

**RACE TO THE TOP APPLICATION**  
**SUBMITTED NOVEMBER 15, 2010**



**TALBOT COUNTY**  
*Public Schools*

...each student will learn, grow and succeed.

## **Section A: Comprehensive and Coherent Agenda**

Talbot County Public Schools has a long history of systemic planning. At the beginning of the new millennium, the school system invited key stakeholders from within and outside of the school system to meet and chart the course for the next decade. This group of educators, business leaders, community activists and highly engaged parents established five broad goals for the school system to work toward in a strategic Master Plan. With the implementation of the federal government's No Child Left Behind (NCLB) legislation the five broad goals were refined and has since guided the work of the school system.

In 2000 Talbot County Public Schools became one of the first districts in the State to complete a system wide accreditation process for all schools with Middle States Association of Colleges and Schools. This organization affirmed the fact that TCPS has a rigorous, systematic planning process in place. In subsequent years, Middle States has reaffirmed the district's planning process through mid-point reviews and a reaccreditation process in 2008.

### Alignment to the State's Race to the Top Program

For the last five years Talbot County Public Schools has used Performance Matters, a data warehouse, to track student performance on state and local assessments. The system's curriculum team, in conjunction with teachers, has worked to ensure that local assessments align with the State Curriculum. The results from these local assessments are stored in Performance Matters. School staff has used this data to make instructional decisions that support moving students along the learning continuum. With the assistance of the State's Race to the Top funds, Talbot plans to implement the Common Core State Standards and the newly designed assessment system.

### LEA's Identified Needs and Goals and Proposed Strategies for Increasing Achievement and Closing the Achievement Gap

As mentioned earlier, TCPS has established district level goals. They are: Students will meet rigorous academic goals annually; environments will be safe, drug free, and conducive to learning; ours will be a school system of choice by a highly qualified and diverse staff; increase the engagement of parents, students, and the community in support of the school system; provide technology and technology skills that will enhance student learning and staff efficiency and effectiveness. The system anticipates retaining these goals for the 2011-2012 Master Plan.

One of the system's goals states that "*Students will meet rigorous academic goals annually*". There are many programs in place to ensure that the district achieves this goal including programs to support our work in the area of **STEM**. Primary Talent Development (PTD) units, revolving around science, are used in prekindergarten through second grade to identify students who "bubble up" as those who may require more academic challenge. Teachers use the information gained from PTD to increase the rigor for students. Summer Academy is a program offered to students who may lose ground over the summer without a continuation of teaching and learning. Elementary and middle school students conduct hands on science experiments to investigate content that will be taught during the next school year. Research shows that science engages the learner and allows students to improve their vocabulary, read for information, and practice their math skills. Pre-teaching science content that students will further explore during the school year gives Summer Academy students a "leg up" in science class during the regular school year. These units also foster a love for science. Project Lead the Way courses are designed to provide middle and high school students with opportunities to dig deeper into areas of interest in science. Currently TCPS offers both the Pre-Engineering and Biomedical programs. Beginning in the fall of 2011 middle school students will have the opportunity to take Gateway to Technology, a course designed to develop and hone skills to enable them to enter the high school program with foundation knowledge and skills for

success in engineering. This program will be implemented using money from the system's STEM grant as well as the Carl T. Perkins grant.

Overall, our data suggest that we are moving in the right direction and our data driven decisions lead to appropriate programming for the majority of our students however, teachers and administrators will be using the Classroom-Focused Improvement Process (CFIP) to hone in on individual students and remediate skill deficits. In addition, Compass Learning, a software program first used last year will again be used to assist in intervention. Teachers received additional training from the company to improve their use of the software in making student assignments more individually tailored to specific needs.

ARRA State Fiscal Stabilization dollars were used to improve the school system's internet connection, as well as provide SMART Boards for the majority of elementary and middle school classrooms. The use of SMART Boards has led to a dramatic increase in student engagement. During the last school year teacher staff development days were used to provide training on how to use SMART Boards and to allow teachers time to work on creating engaging lessons with this technology. The collaboration of staff members from across the county has given teachers a renewed energy and has led to dynamic lessons. Additional collaboration time is built into this school year's calendar.

