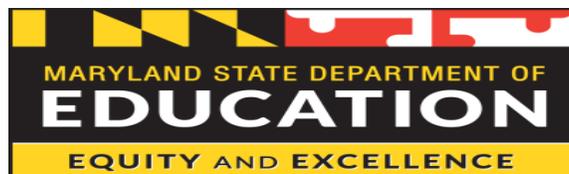


**Maryland's Reform Plan  
Bridge to Excellence in Public Schools**

**2018 Guidance Annual Update**

**July 2018**

**Maryland State Department of Education  
Division of Student Support, Academic Enrichment, and Education Policy  
Office of Finance**



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# Maryland's Bridge to Excellence Master Plan

## **Authorization**

The Bridge to Excellence Master Plan Annual Update is authorized by the following:

- 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*;
- Chapter 702 of the Education Article, Annotated Code of Maryland;
- Chapter 264 of the Education Article, Annotated Code of Maryland, *Assessment Administration and Provision of Information*; and
- Section 7-203.3, Education Article of the Annotated Code of Maryland.

## **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 local educational agencies (LEAs) 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. Each LEA shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement. Additionally, each annual update will include detailed summaries of the alignment between the LEA's current year approved budget, prior year actual budget, and the master plan goals and objectives.

In 2016, the Maryland General Assembly passed House Bill (HB) 999- *Commission on Innovation and Excellence in Education*, and HB 412 - *Assessment Administration and Provision of Information*. HB 999 outlines the reporting structure of the 2016 and 2017 Bridge to Excellence Master Plan Annual Update, which limited specified requirements to be reported in the Master Plan Annual Update for those two years. HB 412 outline assessment reporting details specified in the Education Article Section 7-203.3 for each assessment administered in each LEA.

In the 2018 - 2019 school year, LEAs will transition to the new accountability, reporting, and school improvement system for the Maryland Every Student Succeeds Act (ESSA) Consolidated Plan. The new accountability system will be based on 2017 - 2018 data, which will not be available for the 2018 Master Plan Annual Update. Therefore, the reporting structure for the 2018 Master Plan will be based on the requirements of HB 999. The new accountability system will begin in the 2019-2020 school year. Below you will find the details of House Bill 999, House Bill 412, and Section 7-203.3 demonstrating the revisions that must be included in the 2016 and 2017 Master Plan Annual Updates.

## **Chapter 702 of the Education Article, Annotated Code of Maryland**

Section 3 and be it further enacted, that: (a) Notwithstanding any other provision of law, for calendar years 2016 and 2017, a county board of education's annual update of the comprehensive master plan required by § 5-401(b)(3) of the Education Article shall include only:

- (1) the budget requirements required by § 5–401(b) (5) of the Education Article;
  - (2) the goals, objectives, and strategies regarding the performance of:
    - (i) students requiring special education, as defined in § 5–209 of the 9 Education Article;
    - (ii) students with limited English proficiency, as defined in § 5–208 of the Education Article; and
    - (iii) students failing to meet, or failing to make progress toward 13 meeting, State performance standards, including any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole;
  - (3) the strategies to address any disparities in achievement for students in item (2)(iii) of this subsection; and
  - (4) the requirements of § 7–203.3 of the Education Article, as enacted H.B. 412/ S.B. 533 of the Acts of the General Assembly of 2016.
- (b) (1) The State Department of Education shall convene a group of stakeholders to review the current statutory and regulatory requirements of the master plan and the new requirements of the federal Every Student Succeeds Act.
- (2) On or before October 1, 2017, the Department shall report to the State Board of Education, the Commission on Innovation and Excellence in Education, as enacted by Section 1 of this Act, and, in accordance with § 2–1246 of the State Government Article, the General Assembly on recommendations regarding: (i) what information future comprehensive master plans should contain; and (ii) whether future comprehensive master plans should be completed in a digital form that can be updated periodically.

