

Students begin career and college development programs in the fifth grade and continue through high school. A comprehensive approach is utilized by the guidance staff at both middle schools to deliver career development activities. Beginning in the 6th grade and continuing each year in grades 7 and 8 each student is provided with 6-8 weeks of career development activities. Each student creates a Career Options Portfolio which is comprised of a variety of interest inventories and abilities surveys. This document serves as the guiding tool for career pathway and course selection at the high school. In addition to this portfolio the students participate in the “Real Deal” career development activity and a tour of the high school’s CTE programs. During second semester of the eighth grade year students and their parents are invited to participate in a tour of the CTE programs at the high school prior to selecting a program pathway and associated courses. All students, along with their parents and a guidance counselor, develop a four year plan, which

includes selecting a career pathway and course work preparing for post secondary education and/or career employment. Every student in 8th-11th grade receives a copy of the Student Education Planning Guide (SEPG) prior to meeting with a school representative to select a high school program of study. The SEPG is also posted online.

Throughout the secondary experience, students continue to meet individually with their advisors and guidance counselors to review their career pathway and academic record. Additionally, students and their parents are encouraged to take advantage of the Garrett County Scholarship Program (CSP) which enables any student who has been enrolled for two years and successfully completed high school to attend Garrett College with tuition paid for two years.

A component of the SEPG provides parents and students with grade-level guidelines to assist in post-secondary planning.

POST-SECONDARY PLANNING

Guidelines for Parents and Students

Grades 8 – 12

The following grade-by-grade timeline is designed to assist in preparing for college and training after high school. This includes career and college searches, the application process and applying for scholarships and financial aid.

<p style="text-align: center;">Grade 8</p> <p><u>Spring</u></p> <ul style="list-style-type: none"> ● Using information from your career portfolio, determine your four-year career pathway with your school counselor and parents. ● Plan a schedule for 9th grade to include Algebra I or higher. Choose academically challenging courses and electives that complement your career goals. Consider beginning a world language even if not required by your pathway. <p style="text-align: center;">Grade 9</p> <p><u>Fall</u></p> <ul style="list-style-type: none"> ● Improve study skills to achieve the best grades. Academic achievement is important for future success. ● Consider after-school tutoring to improve grades. ● Read books from a variety of subject areas to build your vocabulary knowledge. ● Look for opportunities to broaden your communications skills. ● Get involved in school and community activities. ● Access http://www.careernet.state.md.us/ and other websites to explore and refine your career choices ● Attend Mountain Top College Expo to explore post-secondary education options with college and technical school representatives. ● Complete required student service learning hours. <p><u>Spring</u></p> <ul style="list-style-type: none"> ● Review your four-year career pathway with your guidance counselor. Make sure your course schedule reflects your career pathway. ● Consider including a higher level math and World Languages 	<ul style="list-style-type: none"> ● Research college/school information (available in the Guidance Office, Media Center or on the internet) to review program offerings and admission requirements. ● Attend Mountain Top College Expo to explore and compare programs with college/school representatives. ● Work toward leadership positions in one or two activities which you like best. ● Read as many books as possible from the recommended reading list. (Ask your English teacher or guidance counselor for a list.) ● Broaden your reading with magazines, newspapers, and other non-required materials. ● Look for opportunities to broaden your communications skills. <p><u>Spring</u></p> <ul style="list-style-type: none"> ● Take the Scholastic Aptitude Test (SAT) preparatory class offered during or after school by your high school. ● Review your four-year career pathway and scheduled courses with your guidance counselor. ● Consider taking Advanced Placement courses for college credit beginning in grade 11. ● Plan to complete all high school requirements (except English IV) by the end of the junior year in order to be eligible for the Early College Admission Program (ECAP) or School-to-Careers as an option in grade 12. ● Seek out volunteer service learning opportunities that go beyond meeting the minimum high school requirement. ● Begin career exploration activities, such as informational interviews, job shadowing, and mentoring. <p style="text-align: center;">Grade 11</p> <p><u>Fall</u></p>
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in your 10th grade schedule.

- Ask your school counselor about career resources
- Consider taking AP courses for college credit.

Grade 10

Fall

- Take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) given in October at your high school.
- Attend the Financial Aid Seminar offered at your high school by your Guidance Office applicable to most post-secondary education/opportunities.
- Explore financial aid at <http://www.fastweb.com>
- Focus on involvement in school and volunteer activities.
- Consult with coaches about college athletic opportunities.
- Begin application process if interested in a military academy.

Spring

- Review your four-year career pathway and course schedule with your guidance counselor to consider Advanced Placement classes, College Distance Learning classes, the Early College Admission Program (ECAP), and/or School-to-Careers.
- Attend the Career Expo at Garrett College offered as part of the High School Career Development Program.
- Register for and take the SAT I (<http://www.collegeboard.org>) and/or ACT (<http://www.act.org>) tests for college admission by completing a registration packet or registering online.
- Continue to refine your list of 6 to 12 colleges/schools.
- Attend college visitation days at the colleges/schools which you are considering.
- Update portfolios.
- Fine arts students need to prepare portfolios for auditions.
- Consider attending leadership development opportunities. Consult with your guidance counselor.

- Continue to explore and refine your career choices
- Continue your college/school search and develop a list of 6 to 12 colleges from which you request information
- Explore state schools and financial aid at <http://www.mhec.state.md.us>
- Attend the Mountain Top College Expo to compare admission requirements, program offerings and financial assistance.
- Meet with college or armed forces representatives during school visits
- Register in September to retake the PSAT/NMSQT in October.
- Take the SAT I and/or the ACT tests for college admission
- Take the ASVAB at your high school to determine your aptitudes.
- Complete the Holland Self-Directed Search during the ASVAB to identify your interests.
- Consider applying for the Discover Scholarship.
- Consult with coaches about college athletic opportunities.
- Begin application process if interested in a military academy.

- Be aware that most colleges in the University of Maryland system screen applications for merit scholarships for students who have applied by December 1st.
- Write application essays.
- Request three letters of recommendation and/or any required guidance counselor recommendations a month prior to the application deadline.
- Complete and recheck your application(s).
- Submit your application packets to the Guidance Office along with a \$1.00 processing fee for each official transcript requested.
- Meet or beat college deadlines, keeping in mind that applications may require letters of recommendation.
- Review the Scholarship Booklet and monthly Scholarship Bulletins.
- Identify and apply for scholarships and financial aid according to the procedures and deadlines of the colleges that you have selected.

- Seek part-time/summer employment/internship in career areas.

Summer

- Continue to narrow college/ school choices by through research.
- Make college/school visits.
- Send for application forms and/or review applications online.
- Review and prepare for the fall administration of the ACT/SAT college admissions tests.

Grade 12

Fall

- Be aware of the application deadlines and requirements of those colleges/schools and scholarships for which you wish to apply.
- Complete and return a release of information form obtained from the Guidance Office.
- Attend the Mountain Top College Expo in October (includes a financial aid seminar).
- Review the Scholarship Booklet and monthly Scholarship Bulletins provided by your high school guidance office for other scholarship opportunities.
- Narrow your choices to 3 or 4 colleges/schools, taking into consideration admission and financial demands. College applicants should choose a competitive college, a selective college for which you would likely be admitted, and a college with open admissions and affordable tuition.
- Register for and retake the SAT/ACT and take the required SAT II admission tests.

- File an application with the NCAA Clearinghouse to play NCAA Division I and II sports. Applications are available in the Guidance Office.
- Be aware that colleges/schools request mid-year grades and reserve the right to retract an offer of admission if grades decline.
- Read as many books as possible from a recommended reading list. (Ask your English teacher or guidance counselor for a list.)
- Broaden your reading with magazines, newspapers, and other non-required materials.
- Look for opportunities to improve your communication skills.

Winter

- Attend the Financial Aid Seminar offered at your high school by the Guidance Office.
- Complete the Free Application for Federal Student Aid (FAFSA form). This form determines a student's eligibility for federal and state aid. Apply on-line at <http://www.fafsa.ed.gov>
- Apply for the Maryland Guaranteed Access Grant and/or Hope Scholarships (State) by March 1st.
- Attend College Goal Sunday to receive assistance in completing the financial aid application.
- Remember that Financial Aid deadlines are based on individual college/school deadlines but due no later than March 1st.
- Send mid-year grade reports to colleges/schools as required.

Spring

- Remember March 1st is often the final scholarship application deadline at many colleges.
- Make final decision by May 1st.
- Request a final high school transcript for your chosen college/school.
- Complete portfolios.

The chart below reflects both 2011 and 2012 Garrett County Program Quality Index (PQI) which indicates students enrolled into concentrator courses (3SI) against the number of students completing a specific CTE program.

CTE Program CIP #	Concentrator Course	# Enrolled (9-12)		Concentrator #		Completers #/%		Dual Completers %	
		2011	2012	2011	2012	2011	2012	2011	2012
		Admin.Asst/Secretary # 520401	Office Systems Management	157	122	16	8	15/94	8/100
Agriculture Production # 010301	Computers in Agriculture/ Business Management	206	234	15	10	15/100	10/100	13.3	36.4
Auto Mechanics # 470604	Auto Mechanics II	122	130	19	13	19/100	13/100	12.0	11.1
Brick, Block, & Stone # 460101	Masonry	17	1	14	1	14/100	1/100	40.0	0.0
Business Management # 520251	Entrepreneurship	178	305	12	4	12/100	4	0.0	0.0
Carpentry # 460201	Carpentry II	140	154	22	40	21/96	100	15.0	0.0
Comp. Main. Technology # 150402	Computer Programming	8	48	8	19	8/100	19/100	25.0	0.0
Data Processing # 521201	Spreadsheets	93	129	2	11	2/100	11/100	41.7	21.4
Drafting # 480101	Mechanical Drafting II or Architecture II	87	91	5	2	5/100	2/100	50.0	40.0
Early Childhood # 200201	Child Care II	84	76	1	32	0/0	32/100	26.7	40.0
Electronics # 470105	Industrial Electronics	70	65	15	4	15/100	4/100	58.3	37.5
Finance & Accounting # 520354	Accounting I or Accounting II	170	150	31	16	30/97	16/100	0.0	0.0
Food Production # 200401	Food Production II	102	144	6	6	6/100	6/100	0.0	15.4
Health Professions # 519999	Allied Health	49	46	47	25	47/100	25/100	41.3	52.6
Machine Tool # 480503	Machine Tool II	102	114	15	4	15/100	4/100	12.5	20.0
Marketing # 080708	Marketing I	29	18	4	1	4/100	1/100	0.0	0.0
Office Clerical/Typing # 520408	Small Business Management or Accounting II	0	0	1	3	1/100	3/100	54.6	0.0
PLTW # 155000	Computer Integrated Manufacturing	472	575	1	33	1/100	33/100	100.0	86.7
Garrett County % Dual Completers								34.2	32.5

- *All of Garrett County's programs display a 100% completion rate in comparison to students completing the concentrator courses identified above!*
- *The enrollment data for Garrett County CTE programs reflects that program completion for students enrolled as freshmen drastically decreases prior to graduation from high school. It has been suggested that this occurs due to the more and more popular modified schedule option that students have.*
- *According to the PQI the overall percentage of dual completers varies by program with a slight decrease between 2011 and 2012.*

The following strategies have been provided to address the discrepancies noted:

- *CTE teachers will be provided a list of students that have selected to complete a specific pathway so they can monitor enrollment of required (concentrator) and recommended courses of study.*
 - *The county dropout prevention case managers will focus additional attention and effort on these students enrolled into CTE courses to reduce the number of students dropping out of school who may be in one of these programs.*
 - *Both high schools have an intervention period embedded into the school day to provide academic support and to provide remediation for struggling students.*
 - *Guidance counselors will participate in staff development to increase their understanding of the CTE programs, importance of enrolling into and completing concentrator courses, in addition to realizing the academic expectations for students in these programs – especially in PLTW.*
 - *The Garrett County Student Education Planning Guide (SEPG) has been revised to better reflect course requirements for program completion, in addition to indicating articulation agreements with various post-secondary institutions.*
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.

Data provided by the Local Perkins Accountability Report (LPAAR) and Program Quality Index (PQI) reflects that Garrett County Public Schools have not met the performance indicator in non-traditional completion (6S2) during the 2012-13 school year.

- 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.

Both the Local Advisory Committee (LAC) and Program Advisory Committees (PAC) attribute several factors as to why non-traditional students are not enrolling into and completing CTE programs in our high schools.

- *Overall lack of school staff understanding of the importance of encouraging students to become both a University of Maryland and CTE completer.*
- *Student and parent understanding of impact of completing a rigorous program of studies while in high school.*
- *Student and parent understanding of interest inventories completed by students.*
- *Implementation of modified schedules resulted in students not remaining in school during the senior year. This seems to be the major contributor.*

NOTE: Attention will be devoted to encouraging students and their parents to make the most out of their high school program by selecting course electives which better prepare them for post-secondary experiences. Program targets have been established. Furthermore, GCPS has increased graduation credits required and internship opportunities in order to reduce modified schedule requests.

- c.) For FY 14, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

The performance indicator for not-traditional enrollment and completion are addressed in the CTE Local Plan for Program Improvement submitted on May 5, 2013 under Accountability; Local Perspective 1B and 1C; Program Data Analysis 4A, 4C, and 5; and Strategy Worksheets A, B1, B2, and B3.

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

The LAC has met with all CTE instructors to check on progress toward improving enrollment of non-traditional students in CTE courses. The PAC's continually check with the programs they advise to offer assistance in assuring the improvement ideas are being implemented. Guidance staff at both county high schools consistently check the enrollment numbers and report them to the CTE Supervisor and principals, who have prioritized the improvement plan in their buildings.

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

Soft marketing, such as utilizing “non-traditional” students to present information during the 8th grade tours, is being employed and a major movement to increase the “non-traditional” make-up of the PAC’s has been very successful to recruit new community and business leaders to get involved in GCPS.

Addressing Specific Student Groups Early Learning

Based on the examination of 2012-2013 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

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	64	57	58	52	57	68	75	63	28	31	31	33	33	22	21	27	8	12	11	15	10	10	4	10
2005-2006	67	62	65	57	64	71	86	68	27	27	25	33	31	24	10	25	6	10	10	9	5	5	4	6
2006-2007	77	69	77	71	76	80	86	81	16	25	18	24	21	19	12	16	6	6	5	5	3	1	2	3
2007-2008	73	63	76	65	78	74	84	76	20	31	19	30	18	23	14	21	6	6	5	6	4	3	2	3
2008-2009	67	58	69	59	66	65	74	69	23	32	22	32	28	31	23	24	10	11	10	9	5	4	3	8
2009-2010	90	85	90	91	92	93	94	94	10	13	9	9	6	7	5	6	0	2	1	1	2	0	1	1
2010-2011	89	90	91	92	92	91	95	94	9	8	7	6	6	7	5	4	2	3	3	2	1	2	0	2
2011-2012	88	84	86	89	92	92	91	91	9	13	10	9	6	7	8	7	3	3	3	2	2	0	1	2
2012-2013	88	84	85	88	91	95	95	91	9	12	11	10	7	3	4	7	2	4	3	2	2	2	0	1

Table 8.2: Percentage of Kindergarten Students with Previous

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	70	76	25	22	5	1
2005-2006	72	70	20	20	8	10
2006-2007	74	84	24	15	2	1
2007-2008	63	78	32	19	5	3
2008-2009	56	68	36	27	8	4
2009-2010	88	92	10	7	2	1
2010-2011	90	92	9	7	1	1
2011-2012	89	89	9	10	3	1
2012-2013	90	92	9	7	2	1

**Early Learning Tables
8.1 and 8.2**

Domain Abbreviations

- SP: Social and Personal
- LL: Language and Literacy
- MT: Mathematical Thinking
- ST: Scientific Thinking
- SS: Social Studies
- TA: The Arts
- PD: Physical Development

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

Our Garrett County Public School System (GCPSS) Early Learning programs have been successful due to activities such as individual student assessments, tailored interventions, and persistent follow-up. Prior to November (when Maryland Model for School Readiness results are submitted), teachers will conduct observations and administer local assessments to determine the differing needs of kindergarten students. The students are grouped together for portions of the school day. Instruction is hands-on and engaging and consists of many small group lessons that target specific needs and strengths. In addition, there are multiple opportunities for heterogeneous instruction and whole group activities, in order to best meet the needs of children in all domains of learning.

Our teachers review the progress of students of concern on a quarterly basis and adjust instruction accordingly. The classroom teacher or the Individualized Educational Team (IEP) provides interventions to students with academic or social or physical challenges as needed. Other specialists may include: Occupational Therapist, Speech Therapist, School Psychologist, guidance counselor, etc. This Collaborative Dialogue process addresses the needs of students not making sufficient progress. Classroom teachers and a team of other school staff/specialists discuss a child's progress and challenges through collaboratively generate ideas and strategies for the classroom teacher to implement with individual students.

All prekindergarten and kindergarten students with disabilities have access to general education curriculum to the extent appropriate as determined by their IEP. Several of our elementary schools have full co-teaching models due to the special educational centers housed in their buildings, and the rest implement co-teaching to the extent possible based on staffing availability. Effective strategies to increase access as well as the performance of children with disabilities in regular early childhood instruction include: Collaborative planning; Delivery of professional development by Maryland State Department of Education Facilitator; Curriculum-related countywide professional development; and School-based professional development. Some examples include: Executive function training, STEM principles, fine motor skill development, and math strategies for early learners.

Our early childhood partners and our Prekindergarten and Kindergarten teaches collaborate in a one day training summer session called, TEDDY BEARS. This summer training allows for collaborative planning for and administration of state and local early childhood assessments, including the Work Sampling System and curriculum-based quarterly assessments with appropriate modifications and accommodations for students with disabilities. County funds and school-based mini-grants fund collaborative planning sessions and purchase additional instructional materials. We temporary employ additional staff, to successfully deliver the instructional needs' of our students with disabilities in our prekindergarten and kindergarten programs. We will provide training for our early childhood staff in a joint interagency collaboration along with the implementation of the electronically submitted WSS checklist. Garrett County has included the personnel from the Judy Center, Garrett County Community Action/Head Start, and Healthy Families at the Garrett County Health Department in our joint training for all staff at the same time. This endeavor provided a clear overview utilizing state level interagency personnel to outline curriculum expectations and alignment of early childhood programs. We plan to continue this training this year. This year we will focus on interactive engaging instruction through music and movement that infuses the curricular areas of Language and Literacy and Math Common Core State Standards and the STEM principles. We will also provide follow up to our sessions last year that will depict our MMSR results. The training last year was very well received and provided an additional opportunity for the early learning staff to collaborate with our agency partners. As a result, we feel that we have built a unified learning community, which provides a seamless early entrance program for our students. We will continue to work toward our goal of improving communication and

understanding among the various agency personnel in order to provide the optimum continuous program for our children and families. As our county results indicate, we are showing an upward trend, which we attribute to our interagency collaboration.

In addition to the interagency collaboration training involving the aforementioned agencies scheduled for August 19, 2013, we are planning to continue the two days of staff development for 14 kindergarten teachers, 5 pre-kindergarten teachers, and selected Special Education teachers. The staff from the Health Department's Healthy Families program, the Garrett County Community Action Committee's Overlook Judy Center, and the Garrett County Community Action Committee's Head Start office will also be invited to our trainings. These in-service experiences for county teachers will encompass two duty days.

The staff development sessions will focus on the essential components of the Maryland Model for School Readiness Update. We will be implementing the Pre-Kindergarten and Kindergarten Standards of the Maryland Common Core Frameworks in Math, Reading, and STEM principles, as well as the state curriculum in the other content areas. We will include the updates that our administrators and teachers received at the Educator Effectiveness Academies at the end of July. Additional workshops have been scheduled for October 8th and November 12th that will focus on tailored activities and outcomes related to the early childhood portions of the Maryland Common Core State Standards.

The countywide data management system now includes Maryland Model for School Readiness (MMSR) data. This enables teachers, special educators, administrators, and other programs to access MMSR data in ways that it has not been possible before. Teachers analyze the MMSR data on three levels: individual students, a class or a team. This tri-level of analyzes allows for long-range planning, intervention planning, transitional activity to ensure a seamless transition to with all stakeholders to increase the level of readiness for all students. At a central level, having access to multiple years of data will allow for comparison of data and contribute to program and budget planning. Using MMSR results as a part of the "longitudinal story of a child's progress" not only heightens awareness of the importance of these results, but also allows for earlier and broader usage.

Maryland Model for School Readiness Professional Development for all general education and special education prekindergarten and kindergarten teachers, as well as our early learning partners will be conducted to familiarize teachers with the common core assessment, and the county list of essential used and most frequent words used. Due to its success last year (as measured by feedback from teachers as well as an increase in MMSR scores), the model will continue to be used for the coming year. In October, our teachers will receive a "tailored training" that will included a history and explanation of Garrett County data and the opportunity to consult with each other regarding student performance against the indicators of the Work Sampling System. To ensure that our curricula in Prekindergarten and Kindergarten were aligned with the Common Core State Standards (CCSS) and Maryland Model for School Readiness, Work Sampling Rating Scale, our primary school communities, which consisted of our Early Head Start programs, Head Start, Pre-K/K and Special

Education teachers held a joint training. During this exercise, all stakeholders will be made aware of the CCSS, as well as aligning our Common Core State Standards with the resources that Garrett County is currently using in English/Language Arts and in Mathematics national benchmarks.