Although the amount of federal dollars did not increase for Title I students, the number of schools who qualify to receive Title I funds did. Four of Talbot's five elementary schools now have poverty levels that exceed 35%. Title I ARRA dollars in conjunction with other Title I dollars were used to provide a math consultant who assessed the status of the elementary math program. This assessment led to the development of a 3-credit MSDE approved workshop designed to improve teacher instructional strategies in mathematics. The consultant will return this year to provide additional training for credit. Additional service provided to Title I schools include the use of *University Instructors*, a company that provides teachers to work with students in small groups, and intervention specialists who will provide contracted services in the areas of reading and math.

The system continues the practice of heterogeneous grouping and uses the inclusion model in classrooms for special education. Schools also incorporate the co-teaching model for English Language Learners as well as special education students. TCPS is committed to eradicating racial disparities. The system consulting with Pacific Educational Group, a company that believes that, “Systemic racism is the most devastating factor contributing to the diminished capacity of all children”, to examine beliefs, practices and policies, which may stand in the way of ensuring success for all students of color.

#### Stakeholder Involvement

Parent and community members who are a part of the Board of Education’s Citizen’s Advisory Committee had the opportunity to provide comment to this application at their October 25<sup>th</sup> meeting. School system personnel were consulted in the development of this application as well.

The district intends to cooperate with the national and statewide evaluations of RTTT.

**Action Plan: Section A**

LEA: **Talbot County Public Schools**

Date: **November 3, 2010**

**Goal(s):**

- Establish ambitious goals to raise student achievement, close achievement gaps, increase graduation rates and increase college enrollment.
- Implement State-developed high quality assessments aligned with the Common Core State Standards (CCSS).

<b>Section A: State Success Factors</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (No)						
Additional Required Activities:						
1. Cooperate with national and statewide evaluation	(A)(2)		12/01/10-Expiration of grant	Pam Heaston, Asst. Supt.; Curriculum Specialists	Agendas Attendance rosters Minutes	N
Optional Activities:						

## **Section B: Standards and Assessments**

*(B)(3) Supporting the transition to enhanced standards and high-quality assessments.*

Talbot County Public Schools plans to work with the State as it moves through the process of implementing new standards and assessments. As often as possible, TCPS will provide the expertise of its curriculum specialists and teachers to serve on the committees that will conduct the gap analysis. Further, Talbot plans to send four person teams to the Instructional Improvement Academies and will utilize those who are trained to design and implement staff development to the rest of the system's educators in order to ensure that all teachers have the capacity to effectively implement the new standards with effective teaching practices.

Further Talbot plans to ensure that the community is apprised of the most recent information through the venues already established by the Superintendent. Specifically, those venues include: Citizen's Advisory Committee, Superintendent's Town Hall meetings, Superintendent's meetings with Parent Teacher Organization Presidents, the district's website, and system publications.

In 2005, TCPS launched the first county wide one to one laptop program in the State of Maryland. This program provides all students in grades 9 through 12 with a laptop computer for their use 24 hours a day 7 days a week. This initiative makes it possible to meet the needs of and differentiate instruction for every high school student. While students at the elementary and middle school levels have some access to computers, the limited number of available computers makes it impossible to offer similar programming at this level. The system intends to use RTTT funds to purchase computer technology to improve access for elementary and middle school students.

## Action Plan: Section B

### Goal(s):

- Develop a local plan for the implementation of the new Common Core State Standards (CCSS).
- Ensure that TCPS educators, parents and other stakeholders understand the transition plan for implementation of the Common Core Standards and curriculum.
- Participate in State and local efforts to create curricular documents in parallel format for all curricular areas (including STEM) to ensure that TCPS' students have a rich and full education and that classroom teachers are supported in the effective implementation of CCSS.
- Ensure that TCPS educators are trained in the new CCSS, the revised State curriculum and assessment system, and effective differentiated instruction activities
- Ensure that TCPS educators can access, understand, and use formative assessment tools in concert with the State's improvement system that allows students to achieve college and career-ready standards of achievement