**Chapter 264 and Section 7-203.3**

Chapter 264 of the Education Article, Annotated Code of Maryland, Assessment Administration and Provision of Information, Chapter 264 includes the new §7-203.3, Education Article of the Annotated Code of Maryland. The reporting requirements are:

**7–203.3**

- (A) (1) In this section, “ASSESSMENT” means a locally, state, or federally mandated test that is intended to measure a student’s academic readiness, learning progress, and skill acquisition.
- (2) “ASSESSMENT” does not include a teacher-developed quiz or test.
- (B) This section does not apply to an assessment or test given to a student relating to:
  - (1) A student’s 504 Plan;
  - (2) The federal individuals with disabilities education Act, 20 U.S.C.1400; or
  - (3) Federal law relating to English Language Learners
- (A) (C) For each assessment administered in a local education agency, each county board shall provide the following information:
  - (1) The title of the assessment;
  - (2) The purpose of the assessment;
  - (3) Whether the assessment is mandated by a local, state or federal entity;
  - (4) The grade level or subject area, as appropriate, to which the test is administered;
  - (5) The testing window of the assessment; and
  - (6) Whether accommodations are available for students with special needs and what the accommodations are.

- (D) On or before October 15<sup>th</sup> of each year, the information required under subsection (A) of this shall be:
- (1) updated;
  - (2) posted on the website of the county board; and
  - (3) included in the annual update of the county board's master plan required under § 5-401 of this article section.

**2018 Master Plan Annual Update**

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

**Master Plan Annual Update**

**Due: October 15, 2018**

**Local Education Agency Submitting this Report:**

**Address:**

**Local Point of Contact:**

**Telephone:**

**E-mail:**

**WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Master Plan Annual update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this annual update has been developed in consultation with members of the local education agency's current master plan planning team and that each member has reviewed and approved the accuracy of the information provided in the annual update.**

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Local Point of Contact**

\_\_\_\_\_  
**Date**



# **Executive Summary**

# Executive Summary

## I.A

### Instructions:

The Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, requires Local Education Agencies (LEAs) to develop and submit an annual update to the comprehensive master plan to the Department for review. The annual update includes reporting requirements in accordance with annotated Code of Maryland §7-203.3, and Chapter 702, Commission on Innovation and Excellence in Education. In alignment with the Annotated Code of Maryland § 5-401, Annotated Code of Maryland §7-203.3, Chapter 702, and the Maryland State Board of Education’s vision to create a world class system to prepare all students for college and career, the comprehensive Master Plan Annual Update should include goals, objectives, and strategies to promote academic excellence among all students.

Reported strategies are to address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, students with limited English proficiency, as defined in §5-208 of the Education Article and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. The Executive Summary should serve as a stand-alone document that summarizes progress that the LEA is making in accelerating student performance and eliminating achievement gaps, as described throughout the Master Plan Annual Update. Only specified reporting requirements noted in this guidance should be included in this Executive Summary.

The Executive Summary shall include a budget narrative section that provides a detailed summary of the fiscal climate in the LEA. The budget narrative section should also describe any changes in demographics, along with a discussion of the effect of these changes on the LEA and Master Plan implementation.

The following is a suggested outline for the Executive Summary:

### **I. Introduction**

### **II. Budget Narrative**

- a. Fiscal Outlook, changes in demographics
- b. Impact of changes on the school system and the master plan goals and objectives
- c. Responses to analyzing questions (Section 1.B – Finance)

### **III. Goal Progress**

a. **Maryland's Goals, Objectives, and Strategies Regarding Performance of:**

- i. Students requiring special education services;
- ii. Students with limited English proficiency;
- iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

b. **Strategies to Address any Discrepancies in Achievement of:**

- i. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

### **IV. Assessment Administered Requirement**

a. The requirements of §7-203.3 of Education Article require LEAs to provide for each assessment administered:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

**(See page 18 for the 2018 Bridge to Excellence Assessment Administered Requirement Template).**

# **Finance Section**

# Finance Section

## **Introduction**

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, and analyzing questions. Together, these documents illustrate the LEA's alignment of current year budget and prior year expenditures with the Master Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

## **Components**

1. ***The Executive Summary (I.A)*** includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the master plan goals and objectives, and the responses to analyzing questions.
  - a. ***Supporting Budget Tables***
    - i. Current Year Variance Table: the budgetary plan for **FY 2019**.
    - ii. Prior Year Variance Table: a comparative look at the **FY 2018** plan versus actual events.
2. ***Resource Allocation Discussions are included in the content analysis throughout the 2018 Master Plan Update.*** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, and/or retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.
3. ***Analyzing Questions*** are based on the Prior Year Variance Tables. Responses to these questions should be embedded within the Budget Narrative.