At that joint training, the MMSR Spring scores will be discussed to address the lag in Maryland Model for School Readiness (MMSR) social and personal development and scientific thinking scores, and other strategies will be used to increase the number of kindergarten students with disabilities who participate in state readiness assessments. Professional development covering a wide array of relevant topics will continue to be offered to the teachers and staff who work with the youngest GCPSS learners. The MMSR data is available to teachers on the local data system, enable data conversations to support early learners.

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

The GCPSS and the Early Childhood Programs, within the community, have a long history of collaboration and partnership with early childhood programs in the county; these relationships have continued to grow and strengthen in recent years. A strong partnership exists with these programs to ensure that best practices are providing early intervention services. Mutual decisions are made regarding programming, placement, or purchasing for programs for four-year-olds. Refer to question one, for specific strategies that are in place to ensure school readiness for students with disabilities.

The established Memorandum of Understanding with Head Start is continually reviewed and improved with each agency examining new ways to meet the needs of our most at-risk children. Additionally, each agency is involved in many collaborative projects and initiatives each year. A close working relationship with this staff (teachers and administration) has allowed for the exploration of many issues. Preschool teachers from our partners have attended several GCPSS professional development activities and will continue to be invited in the future. These preschool teachers are collecting MMSR data on the same timeline as GCPSS prekindergarten teachers, and plans have been made to jointly analyze both sets of data and to discuss implications of the data.

Kindergarten readiness indicators have been included in the GCPSS College and Career Readiness Plan and address academic readiness as well as other pertinent areas of a child's development. Positive and effective pre-kindergarten experiences whether they are in a Pre-K program or at home or in some other form of early care and education, are crucial to a child's long-term success. It is important that families and other stakeholders recognize the importance of early learning and its effects on a child's journey through school.

Integrate communication, professional development, and outreach regarding readiness into current community activities, building on current partnerships and establishing new relationships to maximize the program’s reach to those families most at risk, while also streamlining procedures and maximizing resources: Once materials have been developed and reproduced and procedures have been tested, revised, and implemented, ongoing support from all community stakeholders will ensure that the “Transition to Kindergarten” initiative affects long-term change. The clear and consistent school readiness message will be integrated into current early childhood educator curricula, parent education and information programs, home visitation/early intervention programs, and other activities as they are identified. Early registration and MMSR data will be analyzed to determine specific geographic areas within the county where additional outreach is needed to engage hard-to-reach families, and additional social service and business partners will be recruited in those areas to provide opportunities for each child reaching their full potential

Table 7.3 – Pre-kindergarten Enrollment MSDE will pre-populate this table with the September 30, 2013 enrollment data. LSSs should verify the accuracy of the Public Pre-kindergarten enrollment data for school year 2013-2014. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2013-2014.

Table 7.3: September 30 Prekindergarten Enrollment				
Garrett County Prekindergarten (4 year old) Enrollment Data - 9/30/2013				
School	Half Day or Full Day	Total Students Enrolled 9/30/2012	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Accident	Full Day	20	10	3
Broad Ford	Full Day	20	20	0
Friendsville	Full Day	19	11	0
Route Forty	Full Day	22	10	0
Yough Glades	Full Day	20	14	3
TOTAL	(Full Day)	101	65	6

The Public Pre-kindergarten enrollment data for September 30, 2013 as shown in Table 7.3 is accurate.

3. 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.

Our goal is to offer each child with an opportunity to be placed in a prekindergarten program within the student's assigned school. Concerted efforts have been made to ensure that information regarding Pre-K services/eligibility/enrollment is disseminated in a clear and consistent manner. School administrators, secretaries (both school-based and Central Office based), pupil personnel workers, parent liaisons, and special education instructional team leaders from early intervention programs ask questions and receive information about enrollment, eligibility, and procedures on a regular basis. Our school system's website outlines the policy and procedures for parents when completing the prekindergarten application, the selection process as well as other pertinent information to ensure parents receive accurate information on the Prekindergarten selection process. Brochures/fliers about prekindergarten programs are posted in many areas countywide communities. If additional support or needs are necessary to ensure effective communication is accomplished, parent advocates will be made available at parent meetings. Parental contact is made to discuss the application process with families that are not granted acceptance into their district schools, and each household is offered a space in one of our out of area prekindergarten sites, within the county. Additionally, families whom do not qualify for early entrance to Kindergarten are either referred to Head Start and/or are put on a waiting list for the prekindergarten program in their school district.

There is continuous review of our county's feeder system, including conversations with administrators and the Transportation Office, to ensure that placement of programs meets the needs of the community. Ongoing measures are in place to monitor enrollment to ensure adequate staffing. A tight partnership exists among community agencies and stakeholders when

Gifted and Talented Programs

COMAR 13A.04.07.06 specifies that local education agencies shall in accordance with *Education Article §5-401(c)* report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

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

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

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

Goal 1. Student Identification

Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*COMAR 13A.04.07.02(A)*].

Goal 2. Programs and Services

Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential

[COMAR 13A.04.07.03(A)]

Goal 3 . Professional Development

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

Use the chart on the next page to report the school system's 2012-2013 objectives and strategies for these three goals along with implementation timelines and assessment of progress

List the local education agency’s 2012-2013 initiatives for gifted and talented students which support the three goals in COMAR 13A.04.07 Gifted and Talented Education.

<u>Goal 1. Student Identification</u>				
Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07.02(A)].				
Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.02				
	<i>A G/T committee was formed. The members were past G/T teachers, directors, principals, and teachers with a special interest in G/T. The entire process was revamped and rewritten. Professional development of the new process was given to principals and their designated G/T committee members as they will be moving the process forward. They needed to understand the process and the new format of forms, etc.</i>	<i>August 2012/September 2013 September 5, 2013</i>	<i>Completion of the revamping/rewriting of the G/T Process. A mid-year meeting will reconvene to determine if the process is being completed successfully in the twelve schools.</i>	<i>Met Met Not Met</i>
	<i>GCPS will use the designated process throughout the county schools to identify</i>	<i>August/September</i>	<i>List of participating students will be tagged in the Power School Student</i>	<i>Partially Met</i>

	<i>those students considered Gifted and Talented using the REPI scale for grades Pre-K-2, and teacher/parent nomination for grades 3-12.</i>		<i>Data System no later than September 30 of the new school year.</i>	
	<i>Each of the 12 schools' G T committees will meet to review all data gathered to determine participation in the Gifted/Talented Process.</i>		<i>List of participating students will be tagged in the Power School Student Data System no later than September 30 of the new school year.</i>	Partially Met

Goal 2. Programs and Services

Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential [13A.04.07.03 (A)]

Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.03				
	<i>Students identified as G/T in Grades 3-12 will complete an interest survey to determine a higher level project to investigate.</i>	<i>September</i>	<i>Completed interest surveys by each identified student.</i>	<i>Not Met</i>
	<i>Students identified as G/T in Grades 3-12 will be matched with a teacher or outside resource mentor to help the student in the individual</i>	<i>September/June</i>	<i>Nine week progress report sent home with the report card.</i>	<i>Not Met</i>

	<i>project he/she has chosen to investigate.</i>			
<u>Goal 3 . Professional Development</u>				
Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.				
Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.04				
	<i>Teachers and research mentors will participate in the training needed to work with identified GT students. Professional Development may include the Model for Shared Inquiry, Disciplinary Literacy, and the Renzulli Model of Tiers.</i>	<i>September/June</i>	<i>Evaluations completed by participants.</i>	<i>Partially Met</i>

2012- 2013 Gifted and Talented Enrollment

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

The school system may include below additional information on the gifted and talented program that pertains to local education agency requirements.

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

	K	1	2	3	4	5	6	7	8	8	10	11	12
All GT Students	0	0	0	23	24	28	18	4	11	0	4	2	4
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	1	0	1	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	19	20	21	13	4	8	0	3	1	4
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education	0	0	0	1	0	1	1	0	0	0	0	0	0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals FARMS	0	0	0	3	4	6	4		2	0	0	1	0

Special Education

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

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

AS YOU COMPLETE THE 2013 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?
- Collaboration with General Educators. How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to address the Achievement Gap. When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Interventions, enrichments and supports to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students? How are Universal Design for Learning principles being used in curriculum, instruction, and assessment development/implementation to eliminate barriers to learning for all students?
- Professional Development and Highly Qualified Staff.

- How is the local education agency ensuring the participation of special education teachers and leadership in common core curriculum and other content-related professional development to promote student achievement?
- How is the local education agency ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Education that is Multicultural (ETMA)

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

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.

Eighty-six (86) non-white elementary students took the Maryland School Assessments, with seventy (70) out of eighty-six (86) students (81%) testing at or above the proficient level.

Forty-five (45) non-white middle school students took the Maryland School Assessments, with thirty-nine (39) out of forty-five (45) students (87%) testing at or above the proficient level.

Fifty-two non-white high school students took the Maryland High School Assessments, with forty-nine (49) out of fifty-two (52) students (94%) testing at or above the proficient level.

The local school system does an exemplary job of meeting the educational/cultural needs of the local students by providing them with field trip opportunities to various Amish cultural events in the county and region.

All students, at some point in their educational career K-12, are provided opportunities to attend events in metropolitan areas within reasonable traveling distance – Pittsburgh, PA, Baltimore, MD, and Washington, D.C.

Those elementary schools located in areas with Native American heritage incorporate traditions and history into their curriculum where appropriate.

The local school system also welcomes guests and speakers of various backgrounds as resources for students.

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

Due to budget constraints, distance, and increasing resource limitations, the opportunities to take student trips for the purpose of cultural experiences is prohibitive.

In addition to areas already rich in multicultural/diversity instruction (Social Studies Fine Arts, English, etc.), improve upon identifying additional areas for embedded, multicultural content.

3. List your three major Local School System ETMA goals for the next school year.

a. Assessment performance for minority students will increase to a 90% proficiency level in all testing areas.

b. Garrett County Public Schools will continue to work through Professional Learning Communities to help improve all students' learning while acknowledging gender issues, poverty levels, and diversity.

c. Seek to increase opportunities for Garrett County students to attend local cultural events presented by Garrett Lakes Arts Festival, and Young Audiences, etc. through business partnerships and grants.

School System: Garrett County Public Schools

Name and Title of ETMA Contact: Paul C. Edwards – Director of Secondary Education

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Race to the Top Scopes of Work
Section C: Data Systems to Support Instruction

Section C: Data Systems to Support Instruction

Narrative: the narrative for Section C will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing data systems that support instruction. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Garrett County Public Schools has seen a major transformation in the realm of data systems to support instruction since the inception of Race to the Top. This is due to the increased focus by Superintendent Dr. Janet Wilson and a partnership with local government to share human resources and technology. In addition, GCPS has developed an MOU with Allegany Public Schools to adopt their Assessment Management System. When fully operational in Garrett County, this system will house benchmark data, curriculum resources and testing data. We will look at how the system can be enhanced so that principals and teachers may use all facets of the AMS to make decisions about instructional strategies, intervention, additional resources and assessments. Using this data system will enable principals, counselors and teachers to track at-risk students in need of additional support. In addition, GCPS will continue to use the Power School program for use by administrators, teachers, counselors and parents. GCPS will address these initiatives by doing the following:

- GCPS will provide teachers with computers and training on how to analyze data from the student management system. Professional development will include training on how to access all facets of the new AMS. In addition, professional development will focus on instructional resources in the system that will allow teachers to match instructional strategies to specific student needs.*
- GCPS sent one of our new employees in the IT department to a weeklong Power School University professional development opportunity. He is our resident expert in all facets of Power School. We will also bring in Power School consultants for onsite professional development to ensure data is used efficiently.*

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014)

Action Plan: Section C

- Goal(s): Provide teachers computers to be able to use to analyze data from student management system, to develop engaging data driven lessons and to develop student improvement plans to improve instruction for all students.*

- *Provide state of the art computer labs at the middle and high school levels to allow students to participate in on-line courses, distance learning opportunities and remediation and acceleration courses to assist students in working to their potential.*
- *Provide for train-the-trainer model staff development by having middle school, high school, and county technology resource teacher(s), and principals attend Power School workshops to maximize the potential of our student data system for all teachers and administrators.*

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i> <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1. Provide teachers computers and training on how to analyze data from the student management system.	(C)(3)(i & ii)	2	9/12	6/14	Chuck Trautwein, County Computer Resource Teacher; Jim Morris, Supervisor of Research, Evaluation, & Information Nathaniel Watkins; IT Director	Teachers will demonstrate how to analyze data from the student management system by completing a set of practice exercises.	(N) \$153,092.00 118 machines total: 56 PC's 62 Apples

2. Install state of the art computer labs at the middle and high school level.	(C)(3)(ii)	3	8/12	6/14	Nathaniel Watkins;IT Director Chuck Trautwein, County Computer Resource Teacher	A state of the art computer lab will be set-up and functioning in each middle and high school.	(N) \$123,896.00
3. Bring in Power School consultants for onsite professional development to ensure data is used efficiently.		2	8/12	6/14	Dr. Janet Wilson; Superintendent Larry McKenzie; Director of Finance Chuck Trautwein,; Computer Resource Teacher	As a result of participation in Power School workshops, the train-the-trainer model will provide pertinent training for each school. A training schedule will be posted on the Professional Development Web page.	(N) \$8,400.05

Goals to be sustained after RTTT:

- Continue to provide training opportunities in Power School.
- Implement a Student Management System that will sync with Power School. This SMS will include benchmark assessment and all relevant data on every student.
- Provide professional development on the use of the SMS and its tie to data driven lessons.

Race to the Top Scopes of Work
Section D: Great Teachers and Leaders

Section D: Great Teachers and Leaders

Narrative: the narrative for Section D will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing programs, processes, and procedures that support and develop great teachers and leaders. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Garrett County Public Schools is proud of the fact that we had 99.5% of our classes in 2012-2013 taught by highly qualified teachers. This figure has increased each and every year since 2004. GCPS participated fully in the pilot to the new teacher/administrator evaluation system during the 2012-2013 school year. We sent representatives to each of the TPE meetings conducted at MSDE, identified pilot teachers, trained principals on the system and submitted all required documentation. We understand fully that the student growth portion of evaluation model will represent a significant shift for principals and teachers. Therefore, GCPS has provided significant professional development in Disciplinary Literacy, SLO development and UDL principles in order to prepare our teachers for this continual shift. We are committed to ensuring that all students are college and career ready. In addition, GCPS supports the tenure requirement of a three-year period, during which we will provide the BEST class and a mentoring system for these teachers in the first three years in our classrooms. We will accomplish our goals by doing the following:

- GCPS will participate in MSDE's Educator Instructional Improvement and Induction Academies for teachers, Priority Schools and Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities. We will continue to apply standards for high-quality professional development for teachers and principals.*
- We will purchase 24 iPads for Principals and selected central office staff. The purpose of using the i-pads is to streamline the teacher evaluation process. A template has been developed for ease of use by principals and assistant principals. In addition, we will provide training in the appropriate use of the i-pads and the template.*

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014).

Action Plan: Section D

- **Goal(s): *Implement an evaluation system that complies with the State Framework***
- ***Implement a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program***
- ***Provide effective professional development for teachers and principals on the evaluation process***

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>	(D)(2)(i - iv) (D)(3)(i - ii) (D)(5)(i - ii)						
1. Cooperate with national and statewide evaluation							

<i>Tasks/Activities:</i>							
2. Participate in MSDE’s Educator Instructional Improvement and Induction Academies for teachers, Priority Schools and Maryland Principals’ Academies for appropriate principals, Aspiring Leaders’ Academy, and Executive Officer professional	(D)(2)	4	7/12	6/14	Central Office Staff, Principals	Appropriate designated staff will attend all MSDE sessions. The Board of Education will sustain this performance measure through the county operating	N

development opportunities						budget.	
2. Purchase 24 iPads for Principals and selected central office staff		4	8/12	6/14	Principals Central Office Staff	Principals will use iPads to conduct observations and evaluations.	Project was completed in terms of RTTT allotments N
3. Provide staff development in the use of iPads appropriately.		4	8/12	6/14	Principals Central Office Staff	Principals and central office staff will attend professional development in the use of iPads	N

Goals to be sustained after RTTT:

- *Fully implement new evaluation system. (This goal is included in Project 1, year 4 also.)*
- *Use iPads effectively and appropriately to conduct observations and evaluations.*
- *Develop procedures and use those procedures to assign principals and teachers who have been rated based on the new evaluation system.*

Highly Qualified Staff

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

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

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

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

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

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

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

Instructions:

1. Complete data tables 6.1 – 6.7.

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	
2003-2004		85		15
2004-2005		90.1		9.9
2005-2006		93.3	6	
2006-2007		94.8		5.2
2007-2008		95		5
2008-2009		96		4
2009-2010		97		4
2010-2011		97.4		2.6
2011-2012		98.5		1.5
2012-2013		99.5		0.5

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

	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	123	123	100%
2009-2010	556	552	99%
2010-2011	533	533	100%
2011-2012	440	440	100%
2012-2013	361	359	99%

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level

	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2005-2006						
Elementary	198	187	94.4	57	97	100
Secondary	0	0	0	528	473	89.6
2006-2007						
Elementary	102	102	100	33	32	97
Secondary	0	0	0	553	518	93.7
2007-2008						
Elementary	130	130	100	40	40	100
Secondary	0	0	0	535	508	95
2008-2009						
Elementary	123	123	100	40	40	100
Secondary	0	0	0	538	38	92.3
2009-2010						
Elementary	556	552	99.2	177	175	98.8
Secondary	0	0	0	512	480	93.7
2010-2011						
Elementary	533	552	100	198	198	100
Secondary	0	0	0	531	498	93.8
2011-2012						
Elementary	440	440	100	162	162	100
Secondary	0	0	0	704	685	97.3
2012-2013						
Elementary	361	358	99.2	401	389	97
Secondary	0	0	0	554	488	88

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

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2005-2006	0	0	1	0.1	17	2.2	31	4	3	0.04	0	0
2006-2007	0	0	1	0.1	0	0	35	5.1	0	0	0	0
2007-2008	0	0	0	0	0	0	35	5.1	0	0	0	0
2008-2009	0	0	0	0	0	0	46	6.9	0	0	0	0
2009-2010	0	0	2	5.3	5	13.2	23	6	0	0	8	21.1
2010-2011	0	0	0	0	4	11.31	33	8.8	0	0	0	0
2011-2012	0	0	0	0	0	0	33	2.5	0	0	0	0
2012-2013	0	0	0	0					0	0	0	0
Highlight denotes information not available at the time of reporting due to transition of HR Directors effective 7/1/13												

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	24	92.3	2	6.7				
	Secondary								
2009-2010	Elementary	513	93.2	39	7	166	94.8	9	5
	Secondary					457	95	23	5
2010-2011	Elementary	497	92.8	36	7.2	190	95.8	8	4.2
	Secondary					395	96.6	136	3.4
2011-2012	Elementary	440	100	5	0.11	162	100	2	1.2
	Secondary					685	97.3	0	0
2012-2013	Elementary								
	Secondary								

* 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.

Highlight denotes information not available at the time of reporting due to transition of HR Directors effective 7/1/13

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	10	375	3	6	375	2	0	375	0	0	375	0	
2007-2008	10	375	3	6	375	2	0	375	0	0	375	0	
2008-2009	20	345	6	0	345	0	0	345	0	0	0	0	
2009-2010	12	365	3	11	354	3	0	365	0	1	365	0.002	
2010-2011	15	369	4.1	6	369	1.6	0	369	0	1	369	0.2	
2011-2012	11	339	3.2	3	339	0.88	0	339	0	0	339	0	4.1
2012-2013	9	314	3	5	314	2	0	314	0	0	314	0	5
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													
<input type="checkbox"/> Entire teaching staff or <input type="checkbox"/> Core Academic Subject area teachers													

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	33	33	100
2009-2010	34	34	100
2010-2011	36	36	100
2011-2012*	33	33	100
2012-2013*	19	19	100
*As of July 1, 2011			

- Review the criteria associated with each table on the next two pages.
- If the school system **did not** meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to **all prompts** for **each** criterion not met.
- If the school system has met **all** of the criteria in the following data tables, **no additional written response is required.**

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 95% HQT or higher.	1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u> . Met
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	1. Describe where challenges are evident. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.
6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason	The <i>combined</i> percentage total of NHQT <i>across all reasons</i> is less than 10%.	1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u> . More information to follow.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.</p>	<p>The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools. <p>Met</p>
<p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>The percentage of <i>inexperienced HQT</i> in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect? <p>More information to follow.</p>
<p>6.6: Attrition Rates</p>	<p>Total overall attrition is less than 10%</p>	<ol style="list-style-type: none"> 1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect? <p>Met</p>
<p>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools</p>	<p>Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%</p>	<ol style="list-style-type: none"> 1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified. <p>Met</p>

High Quality Professional Development

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

Please provide your District Professional Development Plan. Be sure to include how your Plan addresses:

Underperforming populations;

1. *Race to the Top Funding allowed us to train staff members in Applying Data within an RTI framework, Inclusion Strategies to Meet All Learners Needs, Differentiated Instruction, and Response to Intervention with most of the staff members during the 2012-2013 school year. This training was provided by Eileen Depka, Toby Karten, Gayle Gregory, and Michael Mattos who came to Garrett County to train regular education and special education teachers. This training has helped to meet the needs of our low performing students and continues to help this year. Professional Learning Communities were implemented throughout the county last year as well. Teachers met in grade bands and content bands. This training in using data to help students where they need help enabled teachers to design interventions for students, but also helped them to become self-aware of their teaching. Once they look at the student data, intervention is designed for the students based on what the data reveals. When using common assessments, if a particular teacher's students are not performing as the other students, teachers work together to design an intervention that will bring those students up to level. Continual reviewing of the data helps to maintain and continue student growth in areas of need. Using the data, inclusion, differentiated instruction, and RTI strategies learned will continue to help meet the needs of our low performing students.*

As one can see, School Year 2012-2013 was a year that contained a lot of training in different areas for all staff members. School Year 2013-2014 is the year that teachers are putting into practice all that was learned. The teachers have expressed the need to spend time in their classrooms to practice what they have learned and truly evaluate the students' learning needs. We are trying to give them that time. We will begin working with teachers again after the first of the year to bring strategies of Universal Design for Learning from a new viewpoint to those that were unable to receive the training in year's past. Along with PLC's that create job-embedded teacher learning, the strategies of UDL will help to bring best practices to the classroom that enable the teacher to reach the underperforming populations.

