

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2014 Annual Update

Part II

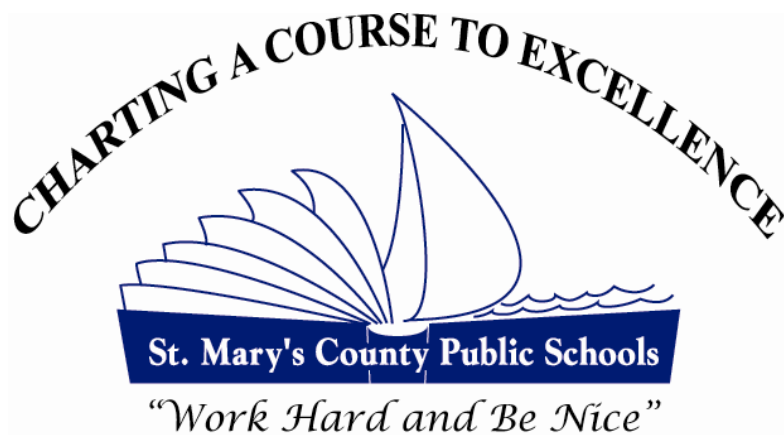


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**Bridge to Excellence Master Plan
2014 Annual Update**

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

Part 2: Attachments—Due: October 15, 2014

Local School System Submitting This Report: St. Mary's County Public Schools

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mr. J. Scott Smith, Interim Superintendent of Schools

Telephone: 301-475-5511, ext. 32139

E-Mail: jssmith@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2014 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)

10/15/14
Date


Signature (Local Point of Contact)

10/15/14
Date

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2015	Local School System: <u>St. Mary's County Public Schools</u>
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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: <ul style="list-style-type: none"> • (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 Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Total ESEA Funding by School
SW-GW Carver Elem	0805	78.10%	433,467.31					
SW-Lexington Park Elem	0804	65.57%	332,407.50					
SW-Green Holly Elem	0803	61.08%	316,554.99					
SW-Park Hall Elem	0808	54.90%	346,278.46					
Spring Ridge MS	0101	46.32%						
Dynard Elem	0702	42.44%						
Ridge Elem	0104	42.41%						
Greenview Knolls Elem	0810	40.65%						
Town Creek Elem	0806	36.59%						
Great Mills HS	0801	36.20%						
Mechanicsville Elem	0504	34.84%						

Benjamin Banneker Elem	0302	33.03%						
Piney Point Elem	0201	30.83%						
Oakville Elem	0602	30.31%						
Esperanza MS	0807	28.61%						
Hollywood Elem	0604	27.66%						
Margaret Brent MS	0404	26.53%						
White Marsh Elem	0503	23.83%						
Lettie Marshall Dent Elem	0501	23.54%						
Leonardtwn Elem	0301	22.08%						
Chopticon HS	0303	20.33%						
Leonardtwn MS	0305	19.30%						
Evergreen Elem	0606	16.53%						
Leonardtwn HS	0306	13.81%						
Chesapeake Public Charter	0813	10.45%						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			1,428,708.26					
School System Administration (For Title I, Use Table 7-8 LINE 5)			208,085.00					
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			742,295.53					
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			40,735.21					
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			2,419,824.00					

ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2015

Local School System: St. Mary's 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 2014 Allocation	\$ Amount to be transferred <u>out of each program</u>		\$ 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							
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: St. Mary's 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.

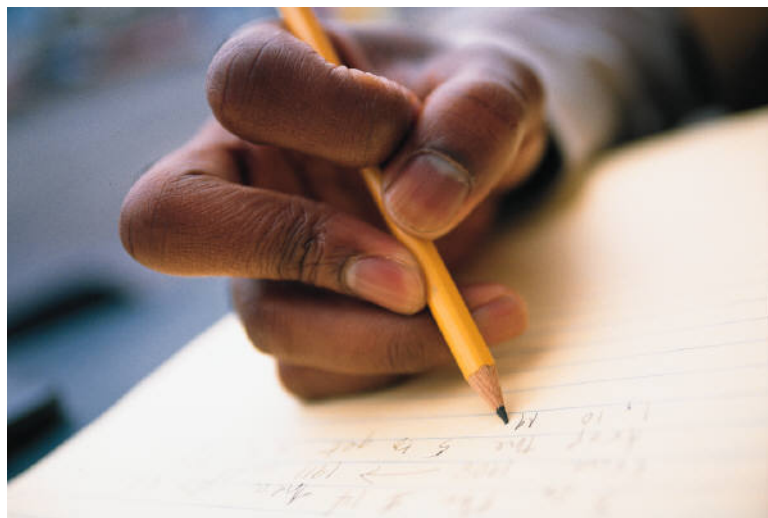
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)		Title III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$