<b>Section B: Standards and Assessments</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(B)(3)					
1. Participate in State and local opportunities to do a gap analysis between State curriculum and CCSS.	(B)(3)		2010-2011	Pam Heaston, Asst. Superintendent Curriculum Specialists	Attendance rosters	N
2. Develop a transition plan for implementing the revised State curriculum.	(B)(3)		Spring 2011	Pam Heaston, Asst. Supt., Curriculum Specialists	Written plan Minutes from meetings	N
3. Implement plan, monitor, evaluate, and adjust plan as appropriate.	(B)(3)		Fall 2011 through 2014	Pam Heaston, Asst. Supt., Curriculum Specialists	Minutes from meetings	N
4. Review current textbooks and other resources to	(B)(3)		Fall 2011	Pam Heaston, Asst. Supt., Curriculum	Minutes from meetings	N



determine alignment with the CCSS.				Specialists		
5. Purchase aligned textbooks and materials if needed.	(B)(3)		Spring 2012-ongoing	Pam Heaston, Asst. Supt., Curriculum Specialists	New materials	N
6. Disseminate information about the transition plan through district and school-based meetings, professional development activities, board meetings and district website.	(B)(3)		2011-ongoing	Karen Salmon, Superintendent, Leadership Team	Agendas, publications, minutes from meetings	N
7. Identify and send key staff from each school along with Central Office staff to attend State sponsored Instructional Improvement Academies.	(B)(3)		Spring 2011-ongoing	Karen Salmon, Superintendent, Leadership Team	Roster Materials from meetings	N
8. Convene a team of those who attended Instructional Improvement Academies and develop a plan for communicating the information received from the State sponsored Instructional Improvement Academies.	(B)(3)		Fall 2011, Fall 2012, Fall 2013	Pam Heaston, Asst. Supt.	Minutes from meetings	N
9. Implement and evaluate the professional development provided by the LEA's Instructional Improvement Academy participants.	(B)(3)		Fall 2011-ongoing	Instructional Improvement Academy participants	Agendas, Minutes from meetings	N
10. Participate in the State efforts to develop formative	(B)(3)		2010-ongoing	Curriculum specialists, teachers	Attendance rosters	N

assessment tools as requested.						
11. Provide professional development and updates to TCPS staff, regarding accessing, understanding, and using revised formative assessment tools in concert with the State's system as they become available.	(B)(3)		2010-ongoing	Curriculum specialists, Instructional Improvement Academy participants	Attendance rosters Training materials	N
12. Examine and revise LEA curricula, formatives and summatives to align with the State's standards and assessment format.	(B)(3)		Fall 2011-2014	Curriculum Specialists, teachers	Revised formatives and summatives	N
13. Convene a committee that will identify the technology needs for elementary and middle school students.	(B)(3)	# 1	Spring 2012	Pam Heaston, Asst. Superintendent	Committee roster	N
14. Identify the technology needed to effectively implement the elementary and middle school instruction and formative assessments.	(B)(3)	# 1	Spring 2012	Pam Heaston, Asst. Superintendent, committee members	Specifications list for new technology	N
15. Use the State's competitive bid process to procure identified technology.	(B)(3)	# 1	Summer 2012	Charles Connolly, Director of Finance; Steve Wilson, Instructional Technology Manager	New technology	N
16. Provide training to	(B)(3)	# 1	Summer	Pam Heaston, Asst.	Agendas	N

teachers to ensure effective use of new technology.			2012 - ongoing	Superintendent		
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### **Section C: Data Systems to Support Instruction**

*(C)(3) Using data to improve instruction.*

Talbot County Public Schools has focused on student level data for a number of years. Since 2005 TCPS has worked with Performance Matters, a data warehouse company, to capture an ever-expanding number of summative, benchmark, and high stakes test data. Recently, TCPS has incorporated the Classroom-Focused Improvement Process (CFIP) into the school improvement process. Grade specific, or content specific teams of teachers and administrators use the CFIP process to identify individual student strengths and weaknesses. This information is then used to provide remediation to assist students in achieving grade level or content level expectations.