Universal Design for Learning (UDL) Guidelines and Principles for all student populations;

2. *Earlier this year, Dr. B.J. Gallagher presented a one day conference at McDaniel College. Several of our staff members requested to attend this conference. When they tried to register, the registration had been closed. As Dr. Gallagher lives at Deep Creek Lake, it occurred to*

us to contact her directly to present the conference here in Garrett County. We have attempted to reach Dr. Gallagher, but have not been able to do so as yet. The county office personnel that may have a different contact for Dr. Gallagher has been out of the office. The plan is to continue to gain a day with Dr. Gallagher. Title II funds will be used to cover the cost of the consultant. Should Dr. Gallagher not be available, Dr. George Brown, ACPS, will be the next person contacted. Dr. Brown is already coming on a half day presentation for our newly hired teachers during the BEST (Building Experiences for Successful Teaching) course. I feel sure he will be glad to present for us should Dr. Gallagher be unable to provide the training.

We have had several UDL trainings in the last several years. Six half day trainings were held two years ago by grade bands (two per level) with Dr. Kate Mitchum, Cal University and one training was held summer before last for administrators. An online course from Direct Step was provided as well. However, we still have staff members that need/want the training. This is the reason for the training with Dr. Gallagher.

Implementation of the Maryland Common Core State Curriculum (MD CCSC) and Science, Technology, Engineering and Mathematics (STEM) Education

3. Garrett County began full implementation of Common Core State Curriculum with the beginning of school in August. Throughout the school year of 2012-2013, teachers met in grade bands and content areas to first of all look at gaps and alignment of standards of the CC with the VSC. Secondly, the Common Core MD Framework was used to create a scope and sequence for the year. Finally, quarterly common assessments were created. Teachers worked together throughout the year to plan for the complete implementation of the Common Core with the coming 2013-2014 school year.

This year, teachers requested that they be given the time to work with the CC within their classrooms before the work of tweaking the assessments or scope and sequence begins. Therefore, the first part of the year, the teachers haven't been pulled from class. Towards the second semester and spring time of the year, grade bands and content areas will again be pulled together to review where they are and make any changes needed to the common assessments or scope and sequence.

This summer a STEM specialist (Michelle Harman) was brought on board to work with STEM education projects. Michelle is a past Teacher of the Year and Biology teacher at Northern High School. She has several plans that will be provided through the county and several that will depend on MSP grant applications. Those provided through the county, will be actual STEM presentations will be held at each of our 12 schools. She along with the help of Chuck Trautwein, Technology Resource Teacher, will design and provide the presentations. An advisory group will be formed with local math, science,

and engineering teachers to discuss STEM education and the movement forward in the county.

The plan that is based on the current MSP grant application will include a STEM academy to be held during the 2014 summer for the interested teachers in the county. Through this academy, the hope is to provide shadowing internships with local businesses such as Pillar and Phoenix. These shadowing days will allow teachers to see how math, science, and technology is used in the career workforce. The information learned will then be used with students as they prepare to become College and Career Ready. It may also help make connections for School to Career students that spend time in those workforces during their senior year in high school.

Implementation of the Teacher and Principal Evaluation (TPE) System.

4. iPads will be ordered for the principals, assistant principals, and county office administrators that complete observations and evaluations. One of the IT personnel in Garrett County will create an AP to make doing the evaluations a little easier on the personnel that complete them. Once the final evaluation process is completed, the administrative staff will be pulled together to receive training in the Danielson Domains, the percentages of each area in the evaluation, scenario practice in speaking with their teachers, and providing support to teachers where support is needed.

Teachers have had three days of SLO training. Two days were completed by the principal and their teams during half day staff development days placed in the school calendar. The third day was provided by Dr. Aaron Dale. Dr. Dale spent two days in Garrett County in early October. He worked with principals, teachers, and counselors. The Physical Education teachers, Art teachers, and Music teachers worked with Brian Griffith in August. Since that time, the Director of Elementary/Middle Schools has worked with the art and music teachers. Mike Mason has come to Garrett County for a day of training with the Phys. Ed. teachers and will return in November for another day.

The final step will be to work with the teachers to ensure they understand the new evaluation process, including the Danielson Domains. As the administrators will train first, they will demonstrate their instructional leadership by working with their staffs to train them in the new evaluation system during late night meetings.

Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

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

We have six new teachers for the 2013 school year. A New Teacher Reception was held at the Board of Education Offices where they were introduced to Directors and Supervisors who explained the help their office could provide to them throughout the school year. The new teachers principals took them to lunch, and brought them back to their school to acclimate them to that particular school's process and procedures.

The BEST (Building Experiences for Successful Teaching) class is a mandatory support course for all new teachers. Topics represented are immediately applicable and are intended to improve teacher effectiveness. Some of the topics included ELA, Math, and STEM Common Core, Professional Learning Communities, Differentiated Instruction, Universal Design for Learning, Special Education and Modifications, Parent/Teacher Conferences, and Classroom Management.

This year we are revamping our mentor program to ensure that our mentors are providing the best support for all new teachers. Our mentors are chosen carefully. However, self-evaluation and review has been delayed. As most of the Common Core training is complete, time should be allowed for this review.

2. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned (please complete the chart below).

Mentor Ratio 2013-2014							
LEA	1st Year Teachers	2nd Year Teachers	3rd Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
County	6	1	7	1	14	14	1: 1 Ratio

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

The Maryland Mentor Survey was completed by 10 of the 12 Garrett County Mentors. The results of the survey indicated that the following professional development topics would be needed by the mentors: Questioning techniques to elicit teacher reflection, understanding the Common Core and its implications for instruction in all content areas, working to achieve goals through reflection meetings and action steps, and engaging the appropriate administrator(s) as partners in support of the work of the mentor. Within the revamping process, these topics will be explored with the mentors as a means to help build their confidence in this position.

Persistently Dangerous Schools

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

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

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

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

The Garrett County Public Schools have no schools that have met the criteria of a Persistently Dangerous school.

Attendance

Based on the Examination of the Attendance Data:

***Data table (5.1)**

Table 5.1: Attendance Rates																				
		All Students						Male						Female						
Annual Measurable Objective (AMO):		94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	94%	90%*	94%	94%	94%
Subgroups by Level		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
All Students	Elementary	95.7	95.8	95.0	94.6	95.4	95.2	95.7	95.8	95.1	94.5	95.3	95.3	95.7	95.7	95.0	94.6	95.6	95.1	
	Middle	94.6	94.9	94.6	94.4	94.8	94.6	94.8	94.7	94.8	94.6	94.9	94.5	94.4	95.0	94.4	94.2	94.8	94.7	
	High	93.7	93.6	94.9	94.0	95.0	94.8	93.6	94.0	95.3	94.4	95.4	95.1	93.9	93.2	94.4	93.6	94.7	94.4	
Hispanic/Latino of any race	Elementary				89.9	94.8	96.4				90.6	94.8	97.0				89.2	0.0	95.6	
	Middle				96.0	93.6	92.6				95.3	87.0	92.3				99.6	98.6	92.9	
	High				96.1	93.4	96.1				96.5	95.6	96.0				95.9	92.0	96.2	
American Indian or Alaska Native	Elementary				0.0	0.0	0.0				0.0	0.0	0.0				0.0	0.0	0.0	
	Middle				0.0	0.0	0.0				0.0	0.0	0.0				0.0	0.0	0.0	
	High				75.5	0.0	0.0				0.0	0.0	0.0				75.5	0.0	0.0	
Asian	Elementary				95.7	97.8	97.4				92.3	98.6	98.8				96.5	97.6	96.0	
	Middle				85.8	97.7	98.4				0.0	94.1	96.4				85.8	98.9	98.8	
	High				94.9	95.4	94.9				96.0	95.7	86.9				94.3	95.2	97.6	
Black or African American	Elementary				90.6	92.2	98.4				87.7	92.2	98.4				93.5	0.0	0.0	
	Middle				93.9	0.0	94.7				87.1	0.0	97.4				96.1	0.0	92.0	
	High				92.0	93.8	93.9				94.3	94.7	93.2				87.6	91.0	96.2	
Native Hawaiian or Other Pacific Islander	Elementary				0.0	0.0	0.0				0.0	0.0	0.0				0.0	0.0	0.0	
	Middle				0.0	0.0	0.0				0.0	0.0	0.0				0.0	0.0	0.0	
	High				95.0	0.0	0.0				95.0	0.0	0.0				0.0	0.0	0.0	
White	Elementary				94.6	95.4	95.2				94.6	95.3	95.3				94.6	95.5	95.2	
	Middle				94.4	94.8	94.6				94.6	95.0	94.6				94.2	94.7	94.7	
	High				94.0	95.1	94.8				94.4	95.4	95.2				93.6	94.7	94.3	
Two or more races	Elementary				93.7	95.5	94.5				95.3	95.4	95.5				92.8	95.6	94.0	
	Middle				97.2	94.1	94.8				94.4	92.0	94.3				100.0	95.3	95.2	
	High				93.5	93.9	92.4				94.6	93.8	91.8				91.3	94.3	92.9	
Special Education	Elementary	95.2	95.3	94.5	94.0	94.0	94.3	95.3	95.4	94.3	93.8	93.6	94.7	95.0	95.2	94.8	94.5	94.6	93.5	
	Middle	92.2	93.8	94.4	93.5	94.5	93.3	92.9	94.5	94.4	93.8	95.2	92.9	90.8	92.1	94.2	92.7	93.4	94.1	
	High	90.8	91.4	92.4	90.8	93.8	94.1	90.5	92.1	93.3	92.3	94.8	95.5	91.5	90.0	90.5	87.3	91.5	91.6	
Limited English Proficient (LEP)	Elementary	93.6	97.1	93.3	91.9	100.0	98.8	91.4	95.0	96.3	93.8	100.0	98.8	95.9	98.1	90.4	88.3	0.0	0.0	
	Middle	0.0	0.0	98.5	90.0	0.0	92.7	0.0	0.0	98.5	90.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	92.7	
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Free/Reduced Meals (FARMS)	Elementary	95.2	95.3	94.5	93.8	94.7	94.6	95.3	95.5	94.5	93.8	94.5	94.6	95.2	95.1	94.5	93.8	95.0	94.6	
	Middle	93.8	93.8	93.8	93.4	93.8	93.7	94.0	93.7	94.2	93.7	94.0	93.7	93.5	93.9	93.5	93.2	93.6	93.7	
	High	92.4	92.6	93.5	92.3	93.2	92.8	92.2	93.2	94.1	92.8	93.9	93.6	92.7	92.0	92.8	91.9	92.4	91.9	

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

Garrett county students exceeded the overall goal of 94% attendance at the elementary, middle and high school levels for all students, and for male and female students as subgroups. Attendance also exceeded the 94% standard for all groups and subgroups at the elementary level with the exception of special education females. By race and ethnicity, attendance was below 94 % for middle school Hispanic/Latino students (7 students had a 92.6 % attendance rate) middle school Black or African American females (5 or less had a 92 % attendance rate), and high school students of two or more races (22 students had a 92.4 % attendance rate), and for both genders of two or more races. Specific challenges continue for special education and FARMS students at the middle level for both subgroups ((93.3 % and 93.7% respectively) and at the high school level for the FARMS subgroup (92.8%). The lowest attendance for both groups occurred with females at the high school level, which has been a reoccurring pattern.

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

At the high school level, Drop-out Prevention Case Managers and Pupil Personnel Workers will monitor special education, FARMS, minority and all high risk youth who have attendance concerns through monthly Pupil Services teaming. Follow-up by the Case Managers will include individual meetings with identified students who are in danger of exceeding the attendance requirements, telephone calls to parents, inter-agency coordination as needed for services, and home visits to address factors that may impact attendance. Drop-out Prevention Case Managers will assist in identifying reasons for the absenteeism, and will, in conjunction with the team, develop and implement interventions to improve the student's attendance. Elementary student attendance will continue to be monitored through Pupil Services Teamings and the Family Support Worker who will assist in providing interventions, home visits and inter-agency resources for high risk students who have a high rate of absenteeism. Middle school students will be monitored through Pupil Services Teamings and the school's school counselor's office.

We will continue to collaborate with the Department of Juvenile Services to implement additional strategies. Those students who are involved with Juvenile Services through either formal or informal probation will have attendance reported to Juvenile Services on a monthly basis, along with reviews at the Pupil Services teamings. Students who are accumulating unlawful absences will also be reported to Juvenile Services for intervention prior to referral to the States Attorney as a habitual truant. (For the 2012-13 school year, there were students who exceeded the Garrett County attendance policy allowable unlawful absences, although there were no students that met the MSDE criteria of being habitually truant). Juvenile Services has agreed to provide telephone discussions with the parents of referred students, assistance in providing or linking with additional resources and has committed to attending individual attendance conferences with students and parents. A Juvenile Review Board is also being implemented to which juveniles may be referred as an alternative to having formal charges being filed that would require court action. Cases referred to the JRB would include habitual truancy.

Graduation and Dropout Rates (4-Year Cohort)

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

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

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

Based on the Examination of Graduation and Dropout Rate Data:

***Data tables (4.1, 4.2)**

Table 4.1: Four-Year Cohort Graduation Rate

Subgroup	All Students						Male						Female					
	2010-2011			2011-2012			2010-2011			2011-2012			2010-2011			2011-2012		
	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate
All Students	348	384	90.63	311	330	94.24	175	196	89.29	160	172	93.02	173	188	92.02	151	158	95.57
Hispanic/Latino of any race	2	2	100.00	0	0	0.00	1	1	100.00	0	0	0.00	1	1	100.00	0	0	0.00
American Indian or Alaska Native	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
Asian	1	1	100.00	1	1	100.00	0	0	0.00	0	0	0.00	1	1	100.00	1	1	100.00
Black or African American	0	0	0.00	1	1	100.00	0	0	0.00	1	1	100.00	0	0	0.00	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
White	332	367	90.46	307	326	94.17	169	189	89.42	157	169	92.90	163	178	91.57	150	157	95.54
Two or more races	13	14	92.86	2	2	100.00	5	6	83.33	2	2	100.00	8	8	100.00	0	0	0.00
Special Education	19	36	52.78	18	26	69.23	15	27	55.56	13	17	76.47	4	9	44.44	5	9	55.56
Limited English Proficient (LEP)	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
Free/Reduced Meals (FARMS)	112	135	82.96	98	110	89.09	55	67	82.09	55	61	90.16	57	68	83.82	43	49	87.76

Table 4.2: Four-Year Cohort Dropout Rate

Subgroup	All Students						Male						Female					
	2010-2011			2011-2012			2010-2011			2011-2012			2010-2011			2011-2012		
	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate
All Students	29	384	7.55	15	330	4.55	15	196	7.65	9	172	5.23	14	188	7.45	6	158	3.80
Hispanic/Latino of any race	0	2	0.00	0	0	0.00	0	1	0.00	0	0	0.00	0	1	0.00	0	0	0.00
American Indian or Alaska Native	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
Asian	0	1	0.00	0	1	0.00	0	0	0.00	0	0	0.00	0	1	0.00	0	1	0.00
Black or African American	0	0	0.00	0	1	0.00	0	0	0.00	0	1	0.00	0	0	0.00	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
White	29	367	7.90	15	326	4.60	15	189	7.94	9	169	5.33	14	178	7.87	6	157	3.82
Two or more races	0	14	0.00	0	2	0.00	0	6	0.00	0	2	0.00	0	8	0.00	0	0	0.00
Special Education	13	36	36.11	4	26	15.38	9	27	33.33	1	17	5.88	4	9	44.44	3	9	33.33
Limited English Proficient (LEP)	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
Free/Reduced Meals (FARMS)	19	135	14.07	12	110	10.91	9	67	13.43	6	61	9.84	10	68	14.71	6	49	12.24

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

Our challenges continue to be with the Special Education and FARMS subgroups, both of whom have a much lower graduation rate and higher dropout rate in comparison to overall students. However, just as the graduation rate has increased, and the drop-out rate has decreased for all students and both genders, the same has occurred for both Special Education and FARMS students. Significant progress is being seen for both of these groups, and their subgroups. This is particularly evident for the special education males subgroup. Their graduation rate has risen from 55.56% in 2010-2011 to 74.67% in 2011-2012, and their drop-out rate declined from 33.33% in 2010-2011 to 5.88% in 2011-2012. Though the improvement for the FARMS subgroup is less dramatic, this

subgroup is nearer to approaching the rates for overall students, especially the male FARMS subgroup's graduation rate which went from 82.09 in 2010-2011 to 90.16 in 2011-2012. The special education female subgroup had the lowest graduation rate (55.56 for 2011-2012) and the highest drop-out rate (33.33% for 2011-12). However they did show very significant improvement from the rates in 2010-2011. While these groups continue to need focus and intervention strategies, there has been continual improvement in these rates in comparison to previous years.

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

Resource allocations are included whenever the costs could be separated from general responsibilities.