ATTACHMENT 6-A**NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS****Fiscal Year 2015**Local School System: St. Mary's 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	
King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	23	23				
	Public School						
	Neutral Site						
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	7	7				
	Public School						
	Neutral Site						
	Private School						
	Public School						
	Neutral Site						

Attachment 7



Title I, Part A Improving Basic Programs

LEA: SMCPS

Submission Date: 9/16/14

Revised 11/6/14

SY 2014-2015

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

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 highest performing 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 School 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 School 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 School.

Support to Low Performing Title I Schools

Local Discretion: An LEA that does not have Priority Schools, but does have focus and/or approaching target schools is 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]

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.

Local Educational Agency: <u>St. Mary's County Public Schools</u>	Fiscal Year <u>2015</u>
Title I Coordinator: <u>Kelly Murray Hall</u>	
Telephone: <u>301-475-5511, ext. 32136</u>	E-mail: <u>kmhall@smcps.org</u>

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

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

A. 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").

Parents of students in all Title I schools are notified by letter about their right to request information on the qualifications of their child's teachers and paraeducators on the first day of the school year: August 20, 2014.

- 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.

Parents of students who are taught for 4 or more consecutive weeks by a teacher who is not highly qualified are notified by letter from the Title I school's principal at the conclusion of the fourth week.

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

Kelly Hall, Executive Director of Elementary Schools and Title I

- 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).

The Human Resources Office permits only Highly Qualified teacher candidates to interview for openings in any of the SMCPs schools including Title I schools. Both the Title I principals and Title I Executive Director are provided with copies of the Highly

Qualified certification status of all teachers assigned to Title I schools. SMCPs has a priority hiring procedure in place that allows Title I schools to have successful and desirable candidates offered positions at Title I schools prior to being offered positions elsewhere. In addition, there is new legislation in Maryland that allows teachers who are working in high poverty schools to have student loan debt forgiven in exchange for teaching at a high poverty school. All Title I school teachers have been made aware of that unique opportunity.

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

The principal of each school electronically submits the school Organizational Plan to the Executive Director of Elementary Schools and Title I a minimum of ten times throughout the school year. This report is cross referenced with the school system's electronic data base. The Organizational Plan report verifies staff assignment and student enrollment in each class. Class Level Membership, which determines and verifies HQ status is captured by the Human Resources Office in December of each year and is submitted to MSDE.

- 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 2014-2015.

Sample copies of the letters are attached (1a. and Attachment 2a). All Title I schools have access to TransAct Communications, which is an online resource that allows the school the capability of translating any school communication into 22 languages. The TransAct Communication translation source provides informational letters concerning the NCLB highly qualified parental communication, free and reduced lunch forms, information, and immunization for school nurses, etc.

- 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.

Development, implementation, monitoring, and evaluation of the schoolwide plan are components of the SMCPs Bridge to Excellence Master Plan. Each School's Educator Effectiveness Plan (revised School Improvement Plan) incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, and Title I Executive Director, the Title I principals and stakeholders collaborate to align all available funding sources to best serve the students and the school community. In addition, the Executive Director of Elementary Schools and Title I works collaboratively through the leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. Persons responsible: Kelly Hall, Executive Director of Elementary Schools and Title I and Leyla Mele, Grants Accountant.

- 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.