## **Instructions**

### ***Supporting Budget Tables***

1. The purpose of the variance tables is to illustrate that LEA Master Plan goals and objectives are aligned with annual budget.
2. These tables are not intended to be prepared in accordance with Generally Accepted Accounting Principles (GAAP).
3. Total revenue and expenditures must equal.

4. It is appropriate to include Transfers in the Other Category.
5. For expenditures, identify each as restricted or unrestricted. Federal IDEA and Title I funds **must** be separately identified and listed by CFDA number and grant name.

For the **Current Year Variance Table**, LEAs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal Title I and IDEA funds **must** be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- Expenditures are reported based on the corresponding section of the Race to the Top reform assurance area. LEAs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, use unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

The **Prior Year Variance Table** is intended to provide a comparative analysis between the plan and the actual events in the prior year. LEAs will update the pre-populated tables with actual data (revenue, expenditure, and full time equivalent - FTE).

- The Prior Year Variance table (plan v. actual for **FY 2018**). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. All Federal Title I and IDEA funds **must** be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- The expenditure data is presented as planned compared to realized expenditures and shown by the corresponding section of the Race to the Top reform assurance area, mandatory costs and other categories. This table also includes planned and actual FTE at the expenditure level and includes the fund source. For fund source, include unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

***Resource Allocation Discussions are included in the content analysis throughout the 2017 Master Plan Annual Update.***

Throughout the Master Plan Annual Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. LEAs are asked to identify challenges and then specifically describe the changes or adjustments that will be made to ensure sufficient progress, include timelines where appropriate and a discussion of corresponding resource allocations.

In their 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. LEAs **must** identify the source of the funding as restricted or unrestricted.

If the source is restricted Title I, or IDEA funding, include the CFDA number, grant name, and the associated funds. Otherwise, identify the source as restricted or unrestricted and include the associated funds.

### *Analyzing Questions*

Please use the information provided in the **Prior Year Variance Table** to develop answers to the following questions. Responses should be embedded in the Budget Narrative section of the Executive Summary.

### **Revenue and Expenditure Analysis**

1. Did actual **FY 2018** revenue meet expectations as anticipated in the Master Plan Update for **2018**? If not, identify the changes and the impact any changes had on the **FY 2018** budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.
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.

### **Definitions of Key Terms**

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding

### **Submission Information**

1. MSDE will transmit the prepopulated budget documents to LEAs in an Excel workbook in July. The workbook will include spreadsheets for the Current and Prior Year Variance Tables.
2. ***Methods of submission.*** As noted in the Submission Instructions in Appendix D, an electronic Excel workbook containing the budget documents **must** be submitted with the 2018 Master Plan Annual Update and uploaded separately to Google Drive. This submission process applies to the original **October 15th** and final **November 16th** submissions. **ALL** final budget documents should include any changes made as a result of the review process.

# **Maryland's Goals, Objectives and Strategies**

# Maryland's Goals, Objectives and Strategies

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2018 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices.

Based on the Chapter 702 of the Education Article, Annotated Code of Maryland, the Commission on Innovation and Excellence in Education, the reporting requirements regarding the performance of certain students in all indicated assessments must include goals, objectives and strategies. Strategies must address any discrepancies in achievement. For this annual update, the reporting requirements must address for the following student populations:

- i. Students requiring special education services;
- ii. Students with limited English proficiency; and
- iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

Based on Chapter 702, the reporting requirement must also include strategies to address any discrepancies in achievement for students failing to meet, or failing to make progress toward meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Describe the goals, objectives, and strategies regarding the performance of each identified student group.

In your analysis of students requiring special education services, LEAs must consider the following special education issues within the responses:

- ***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?