Strategies Support Information

<p>Provide additional support to identified at-risk students through a high school program modeled after Maryland's Tomorrow.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: Director of Secondary</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year '14</p> <p>Salaries \$123,233 (Unrestricted)</p>
<p>Conduct exit interviews by administrators, counselors, or teaching personnel with students expressing intent to dropout.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: High School Principal</p> <p>Program Emphasis: Remediation</p>

	<p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p>
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<p>Require Back-to-School School program for students who want to re-enroll after dropping out.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: Supervisor of Pupil Services</p> <p>Program Emphasis: Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year ‘14</p> <p>Salaries \$2,413 (Unrestricted)</p>
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<p>Educate and advise students, parents and the general public as to the benefits of high school graduation, becoming a dual completer and postsecondary education.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: High School Principal</p> <p>Program Emphasis: Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year ‘14</p> <p>Student Education Planning Guide \$2200 (Unrestricted)</p> <p>Extended Day Scheduling Conferences</p>
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<p>Provide the College and Me program to 5th graders to encourage post-secondary and college goals-setting preceding to an intensive middle school career development program.</p>	<p>Timeline: 2004 - 2014</p> <p>Primary Person Responsible: Supervisor of Pupil Services</p> <p>Program Emphasis: Career Development with college/post-secondary career goal setting.</p> <p>Student Sub-Group Emphasis: Special Education, Gender,</p> <p>FARMS</p> <p>Fiscal Year '14</p> <p>Cost: \$12475 (Unrestricted)</p>
<p>Offer academic intervention programs at elementary, middle school, and high school levels.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: Principals</p> <p>Program Emphasis: Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender,</p> <p>FARMS</p> <p>Fiscal Year '14</p> <p>Salaries and Materials \$167, 245 (Unrestricted)</p>

<p>Provide evening high school opportunities.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: Director of Secondary Education, 9 -12</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year ‘14</p> <p>Salaries \$20,000 (Unrestricted)</p>
<p>Address dropout prevention needs in all school improvement plans.</p>	<p>Timeline: 2003 – 2014</p> <p>Primary Person Responsible: Principals</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p>

<p>Continue to implement the Family Support Worker position as part of the STAR Program</p>	<p>Timeline: 2005 – 2014</p> <p>Primary Person Responsible: Supervisor of Pupil Services</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year ‘14</p>
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	Salaries \$82,081 (Unrestricted)
Pupil Services Team identification and tracking, and with targeted small group support and counseling interventions.	<p>Timeline: 2012-2015</p> <p>Primary Person Responsible: Supervisor of Pupil Services</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year '14</p> <p>Salaries: 53,500 (Unrestricted)</p>

Continue implementation of a JROTC program for each high school. Program began in the 2005 – 2006 school year.	<p>Timeline: 2004 – 2014</p> <p>Primary Person Responsible: Director of Secondary Education, 9 –12</p> <p>Program Emphasis: Acceleration, Remediation</p> <p>Student Sub-Group Emphasis: Special Education, Gender,</p> <p>FARMS</p> <p>Fiscal Year '14</p> <p>Salaries and Furniture \$193, 264 (Unrestricted)</p>
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Implement the same 5 period day class schedule at both high schools (modified block schedule). This will prevent a loss of credits to those students who transfer	<p>Timeline: 2009-2014</p> <p>Primary Person Responsible: Director of Secondary Education, 9-12</p> <p>Program Emphasis: Acceleration,</p>
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<p>during the year between the two high schools, and will provide the opportunity to earn additional credits for Northern High School students.</p>	<p>Remediation</p> <p>Student Sub-group Emphasis: Special Education, Gender, FARMS</p> <p>Fiscal Year '14</p> <p>Salaries: Training and Development: \$15000 (Unrestricted)</p>
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<p>Diagnostic prescriptive teachers will identify special education students with basic proficiency scores on MSA or Mod-MSA (or below minimum scores on HSA) and/or failing grades to assist in matching strategies and materials to support students and their teachers in general education settings.</p>	<p>Timeline: 2005-2014</p> <p>Primary Person Responsible: DPTs and Case Managers</p> <p>Program Emphasis: Remediation</p> <p>Drop-out prevention case managers at the middle school and high school levels will assist in connecting students and families to school and community resources.</p> <p>Student sub group emphasis: Special Education,</p> <p>Gender, FARMS</p> <p>Fiscal Year '14</p> <p>Salaries \$158,698 (Unrestricted)</p>
<p>Collaborate with Garrett College in publicizing and implementing the Garrett County Commissioners' Scholarship Program. This program will pay tuition for graduates of a Garrett County high school to attend Garrett College for two years.</p>	<p>Timeline: 2012-2014</p> <p>Primary Person Responsible: Garrett College Staff and Garrett County High School Counselors</p> <p>Program Emphasis: Enrichment</p> <p>Student sub group emphasis: Special Education,</p> <p>Gender, FARMS</p> <p>Fiscal Year '14</p> <p>\$270,000 (Garrett County Government funds not Garrett County Board of Education funds)</p>

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools

Section E: Turning Around Lowest Achieving Schools

Narrative: the narrative for Section E will describe the LEA's activities, accomplishments, and challenges in Year 3 related to implementing programs, processes, and procedures that will turn around low achieving schools. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Garrett County Public Schools is proud of the fact that we have no schools identified by MSDE as consistently low performing schools. However, in 2012-2013, we had schools identified as Strand 4 and Strand 5 schools. The LEAD Instructional team has worked with the principal and staffs of these schools. As part of the School Improvement Process, root causes were identified and a needs assessment was completed. We will continue to monitor the School Improvement Plans of each of these schools to ensure that significant strategies are being implemented. Please see the section on Maryland Accountability.

One area that the LEAD Instructional team has identified as an area of concern is in the Special Education subgroup. Therefore, we plan to contract with Solution Tree consultants to provide staff development for teachers on data analysis strategies and inclusion. A representative will work with classroom teachers who work with inclusion teachers on effective ways to incorporate best practices. There will be extensive work on mentoring and collaboration among these teachers who work together in the inclusion classroom.

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014).

Action Plan: Section E

Goal(s):

Section E: Turning Around Low Achieving Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							

<i>Tasks/Activities:</i>							
3. Contract with Solution Tree consultants to provide staff development for teachers on data analysis strategies and inclusion.	(E) (2)	5	10/12	6/14	Barbara Baker, Assistant Superintendent; Jennifer Kotulak,; Supervisor of Special Education Penny Proudfoot; Supervisor of Staff Development and Curriculum	Teachers will use data analysis to improve instruction. Inclusion will be used effectively.	N \$69,859 has been spent through FY13. \$21,425 to occur in year 4.

Goals to be sustained after RTTT:

- *Continue staff development on inclusion, differentiated instruction, and data analysis to improve instruction.*

**Race to the Top Scopes of Work
Section F: General**

Section F: General

Narrative: the narrative for Section F will describe the LEA's activities, accomplishments, and challenges in Year 3 related to ensuring successful conditions for high performing charter schools and other innovative schools. The narrative should include the specific and measurable goals for Year 4 and describe all planned activities/tasks that will be implemented to achieve the outcomes for Year 4.

Garrett County Public Schools had one Charter School application on October 15, 2012. This application was received from the Kitzmiller Charter School Initiative to operate as the Riverside Academy. The application went through an intensive review by six independent committees. The application was denied by the Board of Education and the State Board of Education upheld this. GCPS remains committed to a thorough review of any subsequent applications for an innovative Charter School that may be received. Therefore, we will do the following to meet this goal:

- Although a new contact person for Charter Schools at MSDE has not been identified, we will send our liaison to any meetings that occur during the 2013-2014 school year and beyond. The information from these meetings will be shared with the LEAD Instructional team and other Directors at the central office that will be impacted by a Charter School.*
- Staff development will be provided to principals regarding the charter school law and processes. This will occur at monthly A&S meetings and will also include updates from MSDE.*

Action Plan: directions are included on pages 7-8. The dates in the action plan should fall within the Year 4 timeframe (October 1, 2013 – September 30, 2014)

Action Plan: Section F

Goal(s): *Garrett County Public Schools will support any initiative to implement a charter school or other innovative school. (Note, Garrett County does not currently have any charter schools. We have had one application that received a thorough review by central office staff, principals and teachers. The application was denied.)*

Section F: General	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>							

1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1. Garrett County will send a liaison to state meetings for charter school implementation			7/12	9/14	Barbara Baker; Assistant Superintendent	All information will be gathered and shared during instructional team meetings.	N
2. Staff development will be provided to principals regarding the charter school law and processes.			8/12	7/14	Dr. Janet Wilson; Superintendent Barbara Baker; Assistant Superintendent and Charter School Liaison	Information will be disseminated at monthly A&S meetings.	N

Goals to be sustained after RTTT:

- *Continue to support any state or local efforts in the development of charter schools.*

Appendices

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Race to the Top Liaisons
- Appendix E – Race to the Top Finance Officers
- Appendix F – 2013 MSDE Race to the Top Scopes of Work Reviewers
- Appendix G – Local BTE Points of Contact
- Appendix H – Race to the Top Fiscal Controls Update

Appendix A: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Portia Bates	410-767-4420	pbates@msde.state.md.us
Race to the Top Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Elementary and Secondary Education Act Flexibility Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Finance Requirements	Steve Brooks Donna Gunning	410-767-0011 410-767-0757	steve.brooks@msde.state.md.us dgunning@msde.state.md.us
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Tina McKnight	410-767-0286	tmcknight@msde.state.md.us
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Cecilia Roe Heather Lageman	410-767-0574 410-767-0892	croe@msde.state.md.us hlageman@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-6577	iyoon@msde.state.md.us
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Tina Mcknight	410-767-0277	tmcknight@msde.state.md.us
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
Early Childhood Programs	Judy Walker	410-767-8182	jwalker@msde.state.md.us
Education That Is Multicultural	Henry Johnson	410-767-0428	hrjohnson@msde.state.md.us
Fine Arts Initiative	Jay Tucker	410-767-0352	jtucker@msde.state.md.us
Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us
Special Education Programs	Karla Marty	410-767-0258	kmarty@msde.state.md.us
Highly Qualified Staff	Liz Neal	410-767-0421	eneal@msde.state.md.us
Social Studies	Marcie Thoma	410-767-0519	mthoma@msde.state.md.us

Appendix B: Submission Instructions

General Submission Procedures

Date	Submission
October 15	<p><u>Master Plan Part I</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 5 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section</u>. ▪ Avoid sending documents in binders. ▪ All <u>unsigned</u> C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon submission. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Master Plan Part II: Attachments</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part II should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.
November 19	<p><u>Final Submission: 2013 Master Plan Annual Update</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Submit 2 hardcopies of the entire final 2013 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <u>ONE</u> final hardcopy submitted on this date <u>must contain original signatures in all areas where required. Please label this copy as “Original”.</u> ▪ All signed, original C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon final submission. ▪ Avoid sending documents in binders.

Appendix B: Submission Instructions

Date	Submission
	<p>Electronic</p> <ul style="list-style-type: none">▪ Post the 2013 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks▪ Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.

Send Hard Copy Submission to:

Mr. Walter J. Sallee
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201
Phone: 410-767-0784

Appendix C: Bridge to Excellence Resources

Bridge to Excellence

Bridge to Excellence Home Page http://www.marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/

Bridge to Excellence Master Plans <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622>

MGT Report: *An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan* <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046>

Bridge to Excellence Guidance Documents <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177>

Review Tools for Facilitators and Panelists <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-21192>

Bridge to Excellence Calendar of Events <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13221/Document-146202>

Race to the Top

Maryland's Race to the Top http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

ESEA Waiver

ESEA Waiver Information <http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA>

Appendix D: Race to the Top Liaisons

Race to the Top Liaisons -2013

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Andrea	Kane	Anne Arundel County Public Schools	amkane@aacps.org
Amreena	Hussein	Baltimore City Public Schools	ahussain@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Carrie	Campbell	Calvert County Public Schools	campbellca@calvertnet.k12.md.us
Tina	Brown	Caroline County Public Schools	tina_brown@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Judy	Estep	Charles County Public Schools	jestep@ccboe.com
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Barbara	Baker	Garrett County Public Schools	barbara.baker@garrettcountyschools.org
Susan	Brown	Harford County Public Schools	susan.brown@hcps.org
Linda	Wise	Howard County Public Schools	linda_wise@hcpss.org
Ed	Silver	Kent County Public Schools	esilver@kent.k12.md.us
Duane	Arbogast	Prince George's County Public Schools	duane.arbogast@pgcps.org
Julia	Alley	Queen Anne's County Public Schools	julia.alley@qacps.org
Douglas	Bloodsworth	Somerset County Public Schools	dbloodsworth@somerset.k12.md.us
James	Smith	St. Mary's County Public Schools	jssmith@smcps.org
Pam	Heaston	Talbot County Public Schools	pheaston@tcps.k12.md.us
Shulamit	Finkelstein	Washington County Public Schools	finkeshu@wcboe.k12.md.us
Linda	Stark	Wicomico County Public Schools	lstark@wcboe.org
Stephanie	Zanich	Worcester County Public Schools	SAZanich@mail.worcester.k12.md.us

Appendix E: Race to the Top Finance Officers

Race to the Top Chief Finance Officers-2013

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	randall.bittinger@acps.k12.md.us
Susan	Bowen	Anne Arundel County Public Schools	sbowen@aacps.org
Victor	De La Paz	Baltimore City Public Schools	vdelapaz@bcps.k12.md.us
Barbara	Burnopp	Baltimore County Public Schools	bburnopp@bcps.org
Tammy	McCourt	Calvert County Public Schools	mccourt@calvertnet.k12.md.us
Erin	Thornton	Caroline County Public Schools	erin_thornton@mail.cl.k12.md.us
Christopher	Hartlove	Carroll County Public Schools	cjhartl@carrollk12.org
Tom	Kappra	Cecil County Public Schools	tkappra@ccps.org
Randy	Sotomayor	Charles County Public Schools	rsotomayor@ccboe.com
Timothy	Brooke	Dorchester County Public Schools	brooket@dcpsmd.org
Larry	McKenzie	Garrett County Public Schools	lmckenzie@ga.k12.md.us
Jim	Jewell	Harford County Public Schools	james.jewell@hcps.org
Terry	Brukiewa	Howard County Public School System	terry_brukiewa@hcpss.org
Angela	Council	Kent County Public Schools	acouncil@kent.k12.md.us
Thomas	Sheeran	Prince George's County Public Schools	Thomas.sheeran@pgcps.org
Robin	Landgraf	Queen Anne's County Public Schools	robin.landgraf@qacps.org
Marvin	Blye	Somerset County Public Schools	mblye@somerset.k12.md.us
Greg	Nourse	St. Mary's County Public Schools	gvnourse@smcps.org
Charles	Connolly	Talbot County Public Schools	cconnolly@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wboe.k12.md.us
Bruce	Ford	Wicomico County Public Schools	bford@wboe.org
Vincent	Tolbert	Worcester County Public Schools	vetolbert@mail.worcester.k12.md.us

Appendix F: MSDE Race to the Top Scopes of Work Reviewers

2013 MSDE Race to the Top Scopes of Work

First Name	Last Name	LEA Assignments	Phone Number	Email Address
	Burke	Queen Anne's County	(410) 767-3765	sburke@msde.state.md.us
Tom	DeHart	Allegany County, Howard County, Talbot County	(410) 767-0232	tdehart@msde.state.md.us
Paul	Dunford	Prince George's County, Garrett County, Worcester County	(410) 767-0793	pdunford@msde.state.md.us
Bob	Glascoock	Baltimore County, Dorchester County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Danielle	Susskind	Anne Arundel County, Cecil County, St. Mary's County	(410) 767-0476	dsusskind@msde.state.md.us
Mary	Minter	Wicomico County	(410) 767-0136	mminter@msde.state.md.us
Ilene	Swirnow	Calvert County, Somerset County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us
Joe	Freed	Carroll County, Charles County, Kent County	(410) 767-0725	jfreed@msde.state.md.us

Appendix G: Local Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany	Karen Bundy Robert McKenzie Kim Greene	Karen.bundy@acps.k12.md.us Robert.mckenzie@acps.k12.md.us Kim.greene@acps.k12.md.us
Anne Arundel	Marti Pogonowski Deanna Natarian	mpogonowski@aacps.org dnatarian@acps.org
Baltimore City	Amreena Hussain	ahussain@bcps.k12.md.us
Baltimore County	Kim Bookhultz	kbookhultz@bcps.org
Calvert	Gail Bennett	bennettg@calvertnet.k12.md.us
Caroline	Tina Brown	tina_brown@mail.cl.k12.md.us
Carroll	Greg Bricca	gjbricc@carrollk12.org
Cecil	Michael Schmook	mschmook@ccps.org
Charles	Joan Withers	jwithers@ccboe.com
Dorchester	Renee Hesson	hessonr@dcpsmd.org
Frederick	Doreen Bass Jeanine Molock	doreen.bass@fcps.org Jeanine.Molock@fcps.org
Garrett	Barbara Baker	bbaker@ga.k12.md.us
Harford	Leeann Schubert Mary Stapleton	leeann.schubert@hcps.org mary.stapleton@hcps.org
Howard	Caryn Lasser	caryn_lasser@hcpss.org
Kent	Gina Jachimowicz	gjachimowicz@kent.k12.md.us
Montgomery	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's	Veronica Harrison Fred Hutchinson	Veronica.harrison@pgcps.org fhutch@pgcps.org
Queen Anne's	Carol Williamson	carol.williamson@qacps.k12.md.us
Somerset	Patricia West-Smith	pwestsmith@somerset.k12.md.us
St. Mary's	Linda Dudderar	ljdudderar@smcps.org
Talbot	Pamela Heaston	pheaston@tcps.k12.md.us
Washington	Shula Finkelstein Michael Markoe	finkeshu@wboe.k12.md.us markomic@wcps.k12.md.us
Wicomico	Linda Stark	lstark@wboe.org
Worcester	Stephanie Zanich	szanich@mail.worcester.k12.md.us

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2013

Note: These controls are specific to the Race to the Top Grant only

Monthly Reporting

Expenditures are reported monthly in the AFR system

Expenditures are submitted monthly for reimbursement through the FSR process

Expenditures

1. Only report RTTT expenditures.
2. Never report encumbrances in the AFR system for this grant.
3. Always report expenditures at the State FY level in the AFR and FSR systems.
 - a. In some cases, the LEA may report twice in the AFR system in a given month – July through September – once to report expenditures for liquidated prior year encumbrances and once to report current year expenditures.
 - b. For example, in July 2013, an LEA may have liquidations of FY 13 encumbrances reported in the FY 12 AFR record as well as new FY 13.
 - c. Expenditures reported in the FY 14 AFR record.
4. When filing the official AFR for the year, mark the appropriate box with an A for Annual.

Transition between Project Years

1. Project Years follow federal fiscal year.
2. Between now and August 15th, as you become aware of any changes that require an amendment, please submit them using the regular RTTT amendment process. This would include any anticipated carry-forward of funding into the next project year or future years.
3. When the Master Plan Annual Update is submitted in October, please incorporate any additional necessary adjustments. Please follow the current RTTT amendment instructions remembering to highlight the changes in yellow and strikethrough any deletions in red from your current, approved Scope of Work so that we know you are submitting alternative language. The corresponding project budgets should be revised per the amendment directions as well. These remaining amendment(s) and the budget(s) will be approved at the same time as the Master Plan.
4. There will be a timing difference between the beginning of Project Year 4 (October 1, 2013) and approval of the Master Plans including Scopes of Work (December 2013). RTTT costs incurred during this period are allowable subject to their approval in the Master Plan. Therefore, any Project Year 4 expenditures associated with changes to the

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated: 5/9/2013

Note: These controls are specific to the Race to the Top Grant only

current, approved Scopes of Work and submitted with the Master Plan Annual Update for approval will be at risk of disallowance if not approved.

Garrett County Public Schools

*Engaging students to reach their
potential!*



Master Plan Update

Part II

Final Submission

November 19, 2013

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**Bridge to Excellence Master Plan
2013 Annual Update**

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

Part 2: Attachments—Due: November 19, 2013

Local School System Submitting This Report:

Garrett County Public Schools

Address:

40 South Second Street, Oakland, Maryland 21550

Local Point of Contact:

Name: Barbara L. Baker

Telephone: 301-334-8937

E-Mail: Barbara.baker@garrettcountypublicschools.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

November 18, 2013

Date



Signature (Local Point of Contact)

November 18, 2013

Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2014**

Local School System: Garrett County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed. Note: [Electronic Versions](#) of these attachments are available at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I School wide 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 Delin quen t and Yout h At Risk of Drop ping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Langua ge Acquisi tion	Other	Other	Total ESEA Funding by School
Grantsville Elementary	0301	75.63%	487,440			N/A			\$487,440
Crellin Elementary	1408	73.50%	188,940	N/A					\$188,940
Friendsville Elementary	0202	67.74%	167,832						\$167,832

Yough Glades Elementary	0710	62.98%	346,560						\$346,560
Broad Ford Elementary	0707	54.60%							
Accident Elementary	0501	49.80%							
Southern Middle School	0708	46.92%							
Northern Middle School	0511	45.10%							
Northern Garrett High School	0512	39.80%							
Southern Garrett High School	0709	34.44%							
Swan Meadow School	0812	29.55%							
Route 40 Elementary School	0904	25.20%							
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			1,190,772						
School System Administration (For Title I, Use Table 7-8 LINE 5)			206,790						
System-wide			14,774						

Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)									
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			0						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$1,412,336						

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section
6123(b)]
Fiscal Year 2014**

Local School System: Garrett County Public Schools

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

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

Funds Available for Transfer	Total FY 2013 Allocation	\$ Amount to be transferred out of each program	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality	\$304,613	0	0	0		
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

**ATTACHMENT 5-B
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL
 ADMINISTRATION [Section 9203]
 Fiscal Year 2014**

Local School System: Garrett County Public Schools

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

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

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

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

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

**ATTACHMENT 6-A
NONPUBLIC SCHOOL
INFORMATION FOR ESEA
PROGRAMS
Fiscal Year 2014**

Local School System: Garrett 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	
N/A							
	Private School						
	Public School						
	Neutral Site						

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

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

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

Priority Schools

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

Focus Schools

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

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

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

Support to Low Performing Title I Schools (priority, focus, and Title I schools that have not met all student progress targets (SPT)).

Local Discretion: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]

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

Attachment 7



Title I, Part A Improving Basic Programs

LEA: Garrett County Public Schools **Submission Date:** 11-15-13

SY 2013-2014

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

<p>Local Educational Agency: <u>Garrett County Public Schools</u> Fiscal Year <u>2014</u> Title I Coordinator: <u>Jane Wildesen</u> Telephone: <u>301-336-7645</u> E-mail: <u>jane.wildesen@garrettcountyschools.org</u></p>
--

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

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

A. HIGHLY QUALIFIED:

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

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

In the beginning of each school year (August/September), Title I schools will include in their parent handbooks and in a newsletter a statement informing parents of their right to request information about the professional qualifications of their children’s teachers. A copy of this letter is attached in the appendix. Also, a brochure is distributed annually at the beginning of school that explains the rights of parents to request information regarding teachers’ professional qualifications. A copy of this brochure is included in the appendix. In addition, a parent meeting is held annually in the fall to outline Title I and to give parents the opportunity to ask questions. All Title I schools have highly qualified teachers and paraprofessionals.

- 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.

Title I schools are to utilize substitutes that are highly qualified. When a staff member is going to be on an extended leave they submit a request along with documentation to the Director of Human Resources for approval. The principal then submits a request for approval of the substitute to the Director of Elementary/Middle School Education. Prior to approving the request the Director of Elementary/Middle School Education confirms with the Office of Human Resources that the substitute meets the highly qualified requirement. If not, another substitute is requested that meets those requirements. In the event that no HQ substitute could be found the principal would immediately send a letter to inform parents. *A copy of the memo that is shared with principals is attached in the appendix. A copy of the Highly Qualified procedure memo is attached in the appendix. Annually, in addition to the memo at the first technical assistance meeting of the year, the Director provides training on the aforementioned procedures. This meeting was held on August 5, 2013. A copy of the agenda is attached in the appendix.*

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

**Jane Wildesen, Director of Elementary/Middle School Education
301-334-7645**

- 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).