Using ARRA funds TCPS installed fiber optic cable so that the information pipeline now stands at 100MB. This improved pipeline ensures that the school system will be able to meet the demands of the State's new data and assessment requirements.

TCPS is committed to working with the State to build a comprehensive longitudinal data system. The LEA will send educators to the Instructional Improvement Academies and assist those educators in disseminating the information to the rest of the staff.

In order to keep up with the demands for data from within and outside the school system, TCPS plans to use RTTT funds to hire an additional data person. This person will work with our existing staff person to create reports and supply information in a timely fashion. TCPS intends to place this salary position in the local budget at the conclusion of the Race to the Top funding period.

### Action Plan: Section C

**Goal(s):**

- Enhance, as necessary, the technology infrastructure in TCPS to implement an instructional improvement system to support classroom teachers and administrators in implementing real time data-based planning and instruction.
- Make effective use of Maryland’s Instructional Improvement System (IIS).
- Make data from the IIS available and accessible to researchers and to evaluate IIS effectiveness.

<b>Section C: Data Systems to Support Instruction</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(C)(3)(i-iii)					
1. Participate in the State-wide survey of existing LEA IIS and current hardware and software platforms.	(C)(3)		2010-2011	Steve Wilson, Instructional Technology Manager	Completed survey	N
2. Review and revise the local Five Year Technology Plan to address new State requirements and formulate funding plan.	(C)(3)		2010-2011	Steve Wilson, Instructional Technology Manager; Technology Committee	Completed revision	N
3. Cooperate with the State’s efforts to build a test bank of formative assessment items.	(C)(3)		2010-ongoing	Pam Heaston, Asst. Supt.; Curriculum Specialists	Submitted information	N
4. Participate in the State sponsored Instructional Improvement Academies.	(C)(3)		2011-ongoing	Pam Heaston, Asst. Supt.; Curriculum Specialists; school-based teams	Attendance sheets	N

5. Convene a team of those who attended Instructional Improvement Academies and develop a plan for communicating the information received from the State sponsored Instructional Improvement Academies.	(C)(3)		Fall 2011, Fall 2012, Fall 2013	Pam Heaston, Asst. Supt.	Minutes from meetings	N
6. Provide professional development to TCPS staff on the use of the State developed IIS and online professional learning communities.	(C)(3)		Fall 2011-ongoing	Pam Heaston, Asst. Supt.; Curriculum Specialists; school-based teams	Agendas	N
7. Identify local requirements, timeline, resources needed, and procedures for responding to data requests in a timely and accurate manner.	(C)(3)		2010-2011	Steve Wilson, Instructional Technology Manager; Technology Committee	Procedures in place	N
<b>Optional Activities:</b>						
1. Hire an additional data person.	(C)(3)	# 2	Fall 2010-ongoing	Pam Heaston, Asst. Supt.	Person employed	Y

**Section D: Great Teachers and Leaders**

*(D)(2) Improving teacher and principal effectiveness based on performance.*

*(D)(3) Ensuring equitable distribution of effective teachers and principals.*

*(D)(5) Providing effective support to teachers and principals.*

The Superintendent and the Board of Education for Talbot County Public Schools indicated agreement by signing the State's Memorandum of Understanding.

Great Teachers

Teachers who are new to Talbot County receive eight days of training prior to the start of the school year. They learn how to use the TCPS instructional planning process, the online grade book, and the email system. They also learn which staff will serve as buddy teachers and which staff function as administrators and curriculum specialists. New teachers plan the first week of lessons and receive APL Training, a series of classroom management techniques. Once a month throughout the year, new teachers convene for two hours after school to receive additional training on topics that range from how to hold a parent conference to Special Education policy and how to use the school system's data warehouse.

Two years ago, the Board of Education added four half days in the school system's calendar to provide all staff with time to work together to create common units and to learn new skills. Overwhelmingly teachers indicate that these days are valuable and worthwhile, the collaboration that occurs when teachers from various buildings have the chance to meet and work together strengthens the entire system.