In your analysis of **students who are English learners (ELs)** at the local education agency (LEA) level, you must address the progress of ELs on ACCESS for ELLs 2.0 in developing and attaining English language proficiency and academic achievement on the State reading/language arts and mathematics assessments for the following indicators.

▪ **English Language Proficiency Indicator**

This indicator is used to represent the percentages of ELs progressing toward English language proficiency. Maryland uses a growth-to-target model based upon the overall proficiency level obtained from ACCESS for ELLs 2.0. ELs are considered to have met the target if their overall proficiency level shows growth by:

- Meeting the annual growth target
- Earning a proficiency score of 4.5 or higher

The EL student group is defined as 10 or more ELs in a school. The EL student group must meet the individual school's annual measurement of interim progress toward English language proficiency. The data will be shared by the MSDE EL/Title III Office.

▪ **Academic Achievement Indicator**

This indicator is used to represent the percentages of all student groups meeting the measurements of interim progress on Academic Achievement. The EL student group is a part of this indicator and the group includes ELs who are recently released from the ESOL services within 2 years. The indicator is measured by proficiency on the annual statewide reading/language arts and mathematics assessments.

LEAs should describe the strategies that will be used to ensure ELs meet the indicators mentioned above, including funding source and amount for each program, initiative or activity.

**PARCC Assessment Data**

**English Language Arts/Literacy for Grades 3-8 and Grade 10:**

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (i) students requiring special education services’;
- (ii) students with limited English proficiency,
- (iii) and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress 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 identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)*

**Content Areas:**

- **PARCC English Language Arts/Literacy for grades 3-8 and grade 10.**
- **PARCC Mathematics for Grades 3-8**
- **PARCC Algebra I**
- **PARCC Algebra II (*Optional Reporting*)**
- **PARCC Geometry (*Optional Reporting*)**
- **HSA English Grade 11 (*Optional Reporting*)**
- **High School Assessment (HSA) Government**

# **2018 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENT ADMINISTERED REQUIREMENT TEMPLATE**

## **2018 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs**

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:

- A student's 504 Plan;
- The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
- Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:

- updated;
- posted on the website of the LEA; and included in the Annual update of the LEA master plan required under §5-401.

**2018 BRIDGE TO EXCELLENCE MASTER PLAN**  
**ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA**

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			

## **Appendices**

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Local Bridge to Excellence Points of Contact

## Appendix A – Contact information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
<b>Master Plan Requirements</b>	Michelle Daley	410-767-0359	<a href="mailto:michelle.daley@maryland.gov">michelle.daley@maryland.gov</a>
<b>Elementary and Secondary Education Act Flexibility Requirements</b>	Danielle Susskind	410-767-0476	<a href="mailto:danielle.susskind@maryland.gov">danielle.susskind@maryland.gov</a>
<b>Finance Requirements</b>	Donna Gunning	410-767-0757	<a href="mailto:donna.gunning@maryland.gov">donna.gunning@maryland.gov</a>
<b>Title III, Part A</b> English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Laura Hook	410-767-0714 410-767-6577	<a href="mailto:ilhye.yoon@maryland.gov">ilhye.yoon@maryland.gov</a> <a href="mailto:laura.hook@maryland.gov">laura.hook@maryland.gov</a>
<b>Special Education Programs</b>	Karla Marty	410-767-0244	<a href="mailto:Karla.marty@maryland.gov">Karla.marty@maryland.gov</a>

## Appendix B – General Submission Procedures Posting and Submission Procedures

The 2018 Master Plan is shared with the LEA master plan points of contact via Google Drive. If an LEA does not have access to Google, a hard copy should be submitted. The Master Plan Annual Update submission procedures include two submission options: **Google Drive OR hard copy** via U.S. mail. **DocuShare is no longer available for master plan submissions.**