As explained above, no approval is given for placement of a not highly qualified teacher unless all efforts to secure a highly qualified person have been exhausted. Each office has only one person, the Director of Elementary/Middle School Education and the Director of Human Resources. They meet periodically to review substitutes that do and do not meet the highly qualified status. This information is shared at monthly A&S meetings and at the monthly Title I technical assistance meetings.

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

Each spring, teachers submit their intent forms, which are reviewed by the Director of Elementary/Middle School Education, the Assistant Superintendent and the Director of Human Resources. Before any transfers or new hires, the highly qualified status is reviewed. Then, the procedure is

similar to that of a long-term substitute. All transfers and new hires are approved by both Directors and the Assistant Superintendent to ensure that HQ status is not compromised. Additionally, GCPS does not hire a teacher unless they are highly qualified.

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 2013-2014.

- i. Document 1: Parental Notification of Rights.**
- ii. Document 2: Title I brochure available to all parents**
- iii. Document 3: Memo to Principals**
- iv. Document 4: Memo to Principals**
- v. Document 5: Title I Technical Assistance Meeting agenda**
- vi. Document 6: Meeting Schedule for 2013-2014**

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

B. SCHOOLWIDE PROGRAMS:

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

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

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

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

Garrett County Schools coordinate their resources to provide services to students through a multi-faceted approach. An annual staffing needs assessment is completed to assure that adequate staff is provided to deliver services based on enrollment. Another facet is to review the specific needs of

each school and determine if additional staff is required. Finally for those schools that qualify for Title I or other special funding, additional staff is provided based on the specific needs of that school. As a system, Garrett County Schools are dedicated to providing the optimum services for our students through a combination of resources.

- 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.

The process to ensure that the 10 components of a School-wide Program are included in the School-wide/School Action Plans began with a training session in October, 2005 with a more in-depth follow-up training in June, 2006, provided by MSDE Title I staff, for all Title I principals. This staff development reviewed the essential components and as a result the group developed a revised School Improvement Plan format that encompasses the 10 components to ensure that each is included. This format was utilized during the 2006-2007 school year. Then, to provide additional training on the 10 components, Barb Scherr of MSDE, presented staff development to all Title I principals on September 27, 2007. She included a discussion of the review document and required support. The ten components are reviewed at monthly A&S meetings as all elementary schools follow the same format, not just those receiving Title I funds. We feel that by doing this, all schools benefit from addressing all ten components. In addition, if principals are reassigned, they have knowledge of the SIP format. Additional training was provided to principals on June 15, 2010 in response to needs based on a high turnover in principals in our Title I schools. In addition, follow-up training on the 10 components was provided to all new principals as part of a two-day training on August 9 and 10, 2012. Throughout the 2013-2014 School Improvement process, principals are updated on the ten components and the need to address these at parent meetings. In addition, a sample template was given to each principal to ensure that all SANE documentation is kept regarding these meetings.

- 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.

The Director of Elementary Education, the Assistant Superintendent and the Supervisor of Staff Development/Curriculum review School Improvement Plans within three weeks of the submission. The first review is scheduled for October 22, 2013. Principals receive written feedback if any of the ten components are not addressed and/or revisions are needed. Principals then have two weeks to submit an updated plan. In addition, we will continue utilizing the rubric provided by MSDE to

review plans. Principals have been provided with this rubric so that they can do a self-assessment as plans are completed.

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

During each school year, data from the formative assessments are submitted four times a year. The review of this information in conjunction with the results of the Work Sampling System and MSA provides data for analysis as to effectiveness of the program. Data is not only reviewed on a total school basis, but by subgroup including FARMS, Special Education, and gender. This data review provides some insight into the effectiveness of the school-wide program. At the school level, principals “drill down” to the individual student to help determine the effectiveness of their program. This is done with the assistance of the Supervisor of Research, Evaluation and Information.

- 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.

Local funds are used to provide academic intervention at the school level. These opportunities are based on the data analysis outlined above. These activities are held during the school day, after school, and in the summer. Principals have used funds to hold summer transition camps for incoming Kindergarten and first grade students. In addition, Title I funds will be used to provide additional, supplemental academic intervention for before or after school sessions.

- 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.

**James Morris, Supervisor of Research, Evaluation and Information
301-334-8931**

**Penny Proudfoot, Supervisor of Staff Development and Curriculum
301-334-7644**

**Cathy Helbig, Family Involvement Coordinator
301-334-8900**

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

C. TARGETED ASSISTANCE SCHOOLS: N/A

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. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2013-2014 to a schoolwide program in 2014-2015, the LEA must submit a formal letter to Maria E. Lamb, Program Improvement and Family Support Director, informing MSDE of its intent.

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

D. PARENT INVOLVEMENT:

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

1. Local Educational Agency Parent Involvement Policy/Plan Review

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed:
May 6, 2013 (See agenda)
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

Principals in each Title I school helped to recruit parents by announcing the opportunity for parents to review the Parent Involvement Plan. This was done through school newsletters, student planners and invitation letters sent home to families. A meeting was held in the board-room at the Garrett County Board of Education to discuss changes to the plan. At that time, parents were also invited to share concerns at the monthly Board of Education meeting. The current plan was discussed and parents shared ideas about how to build capacity for parent involvement for parents, educators, and the community. A copy of the agenda is included

in the appendix. This meeting was held on May 6, 2013 at which time the plan for the upcoming school year was discussed.

- 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.

Principals are responsible to inform parents about the district level plan at Back to School Night, at the Annual Rights review meeting, and through school newsletters. The plan is posted in each Title I school. It is distributed to parents at Back to School Night, at PTO/PTA meetings, and at parent conferences. In addition, an outline of the plan is posted on the GCPS website.

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.

Garrett County Public Schools' Parent Involvement Plan is included in the appendix.

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

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

All of the Title I principals, along with parent representatives, met with Barbara Baker monthly throughout the 2012-2013 school year. At these meetings, school level plans were reviewed and revised as necessary to meet the requirements. The technical assistant meetings began this year on August 5, 2013. Please refer to the agenda for verification that the school level plan was discussed. Schools will continue to work on their plans to make them parent friendly format to be distributed to parents. Monthly technical assistance meetings are held with the Title I Coordinator, and all Title I principals. In addition, parents are invited to attend every other meeting. Two additional meetings have been held thus far. At these meetings, the coordinator discusses the progress of the parent involvement plans. SANE documentation is presented and verified at that time.

- 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.

Each Title I principal submits an agenda and sign in sheet to the Director of Elementary/Middle School Education as documentation verifying that

parents of participating students are a part of the process. Each agenda must include discussion of the parent involvement plans. In addition, an annual meeting is held with all Title I school parent involvement teams. At this time, the LEA works with parents to verify that they are active participants in the parent involvement plans.

Parent Involvement Plan Annual Evaluation Memo is included in the appendix.

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.

By the end of the first grading period all Title I school annually adopt a home school compact. The compacts are submitted to the Director of Elementary/Middle School Education to ensure that the requirements are met. The Director and the Family Involvement Coordinator review the document using a checklist provided by Barb Scherr. If changes are needed, the Director meets with the principal and/or School Improvement Team to make necessary changes.

- 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.

Parents are involved in the development and implementation of the home/school compact as part of the school improvement plan process. They are given opportunity to help develop the compact and then subsequently to assist in the implementation. Once the compacts are distributed to parents during parent-teacher conferences, parents have an opportunity to make comments and/or suggestions. The LEA verifies that Title I parents are involved by they same process as the policy/plan. Each Title I principal submits an agenda and sign in sheet to the Director of Elementary/Middle School Education as documentation verifying that parents of participating students are a part of the process. Each agenda must include discussion of the parent involvement plans.

5. Monitoring Parent Involvement

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

Each school provides a plan for parent involvement within their school-wide school improvement plan. The parent involvement coordinator

at each school submits an action plan describing the specific activities, materials, and timelines for approval of LEA prior to implementation. These plans are developed in conjunction with parents and school staff. The plan is then distributed to parents in a number of ways. The plans are displayed in the schools or distributed to parents at either Back to School Night or parent conferences.

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

Penny Proudfoot	301-334-7644
Cathy Helbig	301-334-8900

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.

The total reservation for family involvement activities is distributed to the Title I schools to support their approved activities. Funds are distributed based on the size of the school. The Title I schools were divided into large and small. Due to the size, geographically, of Garrett County, we have found that LEA sponsored parent involvement activities would not be well attended. This is one justification for allocating 100% of the funds to the schools. This gives them additional opportunities to provide sessions at their individual schools.

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

The Director of Elementary/Middle School Education is responsible for verifying this. The use of Title I funds is part of the School Improvement process. Meetings are held each fall to determine parenting and other activities to meet the needs of the students. Funding is then allocated based on these needs. Documentation including agendas and sign-in are collected from each school. Parents are invited to the aforementioned bi-monthly meetings in which parents are not only notified of their rights to have input into the spending of funds but are encouraged to share ideas about how funds should be used.

- c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

The funds are tentatively allocated to schools as soon as the 1% figure is determined. This is usually given to principals at the first technical assistance meeting in August. Therefore, parent involvement activities can be planned as part of the school improvement process. When Attachment 7 is completed, principals are given their final dollar amount. This will ensure that activities can begin early in the school year. Currently, two schools have begun activities and the other two have submitted plans to begin in October.

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

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

7. **DOCUMENTATION:** Attach a list of all Title I schools' individual parent involvement allocations.

GV: 4,000.00

CR: 3,500.00

FV: 3,500.00

YG: 3,124.00

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

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

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

Each year in March, letters go out to all private schools in the district. A meeting is held with the Director of Elementary/Middle School Education and representatives of the private schools. Representatives do not have to attend the meeting to take advantage of funds. The letter indicates this. There is ongoing communication via email with those schools that wish to participate.

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

ensures that services to private school students start at the beginning of the school year.

Throughout the summer, consultation occurs with the school wishing to participate. This ensures that there is no disruption in services to the students. Currently there is one eligible student in a Garrett County Public School that is eligible for services. He resides in Pennsylvania. His parents will not grant permission to participate in the program.

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

Timeline is attached in the appendix to Attachment 7.

5. **DELIVERY OF SERVICES**

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

- 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]

Document 9:	Invitation letter
Document 10:	Affirmation
Document 11:	Invitation to consult on federal programs
Document 12:	Summary Chart
Document 13:	Intention Statement
Document 14:	Equitable Services Letter (Sample)
Document 15:	Timeline of Consultation

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

The following process is in place when students at the participating school are eligible:

The Title I program at the participating non-public school is monitored monthly by the Title I office. Monthly reports are filed by the Title I teacher and include information regarding the number of instructional and planning sessions, lesson plans, and student progress as assessed by each student's classroom teacher. In December and June, the Title I teacher and Title I Coordinator meet to review each student's progress and to complete a written evaluation in order to plan for future instructional needs. The Coordinator of Title I observes the Title I teacher during the year and completes a written observation. The Title I Coordinator and non-public Title I teacher work closely during the year to ensure that the Title I program is implemented effectively for non-public students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

II. TABLES AND WORKSHEETS

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

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

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

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

PUBLIC SCHOOLS:

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

X	A.	Use FARMS to identify low-income students;
	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.

- {X} Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- 35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

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

Baltimore City Schools and/or Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a priority school even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule).

Per-Pupil Amount \$ _____ X **1.25** = Minimum Per Pupil Allocation \$ _____
MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.

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

Table 7-6.1 CONTINUED ELIGIBILITY N/A		
<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> <p>Grandfathered schools must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS N/A	
<p>The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a priority school even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a priority school even if that school does not rank sufficiently high enough to be served</p>	
Name of Priority High School	MSDE ID Number
Name of Priority Middle School	MSDE ID Number

Table 7-7 TITLE I SKIPPED SCHOOLS N/A
<p>LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.</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 to 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 :	0	Note: The completed 2013-2014 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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

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

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2013-2014 Allocation		\$ <u>1,412,336</u>	(Taken from the C-1-25)
Reservations Requiring Equitable Services for	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1a District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64	0	Garrett County does not use Title I funds to provide district-wide instructional programs.
	1b District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	0	Garrett County does not use Title I funds to provide district-wide professional development.

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's 2012 ESEA Flexibility Plan.

	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	\$14,124.00 GV: 4,000.00 CR: 3,500.00 FV: 3,500.00 YG: 3,124.00	Parent Involvement funds are allocated according to rank order. <ul style="list-style-type: none"> \$2,973 for supplies, materials, child care and transportation \$1,319 – Food and reimbursable expenses for parenting program \$8,805 - \$25/hr. x 352.5 hours (App. 88 hours per school) Stipends to support Parent Programs for each school in rank order \$727 - FICA/Workers Comp. <p>\$8,805 x .0765= \$674.00 \$8,805 x .006354= \$53</p>
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$14,124.00	

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.)	\$206,790.	Restricted Indirect Costs: \$ 55,048.00 .25 Title I Director Salary \$ 20,218.00 .15 Curriculum Coordinator Salary \$ 11,920. Title I Family Involvement Coordinator Salary \$ 50,126.00 .5 Secretary Salary \$ 17,772.00 Fixed Charges \$ 41,832.00 Travel Expenses \$ 4,847.00 Administrative Supplies \$ 3,121.00 Parent Inv. Coord. S/M \$ 1,100.00 Laptop Computer for Coordinator \$ 1500.00
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6	<p>Support for Title I Priority Schools <u>(Baltimore City Public Schools and Prince George’s County Public Schools only)</u></p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its priority schools, the LEA may use the remaining amount to support its Title I focus schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p>		<p>20% of LEA allocation = _____</p> <p>List each priority school served with these funds, the amount of funds each school will receive and the intervention model the school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools <u>(Baltimore City Public Schools and Prince George’s County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>For any focus school that that have not made progress towards improvement during the 2012-2013 school year, the LEA must reserve \$50,000 for each focus school that has not make progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland’s Flexibility Plan: Section 2.G. iii.2.a.].</p> <p>List any additional focus school served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each focus school as an appendix.</p>		<p>Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies/interventions that will be implemented to address the achievement gap.</p> <p>List any additional focus school served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>

8	<p>Support to Low Performing Title I Schools <u>(All LEAs with approaching target schools.)</u> <u>(Any LEA with focus schools with the exception of Baltimore City Public Schools and Prince George’s County Public Schools.)</u></p> <p>a. Required: LEAs that have focus schools that have not made progress towards improvement during the 2012-2013 school year must reserve \$50,000 for each focus school that not made progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland’s Flexibility Plan: Section 2.G. iii.2.a.].</p> <p>b. Optional: LEAs with focus or approaching target Title I schools are highly encouraged to set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]</p> <p>c. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>		<p>Required: Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies that will be implemented.</p> <p>Option b: Identify additional focus schools and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p> <p>Garrett County Public Schools will meet this option with the Approaching Target Grant for each school in the amount of approximately \$17,00 per school.</p> <p>Option c: List the amount reserved for Choice transportation.</p>
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p>		
10	<p>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.</p> <p>Note: Please include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.</p>	\$650.00	This allocation will be used to support any supplies and materials necessary for homeless students. We will monitor needs through collaboration with principals and student services. This will determine if funds are needed for additional purposes such as transportation.
11	<p>Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4.)</p>	\$207,440.	

				participants
<u>Parental Involvement Reservation</u>				
<u>0</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.)		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.)		Proportion of reservation
<u>Proportion of reservation</u>	x	<u>Reservation</u> (Use # from Table 7-8, Line 2)	=	<u>0</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 report on Table 7-10 LINE 3)				
			Total \$	<u>0</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)	-----	\$1,412,336
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	\$14,124
3.	Equitable share Total reported in Table 7-9	minus	0
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11.)	minus	\$207,440
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	\$1,190,772

6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column O.	----	0
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	0

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 <u>ESTIMATE OF TITLE I CARRYOVER</u> (Annually as of September 30)	
<p>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, 2012 – September 30, 2013) 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.)</p>	
1.	Total amount of Title I 2012-2013 allocation: \$ <u>1,315,661.00</u>
2.	The estimated amount of Title I funds the school system will carryover: \$ <u>150,653.00</u>
3.	The estimated percentage of carryover Title I funds as of September 30, 2013 <u>11.5%</u> (THIS IS A PROJECTION.)
4.	Due to Federal sequestration does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ____Yes __X__No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2013-2014

The following pages contain:

- 1. MSDE Title I Part A C125**
- 2. Title I Detailed Budget Narrative**
- 3. Title I Assurances**
- 4. Allocation Worksheet**
- 5. Removed Schools**

Proposed Original Grant Budget	1,412,336	Proposed Amended Grant Budget #		Request Date	11/19/13
Grant Name	Title I Part A		Grant Recipient	Garrett County Public Schools	
MSDE Grant #	134397	Grant Recipient Grant #	50141		
Revenue Source	Federal	School Name			
Fund Source Code	5014	Grant Period	7/1/13-9/30/14		

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							0
Prog. 22 Business Support						55,048	55,048
Prog. 23 Centralized Support							0
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin. & Supv.	53,692		3,121	2,847	1,500		61,160
203-205 Instruction Categories							
Prog. 01 Regular Prog.	835,140	3,509	52,577	5,819	17,210		914,255
Prog. 02 Special Prog.							0
Prog. 03 Career & Tech Prog.							0
Prog. 04 Gifted & Talented Prog.							0
Prog. 08 School Library Media							0
Prog. 09 Instruction Staff Dev.							0
Prog. 10 Guidance Services							0
Prog. 11 Psychological Services							0
Prog. 12 Adult Education							0
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0
Prog. 09 Instruction Staff Dev.							0
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin & Superv.							0
207 Student Personnel Serv.							0
208 Student Health Services							0
209 Student Transportation							0
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0
Prog. 31 Operating Services							0
211 Plant Maintenance							0
212 Fixed Charges				381,873			381,873
214 Community Services							0
215 Capital Outlay							
Prog. 34 Land & Improvements							0
Prog. 35 Buildings & Additions							0
Prog. 36 Remodeling							0
Total Expenditures By Object	888,832	3,509	55,698	390,539	18,710	55,048	1,412,336

Finance Official Approval	Larry McKenzie	11.15.13	301.334.8934
	Name	Signature	Telephone #
Superintendent/Agency Head Approval	Dr. Janet Wilson	11.15.13	301.334.8900
	Name	Signature	Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Telephone #

Title 1 Part A 2013-2014

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Administrative Staff: Salaries and Wages	One .25 Title I Coordinator, one .15 Staff Development/ Curriculum Coordinator, and one half-time Secretary Strategy #1.1.45	Title I Coordinator 20,218.00 Curriculum Coordinator 11,920.00 Secretary 17,772.00 Total = \$49,910.00	\$53,692		\$53,692.00
Fixed Charges	FICA, Workers' Compensation, Health Insurance, and Retirement Strategy #1.1.45	FICA= Workers' Compensation Health Insurance = Retirement=	\$16,182		\$16,182.00
Administrative Staff: Salaries and Wages/Fixed Charges SUBTOTAL			\$69,874		\$69,874.00
Instructional Staff: Salaries and Wages Regular Program	11 teachers and 2 instructional assistants Strategy # 1.1.33	<u>Grantsville:</u> 4.5 Teachers <u>Crellin:</u> 2.1 Teachers 1 Inst. Asst. <u>Friendsville:</u> 1 Teacher 1 Inst. Asst. <u>Ygh Glades:</u> 3.4 Teachers	\$693,363		\$693,363.00
Fixed Charges	FICA, Workers' Compensation, Health Insurance, and Retirement Strategy #1.1.33	FICA= \$.89 Workers' Compensation = \$.66; Health Insurance = \$.30; Retirement= \$.25	\$332,479		\$332,479.00

Regular Program Salaries and Wages/Fixed Charges SUBTOTAL			\$1,025,842		\$1,025,842.00
Salaries and Wages for Student Personnel Services	One Family Involvement Coordinator		\$50,126		50,126.00
Fixed Charges	FICA, Workers' Compensation, Health Insurance, and Retirement Strategy #1.1.33	FICA= \$3708; Workers' Compensation = \$363.00; Health Insurance = \$ 13,835; Retirement= \$7744.00	\$25,650		25,650.00
Salaries and Wages for Student Personnel Services/Fixed Charges SUBTOTAL			\$75,776		\$75,776.00
Regular Programs	Stipends to support Parent Programs for each school in rank order (GV,CR,FV,YG) Strategy #1.3.10	\$25/hr. x 352.5 hours = \$8,805 (App. 88 hours per school)	\$8,805		\$8,805.00

Fixed Charges	FICA and Workers' Compensation	\$8,805 x .0765= \$674.00 \$10,000 x .006= \$53.00	\$ 727.00		\$ 727.00
Parent Involvement Regular Programs SUBTOTAL					\$9,532.00
In class and/or after school support.	6 Part-time teachers. 5 hours per day for	\$25.00 x 5 = \$125.00 a day. \$125.00 x	\$82,846		\$82,846.00

