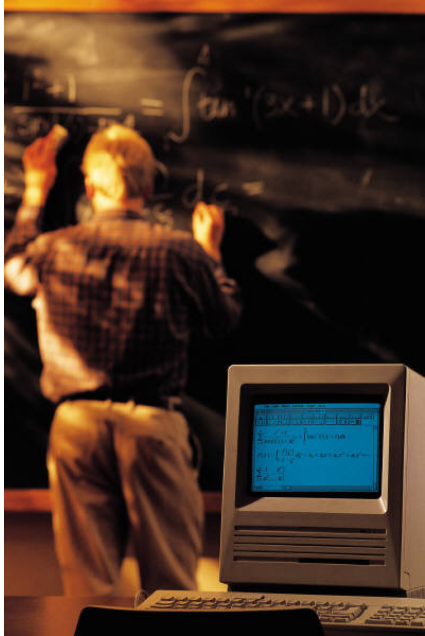
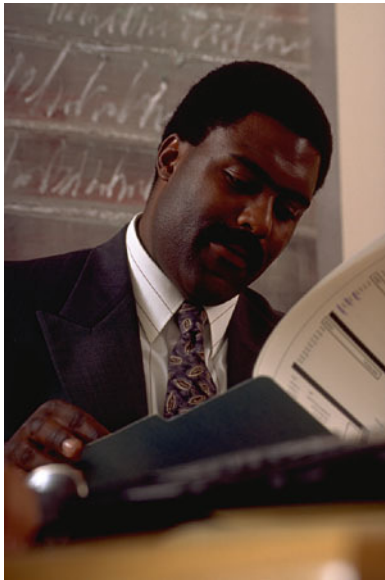


Attachment 8



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**

<p>Local School System: <u>Somerset County Public Schools</u> Fiscal Year <u>2011</u></p> <p>Title II-A Coordinator: <u>Doug Bloodsworth</u></p> <p>Telephone: <u>410-651-1616</u> E-mail: dbloodsworth@somerset.k12.md.us</p>
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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
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>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.</p> <p>3.2 The percentage of teachers receiving "high-quality 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 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</p> <p>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> <p>Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>

*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: <u>Somerset County Public Schools</u> Fiscal Year 2011
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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	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			X
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].			
1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].	Reducing class size in the first and second grade classes at Princess Anne Elementary, Greenwood Elementary and Carter G. Woodson Elementary. Timeline 2010-2011	\$276,184	

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

Local School System: <u>Somerset County Public Schools</u> Fiscal Year 2011
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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
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].			
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <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)]. 	Provide stipends for two-day achievement collaboration workshop. Teacher leadership teams will use recent school data to determine focus for upcoming year. The workshop was held on August 4, 5, 2010. The goals for the conference were: Building Capacity: To maximize central office support to site administrators and teachers for optimal student learning motivation, success, and conduct Coordinating Effort: To increase coordination of site goals, efforts, and implementations (SIT Plans; Master Plan Update) in order to enhance successful practices and broaden their impact Monitoring Implementation and Progress in the areas of instruction, special education (Co-teaching) and technology, 1 to 1 laptop initiative. Forty seven staff members attended the two day workshop. Timeline: August 2010	\$1734	

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

Local School System: Somerset County Public Schools _____ Fiscal Year 2011

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)].	<p>Provide one day workshop for principals and supervisors on Response to Intervention. Funds will pay Dr. Joseph Kovaleski, University of Indiana of Pennsylvania, to speak on "Building Infrastructure to Support Response to Intervention.</p> <p>The goal is to provide information to school psychologists and administrators of local school systems regarding the supports that are needed to successfully implement a Response to Intervention model.</p> <p>The objectives are:</p> <ol style="list-style-type: none"> 1. To reconceptualize the support services within a three tier model of service delivery. 2. Understand a school-side restructuring process based on student data. 3. understand how RTI can help schools meet the challenge of NCLB and AYP 4. Consider the role of the school psychologist as "data shaper". <p>This workshop will be offered to administrators and Psychologists on the Eastern Shore of Maryland. Somerset County Schools will send three psychologists and 8- 10 administrators.</p> <p>Timeline: September 2010</p>	\$1212	
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>3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].</p>			
<p>3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].</p>			
<p>TOTAL TITLE II-A FUNDING AMOUNTS</p>			<p>\$279,130</p>

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

Local School System: Somerset County Public Schools _ Fiscal Year 2011

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.