As Talbot enters the third wave of reform with the Maryland State Department of Education, the system commits to sending four person school-based teams as well as Curriculum Specialists to the Educators Instructional Improvement Academies, and to developing and implementing a dissemination plan that is geared toward spreading the training to remaining staff. In

addition, Talbot will contract with Performance Matters to develop a system to connect teachers to professional development resources based on student outcomes.

### Great Leaders

Talbot County recognizes that the experiences, dispositions, and skills of its leaders are vital to the success of the school system's mission. Adoption and implementation of the School Manager model in 2002 gives evidence to this commitment by the Board of Education to focus the principal's work on instruction and student learning. On-going training and staff development at all levels is a system priority in a changing and challenging public school environment. Professional growth is both expected and supported for a staff of life-long learners.

TCPS, along with other school systems in the Eastern Shore Consortium, has sent aspiring principals to week-long summer institutes that provide participants with educational theory and practical strategies designed to guide aspiring leaders in reflecting on their practice with an eye toward developing their potential to be leaders in their school systems. Talbot's Leadership Development Plan also provides a three-credit course for teachers who are interested in becoming administrators. They have time to consider some of the issues facing today's school leaders as well as learn the State's requirements for obtaining Administrator I and II certification. This also gives the school system the opportunity to look at its potential future leaders.

Talbot's Leadership Development Plan uses the assistant principal positions as a training ground for future principals and curriculum specialists. There are more assistant principal positions than there are principal positions deepening the well from which to draw new principals. In the summer of 2010, Talbot convened its first New Leaders Induction Program. This institute has as its objectives to: optimize the potential for workplace success, professional growth, and job satisfaction through job coaching and administrative networking; provide training on the expectations and responsibilities that are state and system specific as



supplement to graduate education and previous professional experience. Veteran principals are tapped to mentor the system's newest leaders through job shadowing and collegial dialog.

Additionally, TCPS has participated in MSDE's Maryland Principal's Academy. Principals within their first five years of leading attend a two-day summer training with two follow up days that are designed to strengthen their leadership ability.

As Talbot enters the third wave of reform with the Maryland State Department of Education, the system commits to sending four person school-based teams as well as Curriculum Specialists to the Educators Instructional Improvement Academies, and to developing and implementing a dissemination plan that is geared toward spreading the training to remaining staff.

Further, Talbot County Public Schools agrees to work with the teachers' and principals' bargaining units to establish local measures for student growth and evaluation. In the event that that system cannot reach agreement on an evaluation framework with either our teachers' or principals' bargaining unit, the system will use the State default model.

### Mentors

Talbot used the RFP process to procure a provider of mentor services. This vendor employs retired Maryland principals and teachers to work with teachers during their first two years of teaching. The mentors observe their mentees and meet regularly to assist the non-tenured staff as they fine-tune their skills. The mentors also meet regularly as a group to discuss with their TCPS liaison where they have concerns and brainstorm solutions. TCPS agrees to send these mentors to the State's Teacher Induction Academies to ensure that non-tenured and teachers rated as ineffective receive assistance from people trained by the State.

## Action Plan: D

### Goal(s):

- Incorporate the statewide student growth measures into the TCPS educator evaluation form and process.
- Ensure TCPS educator evaluations inform district and school decisions regarding professional development, promotion, retention, compensation, tenure and removal of ineffective teachers.
- Increase the equitable-distribution of teachers and principals in high poverty, high minority and hard-to-staff schools.
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas, including math, science, and special education and teaching in language instruction programs (ESOL) and world languages; teaching in other high needs areas.
- Ensure all teachers effectively transition into the profession through a high quality teacher induction program and that all new principals have access to mentors who can improve their effectiveness.