Academic tutoring in reading and mathematics. Special Programs	approximately 110 days x \$25.00 per hour Strategy #1.1.33	110.5 days = \$13,812.50 x 6=82,875			
Fixed Charges	FICA and Workers' Compensation	\$82,846 x .0765=6338 \$82,846 x .0060 = \$497	\$ 6,835		\$6,835.00
SUBTOTAL			\$89,681		\$89,681.00
Total Salaries and Wages			\$1,270,705		\$1,270,705.00
Supplies and Materials					
Supplies and Materials Regular Program	Items to support parent program Strategy #1.3.10	\$ 2,973 for supplies and materials	\$ 2,973		\$ 2,973.00
Regular Program	Supplies to support instructional program Strategy # 1.1.45	\$ 47,854.00 for school supplies and materials	\$ 47,854		\$ 47,854.00
Administration and Supervision	Provide for administrative supplies to support program Strategy # 1.1.45	\$ 3,121 for supplies and materials	\$ 3,121		\$ 3,121.00
Student Personnel Services	Provide for supplies for Family Involvement Coordinator Strategy # 1.1.45	\$ 1,100.00 for supplies and materials	\$1,100		\$ 1,100.00
Special Programs	Provide supplies and materials for Homeless students	\$ 650.00 for supplies and materials	\$ 650.00		\$ 650.00
Total Supplies and Materials			\$ 55,698		\$ 55,698.00
Contracted Services					
Regular Program	Renaissance Learning Accelerated Reading and Accelerated Math		\$ 3,209		\$ 3,209
Regular Program	Bus transportation to support parent	Yough Glades	\$300.00		300.00

	program Strategy #1.3.10	parenting program at the Hickory Environmental Center			
Total Contracted Services			\$ 3,509		\$ 3,509.00

Equipment					
Regular Programs Equipment	Provide additional equipment to support each Title I School	See attached narrative outline.	\$17,210		\$17,210.00
Administration and Supervision Equipment	Laptop Computer for the Coordinator of Title I	\$ 1,500	\$ 1,500		\$ 1,500.00
Total Equipment			\$ 18,710		\$18,710.00

Other Charges					
Expenses Regular Programs	Funds to support Parent Program Strategy #1.3.10	Food and reimbursable expenses for parenting programs	\$ 1,319		\$ 1,319.00
Administrative Travel Expenses	Travel for Title I Coordinator to attend state briefings and provide supervision to schools. Strategy # 1.1.45 3.1.6 and 3.1.7	\$1,500 for mileage; \$1,347 for food and accommodations	\$ 2,847		\$ 2,847.00
Student Personnel Services Travel Expenses	Travel for Family Involvement Coordinator to attend state briefings and provide supervision to schools. Strategy # 1.1.45 3.1.6 and 3.1.7	\$1,000 for mileage; \$1,000 for food and accommodations	\$ 2,000		\$ 2,000.00
Expenses Regular Program	Travel for Title I Specialists for	\$2,500 for mileage	\$2,500		\$2,500.00

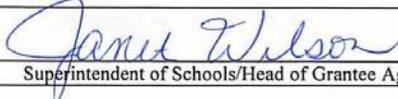
	travel to Title I Schools				
Total Other Charges			\$8,666.00		\$ 8,666.00
Transfers					
Administration Business Support Services/Transfers	Indirect Costs Strategy #1.1.45	\$1,393,626. x .0395= \$55,048.00	\$55,048		\$55,048.00
Total Transfers					\$55,048.00
TOTAL			\$1,412,336.00		\$1,412,336.00

Title I, Part A
ASSURANCES (revised August 2011)

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

 Superintendent of Schools/Head of Grantee Agency	October 15, 2013 Date
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FY14_Assurances.doc

		Garrett County Public Schools		11.15.13									
		Local School System		Submission Date				Note: 1/2 day Pre-K equals .5 FTE					
Notations:	D	E		F	G	H	I	J	K	L	M	N	O
N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/12)	Number of Low Income- Public School Children (as of 10/31/12)	FTE Low Income Public School Children (10/31/12)	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	0301	Grantsville Elementary	K-5	75.63%	238	180	180.0	0	0.0	\$2,708.00	\$487,440.00	\$0.00
2	SW	1408	Crellin Elementary	K-5	73.50%	117	86	86.0	0	0.0	\$2,356.00	\$188,940.00	\$0.00
3	SW	0202	Friendsville Elementary	P-5	67.74%	124	84	84.0	0	0.0	\$1,998.00	\$167,832.00	\$0.00
4	SW	0710	Yough Glades Elementary	P-5	62.98%	362	228	228.0	0	0.0	\$1,520.00	\$346,560.00	\$0.00
5					#DIV/0!							\$0.00	\$0.00
6					#DIV/0!							\$0.00	\$0.00
7					#DIV/0!							\$0.00	\$0.00
8					#DIV/0!							\$0.00	\$0.00
9					#DIV/0!							\$0.00	\$0.00
10					#DIV/0!							\$0.00	\$0.00
11					#DIV/0!							\$0.00	\$0.00
12					#DIV/0!							\$0.00	\$0.00
13					#DIV/0!							\$0.00	\$0.00
14					#DIV/0!							\$0.00	\$0.00
15					#DIV/0!							\$0.00	\$0.00
16					#DIV/0!							\$0.00	\$0.00
17					#DIV/0!							\$0.00	\$0.00
18					#DIV/0!							\$0.00	\$0.00
19					#DIV/0!							\$0.00	\$0.00
20					#DIV/0!							\$0.00	\$0.00
			Total				578	578.0	0	0.0		\$1,190,772.00	\$0.00
							Table 7-9		Table 7-9			Table 4 A & B	Table 4 A & B Table 7-10 /6

Title I Schools in SY 2012-2013 removed from Title I in SY 2013-2014

MSDE School ID #	Public School Name	Status Last Year SW or TAS
	None	

IV. REQUIRED DOCUMENTATION

Appendix- Required Documentation

Document 1:	Parental Notification of Rights. (p. 46)
Document 2:	Title I brochure available to all parents (pp. 47-48)
Document 3:	Memo to Principals (p. 49)
Document 4:	Memo to Principals (p. 50)
Document 5:	Technical Assistance Meeting agenda (2014 SY) (p. 51)
Document 6:	Meeting Schedule for 2013-2014 (p. 52)
Document 7:	Technical Assistance Meeting agenda (PIP) (p. 53)
Document 8:	Garrett County Parent Involvement Plan (pp. 54-55)
Document 9:	Parent Involvement Plan Annual Eval. Memo (p. 56)
Document 10:	Invitation letter (p. 57)
Document 11:	Non-Public Meeting Agenda
Document 12:	Affirmation (p. 58)
Document 13:	Invitation to consult on federal programs (p. 59)
Document 14:	Summary Chart (p. 61)
Document 15:	Intention Statement (p. 62)
Document 16:	Equitable Services Letter (Sample) (p. 63)
Document 17:	Ongoing Consultation Timeline (p. 64)

To: Title I Parents
From: Barbara L. Baker, Assistant Superintendent
Date: August 27, 2013

Under the federal law, No Child Left Behind (NCLB), parents whose children attend Title I schools are given certain legal rights. This information sheet will summarize those rights for you. Questions about any of this information should be directed to my office at 301-334-8937.

Under No Child Left Behind (NCLB):

You have the right to know the professional qualifications of the classroom and specialist teachers who instruct your child. You are entitled to ask questions:

- About each teacher's state teaching certification;
- About whether each teacher is licensed to teach the subjects that s/he teaches; and
- About each teacher's college major, whether the teacher has an advanced degree, and the field of study of the teacher's earned degrees.

[Please note that all classroom teachers who work in Title I schools meet the certification requirements established by the Maryland State Department of Education for professional licensure.]

As a parent, you have the right to know whether Instructional Assistants provide services to your child and, if they do, their qualifications. Also, you have the right to know if your child is being taught by a substitute teacher who is not currently certified and highly qualified, if that teacher works with your child for a four-week period of time or longer.

Please note that as of the 2012-2013 school year, no Title I schools in Garrett County met all of the Annual Measurable Objectives.

Maryland on May 29, 2012 received from the U.S. Department of Education flexibility from some provisions of No Child Left Behind, the most recent version of the Elementary and Secondary Education Act. This waiver makes fundamental changes to the way the State implements school improvement going forward. The plan aligns with Maryland's long-range education priorities and goals designed to produce graduates who are college and career ready. No Child Left Behind focused on strengthening schools through a continuum of sanctions known as the School Improvement Process. That system is no longer part of Maryland's accountability system, nor is its measuring known as Adequate Yearly Progress (AYP). It has been replaced by the Maryland School Progress Index, which has high expectations for all schools, but focuses particular attention on the State's lowest-performing schools.

You have the right to receive a copy of the school system's Parent/Community Involvement Policy. A copy is attached for your information. The policy details ways that the Garrett County Board of Education encourages and promotes active parent participation in their children's education.

Title I Schools' Parental Rights

Under the No Child Left Behind (NCLB), parents whose children attend Title I schools have certain rights. This brochure will attempt to explain those rights for you.

You have the right to:

- 1) Know the professional qualifications of the classroom and specialist teachers who instruct your child.



- 2) Know whether Instructional Assistants provide services to your child and, if they do, their qualifications.

Title I is a federal program designed to provide support to students, Pre-K to 5, in areas of Reading and Math. This is supplemental funding made available to qualifying schools according to Free and Reduced (FARMS) eligibility. The Title I mission is to have parents, families, educators, and community members working together as partners, sharing the accountability and desire to improve the achievement of all students.

Each school develops, with parent input, the Home/School Compact. It outlines expectations for teachers,



parents and students in order to focus on increasing the academic achievement of all students. Teachers review the compact with students and parents during the school year.

Garrett County Public Schools regard parents as important team members. Research has shown that academic success is positively impacted when parents become involved in their child's education. All Title I schools implement the Garrett Co. Public Schools Parent Involvement Policy. In addition, each school develops, with parent input, a Parent Involvement Plan.

All Title I schools have made significant academic progress since 2003.

Together, we can make sure our students meet the challenges they are faced with daily, to prosper in the global community of the 21st century.

If you have questions in this regard please contact:

Jane A. Wildesen
Director of Elementary/Middle Schools
40 South Second Street
Oakland, Maryland 21550
Phone: 301-334-7645

Phone: 301-334-7645
Fax: 301-334-7634



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No Child Left Behind focused on strengthening schools through a continuum of sanctions known as the School Improvement Process. That system is no longer part of Maryland's accountability system, nor is its measuring system known as Adequate Yearly Progress (AYP). It has been replaced by the Maryland School Performance/Progress Index, which has high expectations for all schools, but focuses particular attention on the State's lowest-performing schools.

**Garrett County Schools
Title I
Complaint Procedures**

If an individual or an organization believes that the federal Title I regulations are not being followed, an individual or organization has the right to file a written complaint to the Superintendent of the Garrett County Public Schools.

The written complaint shall include:

- A statement that the public agency has violated a requirement in the federal Title I regulations
- The facts upon which statement is based

This must include any documentation supporting the allegation(s). Complaints must be filed within one (1) year of the date that the alleged violation occurred, unless a longer period is reasonable because the violation is continuing. The Garrett County Public Schools is to investigate and issue its findings within 60 calendar days of receipt of the written complaint. The Garrett County Public Schools may permit an extension of the 60 days timeline only if exceptional circumstances exist regarding a particular complaint. For more information or to view the complete procedure, contact the GCPS Title I Office.



Jane A. Wildesen
Director of Elementary/Middle Schools
40 South Second Street
Oakland, Maryland 21580
Phone: 301-334-7645

**GARRETT COUNTY
SCHOOLS**

Title I

Parental Rights



**2013-2014
School Year**



**Garrett County Public Schools
40 South Second Street
Oakland, Maryland 21550**

Barbara L. Baker

301-334-8937

Assistant Superintendent

FAX 301-334-8916

To: All Title I Principals
From: Barbara Baker, Assistant Superintendent
Subject: Highly Qualified Status
Date: August 1, 2013

.....
Principals,

As part of Title I requirements, principals must make every effort to ensure that all students in a school wide Title I program are taught by highly qualified teachers. Therefore, please observe the following procedure when considering changes to your instructional staff:

1. If an opening occurs, notify the Director of Human Resources and the Assistant Superintendent immediately.
2. Principals have discretion to place teachers according to school needs as long as highly qualified status is not compromised. Please advise both the Director of Human Resources and the Assistant Superintendent of possible grade level placements.
3. The Director of Human Resources will verify all certification endorsements to ensure that highly qualified status is not compromised.
4. In the event that a teacher does not have proper certification, no personnel changes shall be made without approval of both the Assistant Superintendent and the Director of Human Resources.
5. Parents will be notified of all teachers not meeting highly qualified status within ten days of employment/change.

Garrett County Public Schools
40 South Second Street
Oakland, Maryland 21550

To: Title I Principals

From: Barbara Baker, Assistant Superintendent

Date: August 1, 2013

Re: Not Highly Qualified

**Title I Schools
Required Parental Notice
Not Highly Qualified**

Principals please remember that the NCLB legislation requires that you inform parents regarding any teacher or long term substitute (more than 4 weeks) that is not highly qualified. You can use your newsletter to include a statement by possibly introducing the person and state that although they are a degreed teacher that they do not meet the NCLB definition of highly qualified. Notification should be given within ten days of your knowledge of this situation.

When you notify parents please send a copy to me for our files for documentation. We want to make sure that we are complying with this regulation.

Thank you for your attention to this matter.

Title I Principal Technical Assistance

Monday, August 5, 2013

1:00–2:30 p.m.

*Sign in/Welcome

*Highly Qualified Staff

*Use of Paraprofessionals

*School Improvement Plan Meetings

*Parent Involvement

- County Timeline & School Liaisons
- Concerns, based on spring survey results
- Fall Parent-Interest Survey
- MSDE feedback on SANE documentation
- Annual Informational Meeting Power Point
- Remaining PI program funding

*Question and Answer

*Evaluation

2013-2014
Title I Advisory Committee
Meeting Schedule

Please mark your calendar for the future Title I Advisory Committee meetings. We will be meeting from 1:00 to 3:30 p.m., in the boardroom at the Board of Education:

Monday, November 4
Monday, December 2
Monday, January 13
Monday, February 3
Monday, March 3
Monday, April 7
Monday, May 5

Your school's parent liaison will receive an invitation through the central office. Please use your school newsletter to notify all parents of the meetings. All parents are welcome to attend on:

Monday, November 4
Monday, January 13
Monday, March 3
Monday, May 5

The parent/principal portion of the meeting is from 1:00-2:00 p.m. Principals will remain for the 2:00-3:30 portion of the meeting.

**Title I Parent Advisory Meeting
Technical Assistance
Monday, May 6, 2013
1:00 p.m. – 3:00 p.m.**

- **Sign in and Welcome**
- **PIMA Award Winner for Garrett County**
- **Paraprofessionals**
Responsibilities
Qualifications
- **Budget Information**
Rank Order
2013-2014 Allocation
- **Parent Involvement Plan**
Effectiveness
Final Review and Approval
- **Curriculum Updates**
- **Question and Answer**
- **Evaluation**
- **Break**
- **Principal Discussion**
Administrative Meeting

GARRETT COUNTY PUBLIC SCHOOLS
TITLE I
PARENT INVOLVEMENT PLAN
General Expectations

The Garrett County Public School System's Title I Office will plan and support programs, activities, and procedures in all Title I schools for involving parents. The plan outlines efforts to better involve parents and build capacity for both parents and educators in forming a strong partnership to promote the educational goals supporting high academic expectations for all students. To support this plan, the Title I Office will:

1. Involve parents in jointly revising the Title I Parent Involvement Plan, which is part of Garrett County's Master Plan.

*At least annually, invite parents from all Title I schools to review, revise, and provide feedback on, the district's Title I Parent Involvement Plan.

2. Provide coordination and technical assistance to Title I schools in the planning and implementing of effective parent involvement activities to improve student achievement, and school performance:

*Hold monthly meetings with the Parent Involvement Coordinators and school administrators to support the implementation of parent activities.

*Visit schools regularly to assure each school's Parent Involvement Plan is being implemented, and provide technical assistance, as requested.

3. Provide assistance to parents in understanding The Maryland Common Core State Curriculum, state and local academic assessments, and Title I requirements. Assist parents in monitoring their child's progress, accessing grades online, and working with educators to improve student achievement.

*Maintain and update the GCPS website to include information on Title I, Common Core State Standards, Partnership for Assessment of Readiness for College and Career (PARCC), and the Maryland School Assessment (MSA).

*Post copies of the Garrett County Public Schools Title I Parent Involvement Plan at each Title I school, on Title I school web pages, and the district's web page.

4. Coordinate efforts, along with parent involvement coordinators, in providing materials and training to help parents work with their children to improve academic achievement:

*At least annually, administer the Title I Parent Interest Survey to help identify topics of parental interest, and design programs that encourage and support parental involvement.

*The GCPS website will provide tips for parents on how to support student learning at home.

*Every semester, at various times of the day, offer parent outreach activities focusing on reading, math, science, and technology.

*At least annually, conduct PARCC/MSA nights to inform parents of assessments. Provide materials and ideas for parents to support test preparation at home.

5. In an effort to communicate with parents as equal partners, with parental assistance, work with educational instructional staff to encourage solicitation of parent feedback:

*Analyze data from fall and spring Title I Parent Interest Surveys to identify professional development topics on communicating and working with parents as equal partners.

*Coordinate regular meetings of Parent Involvement Coordinators and school faculty members to provide mini-sessions related to parent involvement.

6. Coordinate with Head Start and/or Judy Center staff, and the Garrett County Health Department, in providing parent involvement programs and activities:

*Judy Center staff will provide information on literacy, child development, nutrition, and available community resources/services.

*Head Start staff will provide parent information and learning activities. They will assist in the joint registration/transiting of HS students to kindergarten, and in registering students for pre-kindergarten.

*The Garrett County Health Department provides information to parents on wellness and safety programs, and available community resources/services.

7. Provide written information, to the extent possible, for parents in a language and format that is easily understood and translated.

8. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

9. Maximize parental involvement and participation by arranging school meetings/programs at a variety of times, conducting parent/teacher conferences by phone, instruct parents in using, and encourage use of, the Parent Portal via Power School.

The Garrett County Public Schools system conducts an overall parent involvement evaluation on the effectiveness of the system's Parent Involvement Policy by surveying parents throughout the district.

Parent Involvement Coordinators make an effort to personally contact parents with limited English proficiency, or limited literacy to assist with the survey. Each school receives survey results to assist in making decisions for their Parent Involvement Plan. The school district will use the evaluation to revise the District Parent Involvement Policy and/or the Title I Parent Involvement Plan.



Garrett County Board of Education
40 South Second Street
Oakland, Maryland 21550

Barbara L. Baker

301-334-8937

Assistant Superintendent

FAX 301-334-7634

To: All Title I Principals
From: Barbara Baker, Assistant Superintendent
Subject: Effectiveness of Parent Involvement Plan/Policy
Date: August 27 2013

Principals,

As part of Title I requirements, the central office and principals must make every effort to evaluate the effectiveness of the Parent Involvement Plan. Therefore we will implement the following process to collect information about policies and practices:

- The Parent Involvement Policy is available on the BOE website. Please remind parents to review this policy. When doing so, also remind parents that they may submit comments to you or myself regarding this policy.
- The Parent Involvement Plan will be reviewed annually at the monthly advisory meetings. At these meetings we will invite parents to share comments regarding the effectiveness of our plan.
- The Parent Involvement Plan will be distributed to all families at the beginning of each school year. Again, please remind families that they may submit comments and suggestions to you or myself regarding the effectiveness of this plan.
- The Parent Involvement Coordinator will distribute surveys to all families. This survey will contain a section in which parents may make additional suggestions regarding the plan.
- If parents have questions or concerns, the Parent Involvement Coordinator will make personal contact with the parent for more information. This information will be shared at the monthly advisory meetings.



BOARD OF EDUCATION OF GARRETT COUNTY
40 South Second Street
Oakland, Maryland 21550

June 10, 2013

Mr. William C. Skipper
Christian Family Fellowship Academy
P.O. Box 36
Oakland, Maryland 21550

Dear Mr. Skipper,

The Garrett County Board of Education receives funding from the federal government under the reauthorized Elementary and Secondary Education Act (ESEA), commonly known as *No Child Left Behind*, and the Carl D. Perkins Vocational and Technical Education Act of 1998. This legislation requires that an annual meeting be held with non-public school personnel to design, plan, and implement programs under Title I Part A, Title II, Title IV, Title V, and Title VI of ESEA and the Perkins Grant. Funding issues and opportunities are integral to the design and implementation of the aforementioned programs and equitable per pupil funding is available to non-public school students. Federal funding supports a variety of instructional, staff development, career, technology, and academic intervention activities.