All St. Mary's County schoolwide Title I schools use the schoolwide Title I plan format. This document includes Educator Effectiveness Plan information and the SMCPs School Improvement Plan. The 10 components are reviewed collaboratively by Title I school based staff during the review process. Monitoring of the 10 components is ongoing throughout the year by the Executive Director of Elementary Schools and Title I at Title I staff meetings and also at various school based meetings including the quarterly School Improvement Team 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 review process includes identifying any missing or incomplete components. During follow up principal meetings with Title I principals and individual goal setting meetings in September/October, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website and internal data warehouse by the Executive Director of Elementary Schools and Title I. All Educator Effectiveness and Schoolwide plans are reviewed additionally by the Local Accountability Coordinator for SMCPs and the Interim Superintendent as appropriate for completion.

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

The review and effectiveness of schoolwide programs is conducted quarterly by the Executive Director of Elementary Schools and Title I. Each site-based comprehensive Needs Assessment assures that instructional decisions are data driven. Schoolwide Reform Strategies are consistent with SMCPs Master Plan and State standards. All Title I schools in St. Mary's County have 100% Highly Qualified teachers. High Quality

& Ongoing Professional Development is closely monitored to align with the needs assessment. Professional development activities are approved by the Executive Director of Teaching, Learning, and Professional Development and the Executive Director of Elementary Schools and Title I. Strategies to Attract High-Quality Teachers include maintaining low class sizes at all Title I school, as well as, providing additional funding for MOI supplies. Strategies to increase Parent Involvement include regularly scheduled parent training sessions, monitoring parent needs by means of a parent survey, and assignment of a parent liaison to three Title I schoolwide schools. At the fourth elementary school, the principal serves in the parent liaison capacity. The plans for assisting Children in Transition include the ECE Common Program application and the Head Start program. The SMCPS program provides academic services to at risk and income eligible three and four year old at risk students in a format and structure similar to our Pre-Kindergarten program. The Head Start program is being offered at regional locations throughout the county; however two full day and two and a half day sessions of four year old classes for the most at risk four year olds are offered at Green Holly Elementary School. The Head Start coordinator is included in elementary principal meetings and Title I principal meetings as appropriate to discuss and foster collaboration between the two programs.); fifth grade visits to the feeder pattern middle school, and the Fifth Grade Parent Information Night. All Title I schools have grade level Professional Learning Community (PLC) plans which align with the Educator Effectiveness Plan. All grade levels plan regular PLC meetings to include Teachers in Data Driven Decision Making which in turn drives classroom instruction. Teachers are encouraged to join the School Improvement Team as contributing decision makers. Teacher representatives provide input for development of internal assessments. Timely Additional Assistance is differentiated based upon student need. Small group instruction is provided using one of the approved intervention programs. Small instructional groups are configured with a goal ratio of 8:1.

- 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.

The 21st Century Community Learning Center grant will support three Title I elementary schools. Students from Lexington Park, G.W. Carver, and Park Hall Schools have 21st Century Community Learning Center after school programs in place. Green Holly Elementary School received funding from the Local Management Board for an afterschool program. All Title I students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and G.W. Carver Elementary School. After school tutoring for identified Homeless Students was provided at Lexington Park Elementary, G.W. Carver Elementary, Park Hall Elementary, and Spring Ridge Middle Schools during the 2014-2015 school year and will continue at the four schools during the coming school year and Green Holly will also offer a homeless tutoring program. Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs, Mark Smith; Supervisor of Food and Nutrition, Louis Jones; Judy Center Coordinator Wendy Binkley; Executive Director of Elementary Schools and Title I, Kelly Hall; principals or designee at each tutoring site.

- 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.

In addition to the Executive Director of Elementary Schools and Title I, the following central office staff shares responsibility for monitoring the ten components, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness:

- ***Components 1, Comprehensive Needs Assessment; Component 2, Schoolwide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Scott Smith, Interim Superintendent; Jeff Maher, Executive Director of Teaching, Learning, and Professional Development.***
- ***Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Director of Human Resources.***
- ***Component 4, High Quality Ongoing Professional Development: Jeff Maher, Executive Director of Teaching, Learning, and Professional Development.***
- ***Component 7, Transitioning: Cindy Kilcoyne, Coordinating Supervisor of Early Childhood Programs & Special Education; Tracey Heibel, School Accountability Officer; Regina Greely, Director of Learning Management Systems; Leyla Mele, Grants Accountant; Tammy McCourt, Assistant Superintendent of Fiscal Services and Human Resources.***
- ***Component 6, Parent Involvement: Karyn Timmons, Sonya Mitchell-Bailey, Lisa McCoy, Parent Liaisons; Wauchilue Adams, Kathy Norton, Annette Wood, Curtis Alston, Title I School Principals.***
- ***Component 10, Component 10, Coordination and integration of federal, state and local services: Leyla Mele, Grants Accountant; Wauchilue Adams, Kathy Norton, Annette Wood, Curtis Alston, Title I School Principals.***

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.