### General Submission Procedures

Date	2018 Submission Procedures
<p><b>October 15</b></p> <p><b>DRAFT SUBMISSION</b></p>	<p><b><u>ELECTRONIC SUBMISSION</u></b>- Using Google Drive, LEAs may submit their 2018 Master Plan Annual Update. This electronic submission should include the annual update and the Excel workbooks containing the Finance, and Data sections.</p> <p><b><u>The annual update document should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.</u></b></p> <p><b>Google Drive Submission</b> Share the Master Plan Annual Update via Google Drive with Michelle Daley at (<a href="mailto:michelle.daley@maryland.gov">michelle.daley@maryland.gov</a>).</p> <ul style="list-style-type: none"> <li>▪ The annual update should be submitted as one document in <b>PDF</b> format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as <b>separate documents in Excel format.</b></li> </ul> <p><b>**C125s are accepted electronically as long as signatures are in <a href="#">blue ink</a>, and as such visible as original signatures. If the documents are signed and scanned and the original signature is not readily identifiable as an original signature, then electronic versions cannot be accepted.</b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"> <li>▪ Send 5 hardcopies, double-sided and three-hole-punched: <b><u>Annual Update, Finance Sections, and Data Sections.</u></b></li> <li>▪ Avoid sending documents in binders.</li> </ul>

Date	2018 Submission Procedures
<p>November 16</p> <p><b>FINAL SUBMISSION</b></p>	<p><b>Google Drive Submission</b></p> <p>Share the Master Plan Annual Update via Google Drive with Michelle Daley at (<a href="mailto:michelle.daley@maryland.gov">michelle.daley@maryland.gov</a>).</p> <ul style="list-style-type: none"> <li>The annual update should be submitted as one document in <b>PDF</b> format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as <b>separate documents in Excel format</b>.</li> </ul> <p><b><u>The annual update must contain original signatures in all areas where required.</u></b></p> <p><b>**C125s are accepted electronically as long as signatures are in <a href="#">blue ink</a>, and as such visible as original signatures. If the documents are signed and scanned and the original signature is not readily identifiable as an original signature, then electronic versions cannot be accepted.</b></p> <p><b>Hardcopy</b></p> <ul style="list-style-type: none"> <li>Send 2 hardcopies, double-sided and three-hole-punched: <b><u>annual update, Finance Sections, and Data Sections.</u></b></li> <li>Avoid sending documents in binders.</li> </ul> <p><b><u>The annual update must contain original signatures in all areas where required</u></b></p> <hr/> <p><b><u>All master plan annual update hard copies and signed original C-125s should be sent via U.S. mail to:</u></b></p> <p>Michelle Daley  Division of Student, Family, and School Support  Maryland State Department of Education  200 West Baltimore Street (4th Floor)  Baltimore, Maryland 21201</p>

<b>Local Education Agency</b>	<b>Name</b>	<b>E-mail</b>
Allegany County	Kim Green	<a href="mailto:kim.green@acpsmd.org">kim.green@acpsmd.org</a>
Allegany County	Ellen Sause	<a href="mailto:ellen.sause@acpsmd.org">ellen.sause@acpsmd.org</a>
Anne Arundel County	Deanna Natarian	<a href="mailto:dnatarian@aacps.org">dnatarian@aacps.org</a>
Anne Arundel	Sheila McEwan	<a href="mailto:smcewan@aacps.org">smcewan@aacps.org</a>
Baltimore City	Kasey L. Mengel	<a href="mailto:kmengel@bcps.k12.md.us">kmengel@bcps.k12.md.us</a>
Baltimore County	Christine Faya	<a href="mailto:cfaya@bcps.org">cfaya@bcps.org</a>
Baltimore County	Monique Wheatley-Phillip	<a href="mailto:mwheatleyphillip@bcps.org">mwheatleyphillip@bcps.org</a>
Baltimore County	Christine Koth	<a href="mailto:ckoth@bcps.org">ckoth@bcps.org</a>
Calvert County	Diane Workman	<a href="mailto:workmand@calvertnet.k12.md.us">workmand@calvertnet.k12.md.us</a>
Calvert County	Darlene White	<a href="mailto:whited@calvertnet.k12.md.us">whited@calvertnet.k12.md.us</a>
Caroline County	Patricia Saelens	<a href="mailto:saelens.patricia@ccpsstaff.org">saelens.patricia@ccpsstaff.org</a>
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