You are cordially invited to a planning meeting on Thursday, June 20, 2013 at 1:00 p.m. in my office on the first floor of the Garrett County Board of Education, which is located at 40 South Second Street in Oakland. Your participation is critical to this process. Please RSVP with the enclosed form or call Robin Schroyer, Title I secretary, at 301-334-8927. Refreshments will be provided. I look forward to meeting you at this time.

If you have any questions, please contact me at 301-334-8937. Thank you for your time and effort in this regard.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara L. Baker".

Barbara L. Baker
Assistant Superintendent

Enclosures

RECEIVED JUN 19 2013

INVITATION TO CONSULT ON FEDERAL PROGRAMS

Garrett County Board of Education invites representatives of Christian Family Fellowship Academy to a consultation regarding your school's participation in the following federally funded programs for the 2013-14 school year. Please review the list of programs, check one of items 1-3, and return this form to us postmarked no later than Tuesday, June 18, 2013.

- ◆ Title I, Part A: Improving Academic Achievement of Disadvantaged Students—Basic Programs
- ◆ Title I, Part B: Student Reading Skills Improvement Grants
- ◆ Title I, Part C: Education of Migratory Children
- ◆ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ◆ Title II, Part D: Enhancing Education Through Technology
- ◆ Title IV, Part A: Safe and Drug-Free Schools and Communities
- ◆ Title V, Innovative Programs and Parental Choice
- ◆ Title V, Perkins Funding

PLEASE CHECK AT LEAST ONE OF OPTIONS 1-3 BELOW.

1. **YES**, we will consult the public school administrator regarding our participation in one or more of the above programs. We understand that the consultation(s) will be meaningful and substantial, and will cover many practical aspects of operating federal programs.

The district has scheduled an initial consultation on Thursday, June 20, 2013, at 1:00 p.m. at the Garrett County Board of Education, first floor, Mrs. Barbara Baker's office, 40 S. Second Street, Oakland, Maryland 21550. Please confirm your attendance or request a different meeting time by checking the appropriate option below and returning this form to us.

- We can meet at the scheduled time and location.
The following person(s) will be present at the meeting: _____
- We are unable to attend the meeting and would like to reschedule. Please contact me.

2. **NO**. We will NOT participate in any of the programs listed above.

3. I have additional questions. Please contact me. _____

Signature of Authorized Private School Official William C. Stapp Date 6-12-13
Name of School CHRISTIAN FAMILY FELLOWSHIP ACADEMY Tel. # 301-387-8299

Please return this form in the enclosed stamped, self-addressed envelope, postmarked no later than Tuesday, June 18, 2013. Thank you.

**Consultation with Private Schools
Garrett County Board Of Education
June 20, 2013**

- Welcome and Introductions
 Overview
 Barbara Baker
 Assistant Superintendent
- ARRA Funds
 Barbara Baker
- STEM Grant
 Penny Proudfoot
 Coordinator of Staff Development
- Title IV:
 Safe and Drug Free Schools
 Barbara Baker
 Assistant Superintendent
- Title II
 Barbara Baker
 Penny Proudfoot
 Coordinator of Staff Development
- Title I
 Complaint Procedures
 Barbara Baker
- Discussion
- Affirmation of Consultation
- Adjournment

GARRETT COUNTY
No Child Left Behind
2013-2014 School Year
Summary of Participation by Private and Religiously Exempt Schools

Information Sent: *Notification of Federal Programs Meeting with Intention Form –*
Meeting Date -- June 20, 2013 -- Board of Education
Oakland, Maryland 1:00 pm

Sent To: Non-Public Schools' Designated Contact Person That Is Currently
On File In Board Office

Date Sent: 6/13/13 Date Due: 6/18/13

Schools	Date Card Returned	Date Survey Returned	Yes/No Participation	Attend Meeting
Swanton Mennonite Fellowship School	6/17/13	6/18/13	No	No
Pleasant View Baptist Homeschooling	6/20/13	6/26/13	No	No
Pleasant Valley Christian Academy	6/17/13	6/19/13	No	No
Casselman Valley School	6/17/13	6/18/13	No	No
Mt. View Christian School	6/19/13	6/20/13	No	No
Christian Family Fellowship Academy	6/17/13	6/19/13	No	No
Mountain Top SDA School	Envelope returned - Unable to deliver 6/24/13			
Gortner Amish Church School	6/17/13			
Bittinger Mennonite School	6/26/13			
Ferndale Christian School	6/20/13			
Salem School	6/17/13	6/19/13	Yes	No

1 Letters were sent by certified U.S. Mail with return receipt

Non-Public or Religiously Affiliated Private School
Intention Statement
Elementary and Secondary Education Act – No Child Left Behind
FY 2014
Barbara L. Baker
Assistant Superintendent

Name of School: _____

Address of School: _____

Phone: _____ E-mail Address: _____

- _____ The non-public or religiously affiliated private school named above will participate in the FY2014 *No Child Left Behind* funding opportunities offered through Title I, II, IV, V, and VI.
- _____ The non-public or religiously affiliated private school named above waives participation in the FY 2014 *No Child Left Behind* funding opportunities through Title I, II, IV, V, and VI.
- _____ I plan to attend the ESEA administrative planning meeting to be held on June 20, 2013 in Mrs. Barbara Baker's office on the first floor of the Garrett County Board of Education building, 40 South Second Street, Oakland, Maryland.
- _____ I do not plan to attend the ESEA administrative planning meeting to be held on June 20, 2013 at the Garrett County Board of Education, 40 South Second Street, Oakland, Maryland.

Signed: _____

Printed Name: _____

Date: _____



**Garrett County Board of Education
40 South Second Street
Oakland, Maryland 21550**

Barbara L. Baker

301-334-8937

Assistant Superintendent

FAX 301-334-7634

August 14, 2013

Mr. John Logsdon
Supervisor of Federal Programs
Allegany Public Schools
108 Washington Street
Cumberland, Maryland 21502

Dear John:

As you conduct your Title I Equitable Services consultations, we would appreciate your assistance in identifying any students who live within the Garrett County Public School District and attend Allegany County private schools. Please forward the address and poverty data for students who reside in the following zip codes: 21520, 21522, 21523, 21531, 21536, 21538, 21541, 21550, 21561, as well as any Garrett County residents in zip codes 21521, 21532, and 21539.

We have enclosed a form that may be faxed or mailed to convey this information.

If any Garrett County students attend a private school in your district, we will need to develop a Memorandum of Understanding to collaborate on the type of services to be provided to these students.

As we continue with our consultations, we will extend our collaboration by contacting you when we find students from your county attending our participating private schools. We sincerely appreciate your continued collaboration.

If you have any questions, please feel free to contact me at 301-334-8937.

Sincerely,

Barbara L. Baker
Assistant Superintendent



Garrett County Board of Education
40 South Second Street
Oakland, Maryland 21550

Barbara L. Baker

301-334-8937

Assistant Superintendent

FAX 301-334-7634

To: Title I Principals
From: Barbara Baker, Director of Elementary Education
Date: August 5, 2013
Subject: Private School Consultation

Principals,

The following is a timeline of consultation with private schools. Although this lists specific months, the consultations and discussions with private school officials occurs throughout the school year.

Private School Consultation Timeline

November/December	Obtain list of private schools with students who are residents of Garrett County
January/February	Initial contact to hold meeting with private school officials to review timeline and consultation process
March/April	Follow up contact #1
May/June	Follow up contact #2
December/June to collection.	Consult with private school officials discuss poverty data
February/March	Follow up contact to discuss results of funding on the instructional program. Discuss plans for the following year.
August	Consult with private school officials before services are provided.

On-going

Consultation occurs throughout the school year.

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

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level “Spreadsheet” Budget Summary

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

Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2013-2014

2013-2014 Focus and Priority, Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne Arundel	Georgetown East ES	240006000073			Focus
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		SIG I	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closing July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		SIG I	
	Baltimore Rising Star Academy	240009001664	Closing July 1, 2013	ESEA Priority	
	Booker T. Washington MS	240009000160		SIG I	
	Calverton Elem/ MS	240009000164		SIG I	
	Cherry Hill ES/MS	240009000171		SIG II	
	Commodore John Rogers	240009000180		SIG I	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		SIG II	
	Garrison MS	240009000228	Closing July 1, 2013	SIG I	
	Glenmount ES/MS	240009000222			Focus
	Graceland Park/O'Donnell Heights ES	240009000224			Focus
	Hampstead Hill Academy	240009000234			Focus
	Hazelwood ES/MS	240009000241			Focus
	Highlandtown ES #215	240009000243			Focus
	Langston Hughes ES	240009000266			Focus
	Margaret Brent ES	240009000276			Focus
	Benjamin Franklin High School @ Masonville Cove	240009000157		SIG II	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296		Closing July 1, 2013	
	Robert W. Coleman	240009000303			Focus
	Southwest Baltimore Charter School	240009001527			Focus
	Steuart Hill Academic Academy	240009000319		ESEA Priority	
	William C. March MS	240051001568	Closing July 1,	SIG I	

			2013		
Baltimore County	Featherbed Lane ES	240012000385			Focus
	Riverview Elementary	240012000464			Focus
	Sandy Plains ES	240012000470			Focus
	Winfield ES	240012000498			Focus
Carroll	Robert Moton ES	240021000544			Focus
Charles	C. Paul Barnhart ES	240027000380			Focus
	Dr. Samuel A. Mudd ES	240027000585			Focus
	Mt Hope/Nanjemoy ES	240027001492			Focus
Dorchester	Choptank ES	240030000841			Focus
Harford	William Paca/Old Post Road ES	240039000716			Focus
Howard	Bryant Woods ES	240042000720			Focus
	Guilford ES	240042000733			Focus
	Laurel Woods ES	240042000761			Focus
	Swansfield ES	240042000755			Focus
Kent	Kent County MS	240045000766			Focus
Montgomery	Brookhaven ES	240048000789			Focus
	Kemp Mill ES	240048000858			Focus
Prince George's	Andrew Jackson Academy	240051001683			Focus
	Benjamin Stoddert MS	240051001464		SIG I	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		SIG I	
	G. James Gholson MS	240051001211		SIG I	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		SIG II	
	Thomas Johnson MS	240051001175		SIG II	
	Thurgood Marshall MS	240051001465		SIG I	
	William Wirt MS	240051001186			Focus
St. Mary's	George Washington Carver ES	240060001483			Focus
	Park Hall ES	240060001234			Focus
Talbot	Easton ES	240063001244			Focus
Washington	Eastern ES	240066000418			Focus
Wicomico	Prince Street School	240069001314			Focus

Key

Priority School Criteria:

Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group

Title I-participating high school with graduation rate less than 60% over a number of years

Title I-eligible high school with graduation rate less than 60% over a number of years

Tier I or Tier II SIG school implementing a school intervention model

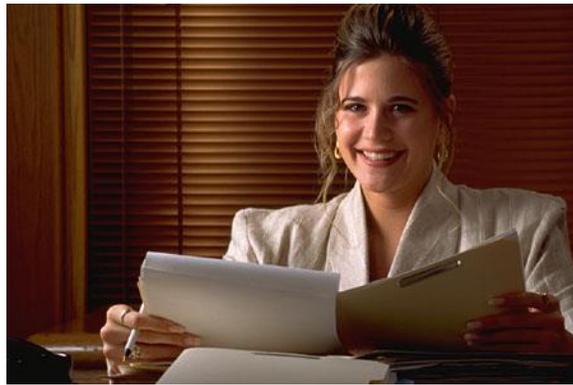
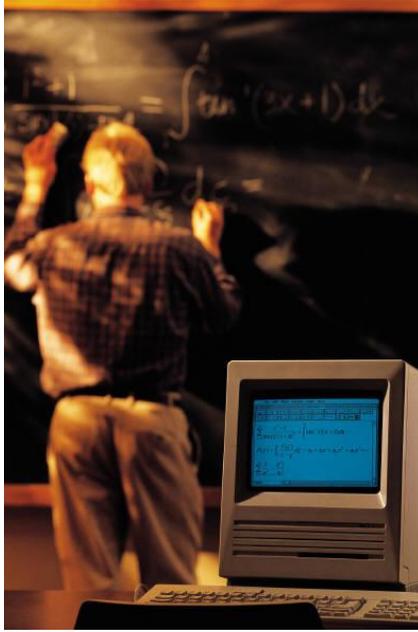
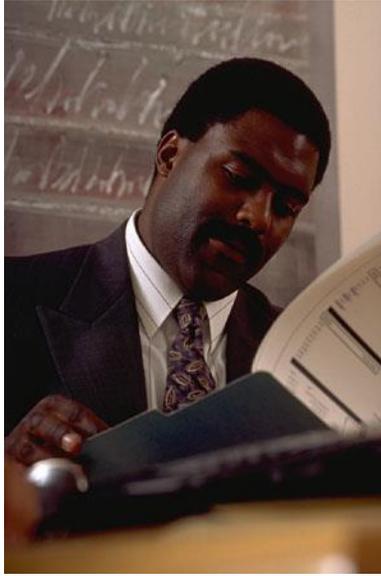
Focus School Criteria:

Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate

Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate

A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Attachment 8



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

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

Local School System: Garrett County Public Schools Fiscal Year 2014
Title II-A Coordinator: Penny Proudfoot
Telephone:301-334-7644 E-mail:penny.proudfoot@garrettcountyschools.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
	3.2 The percentage of teachers receiving "high-quality	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

	<p>professional development” (as the term "professional development" is defined in section 9101(34).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>
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***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: _____	Fiscal Year 2014
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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	No np ublic Co sts
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)].	Supplies and Materials for Professional Development: Chart paper, pens, markers etc. \$846	\$846	X

<p>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)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>			
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2123(a)(3)(A)].			
<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)]. 			

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

Local School System: _____	Fiscal Year 2014
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3 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>	<p>Programs to retain highly qualified teachers implemented for 2013-2015.</p> <p>1. Mentor teachers: Every first, second, and third year teacher to the county will be assigned a mentor teacher to guide and advise him/her through the first three years. (Cost: \$20,800) (13 mentors x \$800 x 2 years)</p> <p>2. Mentors will be given two ½ day sub coverage to do a non-evaluative observation of his/her mentee one time during the first semester of the school year and one time during the second semester. Within one week of the observation (both in the fall and spring), the mentor will meet with the mentee to discuss the observation and discuss successes or areas of improvement.</p> <p>The mentee will be given two ½ day sub coverage to visit his/her mentor's classroom one time during the first semester of the school year and one time during the second semester in order for the mentor to be able to model successful teaching to his/her mentee. (15 ½ day subs per semester @ \$40 per day x two years. Cost: \$2400)</p> <p>3. BEST Class (Building Experiences for Successful Teaching): First year teachers to the county will meet for 15 sessions concerning classroom management, strategies, etc., to assist during the first year of teaching. (Cost: \$2000)</p> <p>Fixed Charges: (FICA, Workers' Comp., Retirement, and Health Insurance) (Cost: \$2,079)</p>	<p>\$20,800</p> <p>\$2,400</p> <p>\$2,000</p> <p>\$2,079</p>	
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3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].			
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
Administrative Business Support Services/Transfers	Indirect Costs \$304,613 x .0395 = \$12,032	\$12,032	X
TOTAL TITLE II-A FUNDING AMOUNTS		\$304,613	

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

Local School System: _____ **Fiscal Year 2014**

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

In 2012-2013, 94.2% of all core academic classes were taught by highly qualified teachers. Garrett County has a low attrition rate. The strategies outlined in Title II-A (Professional Learning Communities (PLCs), Mentor teachers, BEST Class (a class for new teachers) will enable Garrett County to retain highly qualified teachers at the elementary and secondary levels.

1. *All new teachers to the county are assigned a mentor for the first three years of employment with Garrett County Public Schools.*
 2. *New teachers will participate in a county-developed new teacher course (BEST Class).*
 3. *Teachers on "improvement plans" are assigned mentors as needed.*
 4. *First, second, and third year teachers in the country and their mentor teachers are encouraged to attend one mentor/mentee meeting per year.*
 5. *Teachers are encouraged to participate in a variety of professional development activities with many being teacher led.*
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.

Of the 12 schools in Garrett County, four schools are considered a high poverty school and one school a low poverty school. Through the programs and strategies listed above, all schools will benefit. First, second, and third year teachers to the county are assigned mentor teachers. Most schools have first, second, and/or third year teachers. Mentors will be given two ½ day sub coverage to do a non-evaluative observation of his/her mentee one time during the first semester of the school year and one time during the second semester. Within one week of the observation (both in the fall and spring), the

mentor will meet with the mentee to discuss the observation and discuss successes and areas for improvement.

The Professional Learning Community (PLC) is a group of educators that are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. (DuFour, DuFour, Eaker, and Many (2006).

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;

In the spring of each school year, an invitation letter is sent by registered mail to all private and church exempt schools in Garrett County inviting them to attend a planning meeting at the Board of Education's administrative building in Oakland. This meeting is scheduled in the late afternoon to allow all private and church exempt schools to send staff to plan and allocate Title I, Title II, Title IV, Title V, and Perkins grant resources for the next fiscal year. Private and church exempt schools are asked to discuss their staff development needs with the Director of Elementary/Middle Schools and/or the Supervisor of Professional Development/Curriculum/Media Services and to negotiate opportunities with which their staff will be involved and/ or the amount of financial aid and/or material resources necessary to ensure equitable professional activities for the non-public schools' teaching and administrative cohorts. To this date, no private or church schools choose to participate.

- b) The basis for determining the professional development needs of private school teachers and other staff;

Needs are determined initially by the completion and submission of a “Professional Development Needs Assessment” to the school system’s Assistant Superintendent by all private school administrators. Private school staff participation in the school system’s regularly scheduled Professional Development Calendar is negotiated through discussions with the Supervisor of Professional Development/Curriculum/Media Services. (These discussions can occur at both the spring planning meeting, see 2a above, or throughout the course of the school year.) Invitations to participate in special staff development events are sent to private school administrators throughout the school year for their consideration and follow-up action.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Generally, services are provided at a school, at the Board of Education’s administrative offices, or at Garrett College. As appropriate, other venues are negotiated through discussion with the Supervisor of Professional Development and School Improvement and private school administrators.

- 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.)

Currently, no direct services are provided through the above-referenced Title II-A grant. However, eligible services can be accessed, negotiated, and tendered throughout the school year. Direct contact by private school administrators with the Director of Elementary Education and / or the Supervisor of Professional Development/Curriculum/Media Services is the method used to ensure the consistent and equitable provision of staff development services to private school instructional and administrative staff.

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

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Regular Programs Salaries & Wages	Class Size Reduction Teachers Strategy #1.3 Kyler Clise = \$56,658 Donna Hinebaugh = \$65,920 Amy Azzi = \$62,674	3 teachers x current salary step	\$185,252		\$185,252
Fixed Charges	FICA, W/C, Retirement, Health Insurance Kyler Clise = \$27,554 Donna Hinebaugh = 22,705 Amy Azzi = \$21,963		\$72,222		\$72,222
Subtotal Regular Program Salaries and Wages + Fixed Charges			\$257,474		\$257,474
Instructional Staff Development Salaries & Wages	Professional Learning Communities Subs for day meetings Strategy# 2.1 Professional Learning Communities stipends for after school meetings Strategy #2.1	15 participants x 3.5 meetings x \$80.00 at \$4,200 12 participants x 3 meetings x \$62.50 at \$2,250	\$4,200 \$2,250		\$4,200 \$2,250
Subtotal Instructional Staff Development #2.1			\$6,450		\$6,450
Instructional Staff Development Salaries & Wages	Mentor Teacher pay Strategy #3.1	13 Mentors x \$800 x 2 years	\$20,800		\$20,800

	Subs for ½ day observations of the mentor and mentee classrooms Strategy #3.1	15 ½ day subs x 2 semesters @ \$40 per ½ day for two school years	\$2,400		\$2,400
	Stipends for BEST class 15 sessions Strategy #3.1		\$2,000		\$2,000
Subtotal Instructional Staff Development #3.1			\$25,200		\$25,200
Subtotal Fixed Charges on Instructional Staff Development	FICA, W/C	\$31,650 x .0825 = \$2611	\$2,611		\$2,611
Instructional Staff Development Contracted Services	Supplies/Materials for Professional Development	Supplies/ Materials	\$846		\$846
Administration Business Support Services/Transfers	Indirect Costs	.0395 x \$304,613 = \$12,032	\$12,032		\$12,032
	TOTAL		\$304,613		\$304,613

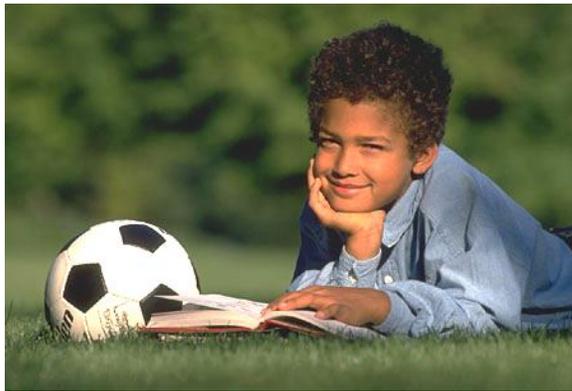
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$304,613.00	AMENDED BUDGET #		REQUEST DATE	11/19/13
GRANT NAME	Improving Teacher Quality, Title IIA	GRANT RECIPIENT NAME	Garrett County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Garrett County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/13	TO	6/30/15

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT.PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,032.00	12,032.00
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.	185,252.00						185,252.00
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.	31,650.00		846.00				32,496.00
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				74,833.00			74,833.00
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	216,902.00	0.00	846.00	74,833.00	0.00	12,032.00	304,613.00

Finance Official Approval	Judy Travis	11/19/13	301-334-8922
	Name	Date	Telephone #
Supt./Agency Head Approval	Dr. Janet Wilson	11/19/13	301-334-8901
	Name	Date	Telephone #
MSDE Grant Manager Approval			
	Name	Date	Telephone #

Attachment 10 N/A



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: _____	Fiscal Year 2014
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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 2014 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	<p>Please address each item (a-d) in your activity descriptions.</p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools</p>		
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,			

<p>instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>			
<p>1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].</p>			
<p>1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].</p>			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: _____	Fiscal Year 2014
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A. REQUIRED ACTIVITIES [Section 3115(c)] continued

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</p>	<p>Please address each item (a-d) in your activity descriptions.</p> <ul style="list-style-type: none"> a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) services to nonpublic schools 		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>			
<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</p>			

children [section 3115(c)(2)(B)].			
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: _____	Fiscal Year 2014
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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
	<p>Please address each item (a-d) in your activity descriptions.</p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools</p>		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].			
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			

4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

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

6. Administrative Expenses		Public School Costs	Nonpublic Costs
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<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>			
<p>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</p>			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: _____	Fiscal Year 2014
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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 3115(e)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. <ul style="list-style-type: none"> a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools 	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].			