SMCPS has two schools (G.W. Carver and Park Hall Elementary Schools) that have been identified as Focus Schools due to the achievement gap that persists between special education and the other subgroups' population.

SMCPS will continue to follow the Title I schoolwide plan at each site to ensure compliance of the 10 components. In addition, a dual certified, highly qualified Lead Teacher (paid with Focus funds) has been hired to work collaboratively with staff and parents to ensure that a co-teaching model is in place, the required infrastructure is intact to support collaboration between general education and regular education teachers. This Lead Teacher is also responsible for organizing PD, planning parent involvement workshops for identified special education parents, and assisting teachers at both sites in co-teaching, co-planning, and coordination of efforts.

Monies reserved to include all Title I at risk grades 2-5 students in summer school 2015 specifically targeting special education students.

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE the step-by-step process including timelines/dates used to identify** eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)
2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students. (In Maryland, small group constitutes no more than 8 students to one teacher.)** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
 - a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
 - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
 - c. Minimizing the removal of children from regular classroom instruction for additional services.
3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.
4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a formal letter to Tina McKnight, Interim Director, Program 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:
June 12, 2014, Again at Back to School Events in August/September 2014

- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

Each Title I school invites all parents to an annual meeting to seek input to revise and update the LSS Parent Involvement Plan and that school's Parent Involvement Plan. The review of the SMCPs Title I Parent Involvement Plan took place on or before June 12, 2014 for the 2014-2015 school year which was the student's last day. Parent involvement surveys are also conducted at each Title I school. Title I school principals are then able to adjust the parental involvement activities based upon the needs of their parents. After review/revision, copies of the Parent Involvement Plan are distributed to all school families within the first week of school each year. The Parent Involvement Plan is posted to the Title I schools' websites.

- 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.

Copies of the system-level Parent Involvement Plan are available and provided by the Executive Director of Elementary Schools and Title I for every Title I school family. They are distributed to students during the first week of the school year. The system-level Parent Involvement Plan is discussed at all Title I schools during the back to school Title I parent information night. Parents are offered the opportunity to again provide input and feedback. The plan is also posted on the SMCPs Title I web site.

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.

Attachment 3: St. Mary's County Public Schools Title I Parent Involvement Policy. The SMCPS Parent Involvement Plan has been revised to become a more meaningful and coherent document based on the guidance and directives of MSDE.

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 Title I schools are required to submit their current school Parent Involvement Plan with their Educator Effectiveness Plan. All schools are required to complete the Title I School Level Parent Involvement Plan Checklist which was provided by MSDE Title I specialists. The Title I Executive Director has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy.

- 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.

All Title I schools provide a Title I program information meeting at the beginning of each school year. This informational meeting includes review of the school's Parent Involvement Plan and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities. Each Title I school has a designated Parent Involvement Liaison or staff who assists with this process and conducts workshops for parents and facilitates the school level parent involvement plan. Development and review of parent involvement plans at the school level by Title I parents are verified by the meeting agenda and sign-in sheets. These are submitted to the Executive Director of Elementary Schools and Title I as documentation for the annual Title I Program Review.

4. **School-Parent Compact**

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

All Title I school Parent Liaisons/or designees schedule annual meetings for school teams to work with parents to review and revise their compacts. Each Title I school is required to submit a copy of the School/Parent Compact to the Executive Director of Elementary Schools and Title I prior to the first day of school each year. Parent liaisons/or designees also keep copies of all documents on file.

- 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.

At the beginning of each school year, all Title I schools provide a Title I program information meeting. This informational meeting includes review of the school's parent involvement plan, School/Parent Compact, and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities and any necessary revisions to the Parent Involvement Plan and School/Parent Compact. Each Title I school has a designated Parent Involvement Liaison or principal designee who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home.