The Title IIA grant is used to hire highly qualified teachers at the early grades to reduce class size. Reducing class size relieves the workload on teachers and insures a greater chance of success with students. The differentiated professional initiative, by concentrating on documented student weaknesses, will target specific teacher needs during instruction. Teacher morale and satisfaction is maintained thus enabling the system to attract and maintain high quality teachers.

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.

All four elementary schools in Somerset County with the exception of Ewell school with only Students, are Title 1 schools. Greenwood Elementary is on the high poverty list from MSDE, but the other three are close to 60% poverty. All teachers in the Title 1 schools are highly qualified.

**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;
Letters of invitation were sent to Crisfield Christian Academy, The Well Watered Wells Leadership Academy and Holly Grove Christian School. The letters asked for a response if interested. Holly Grove sent back a response that they were not interested. Phone calls were made to Holly Grove Christian. Holly Grove followed up with a return call and form indicating they were not interested. Meetings were held with the Well Water Academy and Crisfield Christian School.
 - b) The basis for determining the professional development needs of private school teachers and other staff;
Somerset County Public Schools has extended invitations to all three non public schools to attend system level professional development. Crisfield Christian Academy expressed interest in accessing Title II A funds, but has not completed the needs assessment process. Using the

procedure which would access a per pupil allocation, Crisfield would only be able to access about \$102. SCPS will maintain this amount through the year, in case Crisfield should want to determine a need and access.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
Holly Grove declined services. In a follow up telephone call with Well Water Academy, it was determined that their students actually went to SCPS schools during the school day and were only present before and after school, thus making them ineligible to access funding. Crisfield Christian Academy asked that they be allowed to consider using the \$102 or so funds sometime during the school year.
- 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.)

SCPS schools will send invitations and schedules of system level professional development to each of the three non public schools. Staff from the non public schools may participate in SCPS professional development.

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. 11-13 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

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

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Regular Programs Salaries and Wages	Salary for 4.5 teachers Activity 1.2	\$205,540.10	\$205,540		\$205,540
Fixed Charges	FICA, Retirement, and WC and Health Insurance Activity 1.2	29.6% X Direct Cost	\$70,644		\$70,644
Professional Development-Achievement/Collaboration Workshop	Activity 2.2-Stipends	11.48 days X \$140 per day	\$1,607		\$1,607
Fixed Charges	Total Fringe for Activity 2.2		\$127		\$127
Consultant	Response to Intervention Workshop Activity 2.3	1 consultant X 1 Day X \$900 per day	\$900		\$900
Consultant Expenses	Response to Intervention Workshop Activity 2.3	Expenses, travel, lodging, etc.	\$312		\$312
Total			\$279,130		\$279,130

ORIGINAL GRANT BUDGET	279,130	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Somerset County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Somerset County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	9/30/2011	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0
Prog. 22 Business Support							0
Prog. 23 Centralized Support							0
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin. & Supv.							0
203-205 Instruction Categories							
Prog. 01 Regular Prog.	205,540						205,540
Prog. 02 Special Prog.							0
Prog. 03 Career & Tech Prog.							0
Prog. 04 Gifted & Talented Prog.							0
Prog. 07 Non Public Transfers							0
Prog. 08 School Library Media							0
Prog. 09 Instruction Staff Dev.	1,607	900		312			2,819
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							
212 Fixed Charges				70,771			70,771
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	207,147	900	0	71,083	0	0	279,130

Finance Official Approval Vicki Miller 10/13/2010 410-651-1616
Name Signature Date Telephone #

Supt./Agency Head Approval Dr. Karen-Lee Brofee 10/13/2010 410-651-1616
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

ASSURANCES

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

12. 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.
13. 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.
14. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
15. 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.
16. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
17. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
18. 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.
19. 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.
20. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
21. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
22. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	10/13/2010
Superintendent of Schools/Head of Grantee Agency	Date