<p>1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].</p>			
<p>1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].</p>			
<p>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)].</p>			
<p>1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].</p>			
<p>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)].</p>			

E. 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.

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

F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE

(NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 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.
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 (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2013 – 2014 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

G. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662> .
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 10-13 of this guidance document). For Title III, use the sample narrative on page 13. An [Excel version](#) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177> The

accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

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

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools)
documentation

Attachment 12 N/A



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: _____ 2014	Fiscal Year
TITLE I-D COORDINATOR: _____	
Telephone: _____ E-mail: _____ _____	

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)].		

<p>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 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1423(2)].</p>		
<p>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>		
<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>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: _____ Fiscal Year 2013

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.
2. Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.
3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.
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.
5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]
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]

**ATTACHMENT 12 TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: _____ Fiscal Year 2013

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 —

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- 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
- As appropriate, to participate in postsecondary education and job training programs.

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 17, 2005 as part of the annual Bridge to Excellence update, 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.

D. 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.

E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

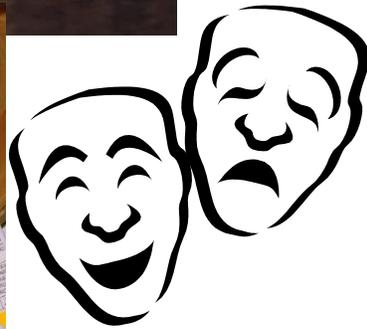
Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 13



Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the **progress** that was made in 2012-2013 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan.

The Fine Arts inclusion in the Bridge to Excellence Master Plan is found in the following strategies:

- *Continue to implement Garrett County’s Program of Study for PK-12 Fine Arts to reflect the State Curriculum and Essential Learners Outcomes for visual arts, dance, music, physical education and theater outlined in COMAR 13A.04.16,*
- *Continue to implement elementary Arts Integration programs in selected schools,*
- *Provide additional instrumental music instruction at the middle and high school level through an after school program,*
- *Develop a scope and sequence of courses that align with the county’s Program of Studies, review the program resources, and develop common assessments for each of the fine arts programs, and*
- *PK-12 fine arts teachers develop lessons incorporating learning outcomes from fine arts and core academic content areas. The developed lessons are enhanced through a technology grant and the use of instructional technology.*

These strategies address four areas of focus: Curriculum Development, Equipment and Materials, Student Programs, and Professional Development. Fine arts instruction of some type occurs in every school as follows: Dance (contracted) – 1 teacher in 2 elementary and 1 middle school. schools; Theatre – 2 teachers in 2 high schools; Instrumental music – 12 teachers in 8 elementary, 2 middle schools, and 2 high schools; Visual Arts – 11 teachers providing instruction in 8 elementary schools, 2 middle schools and 2 high schools; Vocal and General Music – 12 teachers in 8 elementary schools, 2 middle schools, and 2 high schools; Physical Education – 12 teachers in 8 elementary schools, 2 middle schools, and 2 high schools.

All strategies included in Garrett County’s Master Plan 2003-2009 have continued to be implemented through the 2012-2013 school year. A summary of those strategies is as follows:

- *Student opportunities in art, dance, music, physical education, and theatre have been extended through the implementation of a state supported fine arts grant.*
- *Additional instrumental music instruction at the middle school level has been provided through an after school program.*

- *Dancing Classroom programs have been implemented in three classrooms. Two classroom in fifth grade elementary and all of the eighth graders at one of our middle schools. The dance is a tool for getting the children to break down social barriers, learn about honor and respect, treat others carefully, improve self-confidence, communicate and cooperate, and accept others even if they are different.*
- *Teachers are using Garrett County's Programs of Study in Art, Music, and Physical Education to guide instruction. The programs of study include the Maryland Essential Learner Outcomes and state curriculum in music, dance, theatre, and visual arts. Essential learner outcomes and the state curriculum are being integrated into other programs of study, as appropriate.*
- *Collaboration with the Garrett County Arts Council, Garrett Lakes Arts Festival, Garrett College, and Our Town Theatre has permitted the exploration and provision of additional enrichment activities for students and staff.*
- *Fourth grade students participate in a dance academy experience.*
- *The integration of dance into the high school band experience has been enhanced by program choreography.*
- *Theatre skills are integrated into the language arts program primarily at the elementary and middle school levels. The high school theatre program of study curricular document has been revised to reflect the essential learning outcomes in theatre. Both high schools have provided a culminating performance opportunity for students.*
- *An articulation agreement with Garrett College allows talented high school students to continue theatre studies earning both high school and college credit.*
- *Theatre productions are being supported at the high school level.*
- *A Student Arts Fair is continuing to be held each spring focusing on art, dance, music, and theatre.*
- *Talent and Variety shows are conducted annually by middle and high schools.*
- *The Garrett County Fine Arts Advisory Committee continues to meet regularly and review programs and provide recommendations.*
- *High School teachers under the guidance of the Director of Secondary Education, 9-12, developed program outlines for the enhanced vocal music program and enhanced instrumental music program.*
- *PK-12 fine arts teachers have been meeting in periodic staff development sessions to develop lessons incorporating learning outcomes from fine arts*

and core academic content areas. The developed lessons are enhanced through a technology grant and the use of instructional technology.

Curriculum Development

The following was accomplished in 2012-2013:

Teams of teachers have begun the development of Formative Assessments that align with the Garrett County's Programs of Study in art, music, physical education, and theatre.

- *High School teachers under the guidance of the Director of Secondary Education, 9-12, developed program outlines for the enhanced vocal music program and enhanced instrumental music program.*
- *PK-12 Fine Arts teachers met on several occasions, throughout the year, to infuse instructional technology lessons that incorporate learning outcomes from fine arts and core academic content areas, and;*
- *Developed a scope and sequence that aligns with the county's Program of Studies, review the program resources, and develop common assessments for each of the fine arts programs.*

Equipment and Instructional Materials

It is a goal of the Fine Arts supervisory staff to ensure that teachers have access to materials and equipment necessary to deliver curricula. In order to ensure this, the school principals survey their staff to determine needs. Materials and equipment are purchased and placed into schools based on the survey information throughout the year using GCPS operating funds and grant funds.

- *The following was accomplished this year:*
- *Instructional supplies and materials were purchased at each school. (Budget allotment at each school)*
- *Supplies and materials were purchased for the Arts Fair Art exhibit. All schools were provided the materials needed.*
- *Materials of instruction were purchased for elementary interrelated art programs throughout the school system.*

Student Programs

Enrichment programs continue to be important extensions to the fine arts curricula. The following programs were supported by the Fine Arts Initiative Grant funds:

- *After School Instrumental Music Experience – 20 hours of evening sessions for middle school students that included small group and ensemble experiences (band and chorus students in grades 6 -8)*
- *Dancing Classroom Programs- three student performances for the classrooms that served as a culminating activity to showcase the students' skills. (200 students)*

The dancing classroom program has been included in three classrooms this year, two at the elementary level, which provides this experience to 60, and all of the 8th graders at one of our middle schools, which served 140 students. The

program requirements are that each class meets for 30 minutes over a six weeks period. At the completion of the program, a culminating performance is required.

- *The Student Arts Excellence Extravaganza was held in May. Twelve schools and approximately 280 students participated in this enrichment event. The teachers showcase the students' artwork and musically talents by providing art activities, musical performances for the community. The teachers provide "make it take it" activities at the Student Arts Fair.*
- *Artist presentation to students, "Sound of Art"*
- *Garrett Lakes Arts Festival provided programs at all three educational levels in second grade a comedian Mark Lohr performed for all 2nd graders, our third, fourth and fifth graders saw a performance from the Paragon Ragtime Orchestra, West Virginia Dance Company, and War of 1812 events and all middle school students saw a performance from actors from the War of 1812. The actors entertained and engaged the students through the demonstrations of skill, musical games, and the use of cutting edge audio technology. Students learned about the elements of music through beat boxing, such as dynamics, duration, and pitch, and are encouraged to join in the presentation. Through discussion, Max also highlights connections between beat boxing and topics like biology and mathematics, ultimately using beat boxing as a way to build confidence and celebrate music with the students.*

Professional Development

Professional development is the key to teacher retention and instructional excellence. The following opportunities were made available:

- *Mentors support programs are in place for newly hired instrumental music, dance, and visual arts teachers.*
- *Fine Arts teachers had two days for curriculum development work. They developed a course scope and sequence for each quarter, compiled a resource curriculum alignment document, and developed common assessment by each course. They also had a full day workshop on Arts Integration was attended by 20 teachers and administrators.*
- *Fine Arts Student Extravaganza – April 19-20, 2031, was attended by 12 fine arts teachers in the areas of dance, instrumental music, visual arts, and vocal and general music. This event showcased the talents of our students of Garrett County.*
- *Four professional development workshops were offered for PK-12 teachers to develop collaborative planning units to showcase the talents of Garrett County students.*
- *Two professional development workshops were offered for PK-12 instrumental music teachers to develop formative and summative student assessments. Those assessments are to infuse the use of technology in their classroom instruction.*
- *Resource materials were purchased for teachers to support effective instruction.*

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

Curriculum Development

- *Funds were used to provide teachers with substitutes to examine curricular documents and programs to develop a two day Fine Arts Extravaganza.*

- *Funds were used to provide stipends for 12 teachers to facilitate the Fine Arts Extravaganza.*
- *A committed fine arts staff that provide students with a wealth of varied experiences.*
- *Continue collaborative professional development with the following agencies: Garrett County Schools, Garrett County Arts Council, Garrett Lakes Arts Festival, Garrett College and Our Town Theatre to expand the opportunities for enrichment for our students.*
- *The Garrett County School System and the community continue to recognize the importance of fine arts to the development of students.*
- *A creative vocal music teacher has invigorated the chorus program at both high schools.*
- *Increased instrumental and music course offerings for high school students.*
- *The theatre teacher at one high school has been very creative and supportive in providing an array of opportunities for the students. The other program is a work in progress.*

Equipment and Instructional Materials

The following was accomplished this year:

- *Instructional supplies and materials were purchased at each school. (Budget allotment at each school)*
- *Three pianos were tuned.*
- *Supplies and materials were purchased for the Arts Fair Art exhibit. All schools were provided the materials needed.*
- *Materials of instruction were purchased for elementary interrelated art program.*

Student Programs

Fine Arts Initiative funds pay for substitutes and stipends for fine arts teachers to plan the annual Fine Arts Student Extravaganza. The fine arts teachers collaborated for two sessions to plan, organize and design the extravaganza. During the two day event, Fine Arts teachers were paid a stipend.

- *Collaboration with the following agencies to organize Garrett County Schools, Garrett County Arts Council, Garrett Lakes Arts Festival, Garrett College and Our Town Theatre*
- *The specific performances were:
Middle School GLAF – Max Bent- Students learned about the elements of music through beat boxing, such as dynamics, duration, and pitch, and are encouraged to join in the presentation. Through discussion, Max also highlights connections between beat boxing and topics like biology and mathematics, ultimately using beat boxing as a way to build confidence and celebrate music with the students.*
- *Elementary Schools GLAF – Garrett Lakes Arts Festival provided programs at all three educational levels in fifth graders saw a performance from the Clipper Brass Quintet*

- *GAC – Theater opportunity through Young Audiences – Second grade saw a performance by comedian Mark Lohr who presented slapstick comedy that had a lesson on character education.*
- *Inter Act Story Theatre= VOYTTO TECH: a scifi fable on bullying*
- *Dancing Classroom- Two fifth grade classrooms and all eighth graders at a middle school. School funds were used.*

Professional Development

- *Fine Arts Student Extravaganza – April 19-20, 2013, was attended by 12 fine arts teachers in the areas of dance, instrumental music, visual arts, and vocal and general music. This event showcased the talents of our students of Garrett County.*
 - *Four professional development workshops were offered for PK-12 teachers to develop collaborative planning units to showcase the talents of Garrett County students.*
 - *Two professional development workshops were offered for PK-12 instrumental music teachers to develop formative and summative student assessments. Those assessments are to infuse the use of technology in their classroom instruction.*
 - *Resource materials were purchased for teachers to support effective instruction.*
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.
- *It continues to be a challenge to locate and employ dance teachers to provide the dance academy for our elementary students.*
4. Describe the goals, objectives, and strategies that will be implemented during 2012-2013 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.
- *To address the challenges identified in prompt #3, our county will attempt to implement Dancing Classrooms, in fifth and eighth grade throughout the school system. The cost is \$1,500 for a class of 30 students. Our attempt will be to write grant proposals, hold fundraisers, and provide other more cost effective dance experiences.*
 - *Garrett County Schools will continue to implement the above-mentioned successful strategies/activities. However, the most challenging is finding dance teachers to implement especially the elementary dance experience. Last year a recommendation of the group was to advertise early allowing more time to locate potential dance instructors. However, it was still not particularly successful. In order to avoid this yearly dilemma it was discussed that we needed to build capacity within our own system. Another suggestion that we are going to employ this school year is to contract with a local studio to provide a program for each elementary.*
 - *Contacts have been made with West Virginia University to locate potential dance teachers.*
 - *Physical education teachers who are recent graduates have been employed with a background that prepares them to offer dance instruction within their daily program.*

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. 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 “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

FY 2012 Fine Arts Grant Budget: July 1, 2013 – June 30, 2014

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries and Wages					
Middle School Dance Teachers (dancing classrooms)	Instructors to provide an afterschool dance program Strategy #1.1.39	\$25/hr x 10 hrs/school = \$250	\$250	\$ 0	\$250
Fixed Charges	FICA and Workers' Comp. Insurance	7.65% x \$250 = \$19; 0.65% x \$250=\$2	\$21	\$ 0	\$21
Middle School Theatre Teachers	Instructors to provide an afterschool theatre program Strategy #1.1.39	\$25/hr x 15 hrs/school = \$375	\$375	\$ 0	\$375
Fixed Charges	FICA and Workers' Comp. Insurance	7.65% x \$375 = \$29; 0.65% x \$375=\$2	\$31	\$ 0	\$31
High School Dance Teachers	Instructors to provide instruction for band camp/ color guard Strategy #1.1.39	\$25hr x 72 hrs/ school	\$1800	\$0	\$1800
Fixed Charges	FICA and Workers' Comp. Insurance	7.65% x \$1,800= \$137 ; .065% x \$1,800=\$12	\$149	\$0	\$149
Student Fine Arts Fair Coordinators	Provide two coordinators to organize arts fair strategy #1.1.39	3@ \$400	\$0	\$1200	\$1200

Fixed Charges	FICA and Workers' Comp. Insurance	$7.65\% \times \$1,200 = \92 ; $0.65\% \times \$1200 = \8	\$0	\$100	\$100
Stipends	Art Teachers for Arts Fair preparation	$11 \times \$125 = \1375	\$1,375	\$1,375	\$2,750
Fixed Charges	FICA and Workers' Comp. Insurance	$7.65\% \times \$1375 = \105 ; $0.65\% \times \$1375 = \9	\$114	\$114	\$228
Substitutes	Provide substitutes for planning, music practices & set-up.	$45 \times \$80 = \$3,600$	\$3,600	\$3,760	\$7,360
Fixed Charges	FICA and Workers' Comp. Insurance	$7.65\% \times \$3600 = \275 ; $0.65\% \times \$3600 = \23	\$298	\$312	\$610
Supplies	Materials for Arts Fair and program support for the fine arts		\$40	\$36,880	\$36,920
Total Salaries & Wages			\$8,053	\$43,741	\$51,7944

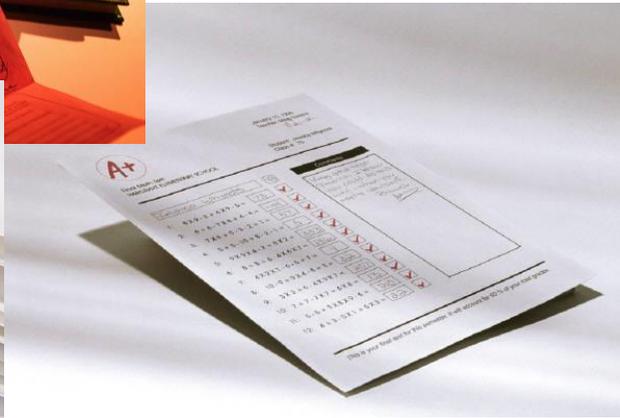
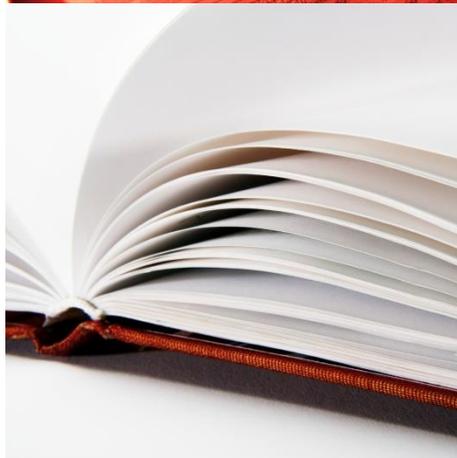
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$8,053.00	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	2013 Fine Arts Grant	GRANT RECIPIENT NAME	Garrett County Board of Education		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	July 1, 2013	30-Sep-14	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - 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.	7,400.00		40.00				7,440.00
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				613			613.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	7,400.00	0.00	40.00	613.00	0.00	0.00	8,053.00

Finance Official Approval	Mrs. Judy Travis	10/8/13	301-334-8911
	Name	Signature	Telephone #
Supt./Agency Head Approval	Dr. Janet Wilson	10/8/13	301-334-8901
	Name	Signature	Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Telephone #

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2012-13

Local School System: **Garrett County Public Schools**

Local Point of Contact: **Dr. Phil Lauver**

Telephone: **301-334-8938** **E-mail:** **phil.lauver@garrettcountyschools.org**

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	0	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0

Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	0	0	0	0

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

Guidance for Completion of the SY 2012-13 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
 - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
 - (1) Attends a persistently dangerous public elementary or secondary school; or
 - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
 - (a) During the regular school day; or
 - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.
 - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
 - (1) Designation of a school as persistently dangerous; or
 - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.
 - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: Show the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator (**i.e. transferred in the interest of safety and/or good order and discipline**).

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

**State Fiscal Stabilization Fund (SFSF) Program Requirements – Phase II
Achieving Equity in Teacher Distribution**

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States’ progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2012-2013 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include, **and update**, the following information **for descriptors(a)(1), (a)(2), and indicators(a)(4), (a)(5), (a)(7)** on the local school system's designated website

**Please provide the specific school system link *to the required data*
on the line below:**

URL to SFSF data:

<http://cardinal.ga.k12.md.us/ARRA%20Reporting/ARRA%20Reporting.htm>

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.
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Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. 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.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2013 MASTER PLAN UPDATE

Local School System: Garrett County Public Schools

Point of Contact: Dr. Phil Lauver

Address: 40 South Second Street

Oakland, MD 21550

Telephone: 301-334-8937 **FAX:** 301-334-7634

Email: phil.lauver@garrettcountypublicschools.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 **Date** 10/15/13

Please complete certification statement and submit as part of your 2013 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2013 Master Plan Update**

Local School System: Garrett County Public Schools

Point of Contact: Dr. Phil Lauver

Address: 40 South Second Street
Oakland, MD 21550

Telephone: 301-334-8937 **FAX:** 301-334-7634

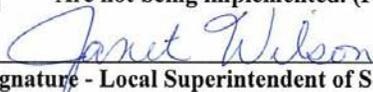
Email: phil.lauver@garrettcountyschools.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

Are not being implemented. (Please attach an explanation.)

 10/14/13
Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your **2013 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