5. Monitoring Parent Involvement

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

Title I Principal meetings, held in six week intervals, provide an opportunity for regular review and monitoring of all NCLB requirements, including parent involvement. All Title I schools maintain a Parent Involvement binder which includes documentation (sign-ins, agendas, notes, and evaluations) of all parent involvement training sessions, School Improvement Team meeting, and Parent Student Teacher Association meetings. At the end of each school year, a Parent Involvement Survey is conducted at each Title I school. Data provided by the survey is used to evaluate and improve parent involvement opportunities at the school and district levels.

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

The following persons, in addition to the Director of Elementary Schools and Title I, monitor parent involvement:

- ***Curtis Alston: Principal and Karyn Timmons: Parent Liaison, Lexington Park Elementary School***
- ***Annette Wood: Principal and Lisa McCoy: Parent Liaison, G.W. Carver Elementary School***
- ***Kathy Norton: Principal and Sonya Mitchell-Bailey: Parent Liaison, Park Hall Elementary School***
- ***Wauchilue Adams: Principal, Green Holly Elementary School***

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 required reservation of 1% of the SMCPs Title I, Part A grant is set aside for Parent Involvement. (SMCPs determines 1% required reservation, which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement per pupil allocation (PPA).) The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low-income students in each Title I school.

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

Input for budget development at the Title I school level is accomplished at School Improvement Team, community meetings, and Open House events and meetings during the school year. Sign-ins and agendas are maintained at the school for each of the meetings. Budget input for the new fiscal year is collected at each Title I school during the spring of each year. The proposed budget from each school was submitted to the Title I office on July 29, 2014. All documentation is maintained at each school in the Title I Program notebook which is reviewed during the annual Title I Program Review.

- 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.

Parents at Title I schools have access to the funds immediately at the beginning of the school year. Funds are available at the school level. After a summer meeting with the principals to finalize the budget, schools can begin spending with preliminary approval. All parent involvement funds are distributed directly to the schools. No parent involvement funds remain at the district level.

- 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.

Attachment 8

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.

All St. Mary's County private school administrators are invited to biannual meetings (late Summer/early Fall, and late Winter/early Spring) hosted by St. Mary's County Public School System federal grant administrators. At the Winter/Spring meeting planning begins for the next school year. At that time Title I "Intent to Participate" notices are distributed. The notices are also mailed to all SMC private schools and are to be returned to the Title I office in late March/early April of each year indicating the private school's intent to participate in the Title I program for the following school year. Follow-up appointments to address individual questions are scheduled as needed.

- 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.
- *How attendance areas and students eligible for services will be determined*
 - *How SMCPS will identify student academic needs in collaboration with private school officials*
 - *What services will be offered, including the option of a third party provider*
 - *How and when decisions will be made about delivery of services*
 - *The size and scope of services and the proportion of funds allocated for those services*
 - *The professional development for teachers and parent involvement offered for teachers and families of participating students.*
 - *The Non-Public program will be evaluated for effectiveness by a comprehensive review of achievement data including national and local assessments, student grades, and class work during the consultation process to ensure that identified students are maintaining good progress or increasing their academic achievement. Parent satisfaction surveys will also be reviewed.*

The consultation agreement was signed in August 2014. In August, 2014, the Executive Director of Elementary Schools and Title I met with each participating private school principal and the Title I non-public teacher tutor to review services for the 2014-2015 school year. Additional quarterly meetings will be scheduled for November, 2014; February, 2015; and May, 2015, with each principal. The Executive Director of Elementary Schools and Title I meets with each principal at the end of the school year to review/evaluate the program.

Services begin for private schools at the beginning of the year as a result of consultation with the Title I Executive Director, the participating non-public school principal and the Title I teacher/tutor.

- 4. DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.
- All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in February/March of each year to review options for participation in Title I and all federal programs. At that time, the private schools indicate their intent to participate for the following school year. Timeline: In February 2014, the SMCPS Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2014-2015 school year was reviewed. Intent forms were due to the Title I Office by April 2014. The consultation agreement was reviewed and signed in August 2014 at each of the two participating schools. In August 2014, the Executive Director of Elementary Schools and Title I met with each participating private school principal to review services for the 2014-2015 school year. Additional quarterly meetings will be scheduled for November, 2014; February, 2015; and May, 2015, with each principal. The Executive Director of Elementary Schools and*

Title I has a meeting with each principal at the end of the school year to review/evaluate the program.