<b>Section D: Great Teachers and Leaders</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i-iv) (D)(3)(i-ii) (D)(5)(i-ii)					
1. Identify teachers and administrators to serve on teacher and principal evaluation committees	(D)(2)		1/2011-3/2011	Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent	List of committee members	N
2. Revise teacher and principal evaluations using the State Framework	(D)(2)		1/2011-6/2012	Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent; Committee members	Teacher and principal evaluations that align to State Framework	N
3. Train principals on the use of the new teacher evaluation and explain the new principal evaluation procedures to	(D)(2)		7/2012 – 10/2012	Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent	Agendas handouts	N

principals						
4. Implement the teacher and principal evaluations	(D)(2)		9/2012-ongoing	Karen Salmon, Superintendent ; Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent; principals	Completed evaluations	N
5. Revise county procedures regarding tenure, professional development plans, etc. to reflect changes in evaluation system.	(D)(2)		1/2012-8/2012	Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent	Revised documents	N
6. Develop and use procedures to assign principals and teachers who have been rated Effective or Highly Effective to low achieving schools.	(D)(3)		1/2012-ongoing	Pam Heaston, Asst. Superintendent  Dan Capozzi, Asst. Superintendent	Revised procedures	N
7. Implement the strategies and techniques acquired during the Educator Instructional Improvement Academy	(D)(5)		7/2011-ongoing	Principals Teachers	Teacher's instruction reflects training. Student benchmarks show student growth.	N
Additional Required Activities:						
1. Identify teachers to attend Educator Instructional Improvement Academies	(D)(2)		5/2011	Pam Heaston, Asst. Superintendent; principals	Teachers identified	N
2. Send teachers, principals	(D)(2)		7/2011	Pam Heaston, Asst.	Attendance	N

and Central Office staff to Educator Instructional Improvement Academies			7/2012 7/2013	Superintendent	Improved teaching	
2. Send mentor teachers to the Induction Academy			7/2011 7/2012 7/2013	Pam Heaston, Asst. Superintendent	Attendance	N
3. Hold monthly meetings with mentor teachers to refine practice			9/2011-ongoing	Pam Heaston, Asst. Superintendent	Meeting minutes	N
4. Assign mentors to work with new teachers and teachers on second class certificate			Present – ongoing	Pam Heaston, Asst. Superintendent	List of assignments	N
<b>Optional Activities</b>						
1. Contract with Performance Matters to develop a system to connect teachers to professional development resources based on student outcomes.	(D)(2) (D)(5)	#3	12/10-Spring 2012	Pam Heaston, Asst. Superintendent	Contract	N

## **Section E: Turning Around the Lowest-Achieving Schools**

### *(E)(2) Turning around the lowest-achieving schools.*

It stands to reason, that schools cannot positively impact student achievement if students are not in school. During the 2009-2010 school year the school system's drop out prevention committee met bi-monthly to examine individual student data and find solutions for struggling students. For this school system, poor attendance was the leading factor in predicting which students were likely to drop out of school. It became clear to the committee that the social worker position, included in a Special Education grant two years earlier, was vital to the success in decreasing the number of Special Education students who chose to drop out. This success led to funding a second position this year for non-Special Education high school students.

Research suggests that students who are likely to drop out can be identified as early as third grade. Talbot County Public Schools intends to use Federal JOBS money to hire a social worker for Easton Middle School, a school identified as needing improvement by the Maryland State Department of Education. Using the model established by the Special Education social worker, the 15 poorest attenders will constitute the caseload for this new social worker. In two years when the Federal JOBS money is gone the social worker position at Easton Middle School will be funded using Race to the Top funding. At the end of four years, if the need still exists, Talbot County will fund the position in the local budget.

**Action Plan: E**

**Goal(s):**

- Provide support to lowest performing schools.

<b>Section E: Turning Around Lowest Achieving Schools</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E)(2)					
1. Hire a social worker.	(E)(2)		Fall 2010	Pam Heaston, Asst. Superintendent; Dan Capozzi, Asst. Superintendent	Person hired	N
2. Continue to employ social worker.	(E)(2)	# 4	Fall 2012	Dan Capozzi, Asst. Superintendent	Person continues in job	Y



## Signature Page

The signature of the LEA superintendent commits the LEA to the terms and conditions in this Final Scope of Work Plan for Race to the Top Funds.

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Signature of the LEA Superintendent

Karen B. Salmon, Ph. D.

November 15, 2010