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students?

X Yes _____ No

If yes, when will services begin? August 2014

- b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? _____ Yes X 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 X 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]

Attachment 4: *SMCPS Non-Public Procedures 204-2015*

Attachment 5: *Timeline for Consultation with Private Schools*

Attachment 6: *Memorandum of Understanding – Kings Christian Academy*

Attachment 7: *Memorandum of Understanding – Little Flower School*

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

The SMCPS Executive Director of Elementary Schools and Title I has a quarterly meeting with the participating private school administrators to monitor the ongoing effectiveness and private school satisfaction with the program. The Executive Director of Elementary Schools and Title I conducts a formal observation of the highly qualified teacher providing tutoring services. At the end of each school year, the Executive Director of Elementary Schools and Title I has a meeting with the private school principal and Title I teacher at each site to review student assessment data. If satisfied with the results of the Title I program, the private school administrator signs a document which indicates that "St. Mary's County Public School System has satisfied its equitable service requirements for the 2014-2015 school year."

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): <div style="margin-left: 20px;"> <input type="checkbox"/> A weighted process has been used as follows: <input type="checkbox"/> An unduplicated count has been verified. </div>

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)**

	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify; LFS – Archdiocese Form
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
X	E.	Use comparable poverty data from a different source, such as scholarship applications; KCA Scholarship Form

	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- ☐ **Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I 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).

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2013 to complete this table along with the September 30, 2013 enrollment data.** *Beginning in SY 2007-2008 Pre-K should be included in these numbers.*

<u>5869</u>	÷	<u>17,841</u>	=	<u>32.89%</u>
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2013)		Total LEA Student Enrollment (September 30, 2013)		District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span (Write Grade Spans in Spaces Below.)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (<u>PK-5</u>)	3481	÷	8971	38.80%
Middle (<u>6-8</u>)	1135	÷	3795	29.91%
High (<u>9-12</u>)	1253	÷	5075	24.68%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

<p>_____</p> <p>Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)</p>	÷	<p>_____</p> <p>Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)</p>	=	<p>\$_____</p> <p>Per Pupil Amount</p>
<p>Per-Pupil Amount \$__ X 1.25 = Minimum Per Pupil Allocation \$ _____</p> <p>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.</p>				

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

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school 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.

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

Pending: ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS

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. **Pending: MSDE also requested 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.**

Name of Priority High School	MSDE ID Number
Name of Priority Middle School	MSDE ID Number

Table 7-7

TITLE I SKIPPED SCHOOLS

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.

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:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :	Note: The completed 2014-2015 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7.
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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>2,419,824.00</u> (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1 a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64	Summer school, 4 Title I /non-public Fixed charges, FTEs at schools FTE Salary Literacy Lead Fixed charges Literacy Lead
		100,000.00 448,273.00 80,505.00 34,463.00	
	1 b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	
	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).	1% reservation

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.

	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.)	687,475.98	

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.)	208,085.00	90,663.00 Salaries .5 FTE Ex. Director .5 FTE Secretary 51,858.00 Indirect costs 36,564.00 Fixed charges 9,259.00 Salaries overtime/hourly 741.00 Fixed charges 7,500.00 Conferences 4,000.00 Mileage 7,500.00 Office supplies
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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 School. 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>List any 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>.</p> <p>List any 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. 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>b. 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>Option a: Identify additional Focus School 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>Option b: 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>		
	10a	<p>Required : Services for Homeless Children 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: Include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.</p>	30,360.00	<p>2.3% aggregate: Tutoring programs Supplies/materials Conferences/PD</p>

		Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were only approved in the appropriation bill for FY15 funds and FY14 carryover. If carryover funds are used, report cost in the carryover report)		
	10b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney Vento).		(Report FTE, salary and fringe attach a job description for this position)
	10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).	24,459.55	(See attachment 9) Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.
	11	Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4.)	262,904.55	
	12	Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)		Total Non-Equitable LINE 11 \$ <u>262,904.55</u> Plus Equitable Reservations LINE 4 \$ <u>687,475.98</u> Equals \$ <u>950,380.53</u> Minus Administration – LINE 5 \$ <u>208,085.00</u> Equal: \$ <u>742,295.53</u>

B. BUDGET INFORMATION

Table 7-9

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.)
Monies calculated for equitable services to private school participants, their families, and their teachers.

1a. District-wide Instructional Program(s) Reservation

<u>30</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 Column K.)	÷	<u>1557 + 30 = 1587</u> Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Columns I + K.)	=	<u>0.0189</u> Proportion of reservation
<u>0.0189</u> Proportion of reservation	x	<u>663,241</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>12,535.26</u> Proportional monies available for equitable services to private school participants

1b. District Professional Development Reservation

<u>30</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 Column K.)		<u>1587</u> Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Columns I + K.)		<u>0.0189</u> Proportion of reservation
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<u>0.0189</u> Proportion of reservation		<u>0</u> Reservation (Use # from Table 7-8, Line 1b)		<u>0</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>30</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 Column K.)	÷	<u>1587</u> Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Columns I + K.)	=	<u>0.0189</u> Proportion of reservation
<u>0.0189</u> Proportion of reservation	x	<u>24,234.98</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>458.04</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>12,993.30</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)	-----	2,419,824.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	687,475.98
3.	Equitable share Total reported in Table 7-9	minus	12,993.30
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11.)	minus	262,904.55
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	1,456,450.17
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.	----	27,741.91
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	40,735.21

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2013 –

September 30, 2014) **LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)**

1. Total amount of Title I 2013-2014 allocation: \$ 2,301,122.00
2. The estimated amount of Title I funds the school system will carryover: \$ 302,759.91
3. The estimated percentage of carryover Title I funds as of **September 30, 2014** 13% **(THIS IS A PROJECTION.)**
4. 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 2014-2015

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form **(C-1-25)**. The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.
2. **Provide a detailed budget narrative.** The budget narrative should:
 - a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
 - i. Include a separate and complete justification for each line item.
 - ii. Identify each activity.
 - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
 - iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.

- b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
- c. Sample budget template for the detailed narrative is available on the Title I web page on www.marylandpublicschools.org

3. **Attach** the signed required assurance page with the final submission.

4. **Attach** the allocation worksheets

IV. REQUIRED DOCUMENTATION

Attach ALL required documentation after Section III. Please number each page and include a Table of Contents for this section of this submission.

Title I Excel Worksheet

Title I Schools in SY 2013-2014 removed from Title I in SY 2014-2015

Highly Qualified Notifications

Parent Involvement: District Plan and list of schools' parent involvement allocations

Targeted Assistance Selection Criteria

Equitable Services to Private School Documentation

Skipped Schools Addendum and Allocation Worksheet

Signed Assurance Page

Signed C-1-25

Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools:

Each Priority School's intervention plans with budget narrative

Each Focus School's budget narrative

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 2014-2015

2014-2015 Focus and Priority, Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne	Georgetown East ES	240006000073			Focus

Arundel					
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		SIG I	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closed July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		SIG I	
	Baltimore Rising Star Academy	240009001664	Closed 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	Closed 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	Closed 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	Closed July 1, 2013	SIG I	
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


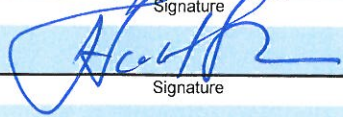
Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate

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

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	2,419,814	AMENDED BUDGET #		REQUEST DATE	11/03/14
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-15		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2014 TO 6/30/2015		

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						51,858.00	51,858.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	104,422.00		7,500.00	11,500.00			123,422.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,124,054.00	198,314.00	173,005.76	8,750.00			1,504,123.76
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						40,735.21	40,735.21
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	14,530.00	55,500.00	2,950.00	6,200.00			79,180.00
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.	17,000.00		8,000.00	4,000.00			29,000.00
208 Student Health Services	2,990.00						2,990.00
209 Student Transportation				58,118.55			58,118.55
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				530,396.48			530,396.48
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	1,262,996.00	253,814.00	191,455.76	618,965.03	0.00	92,593.21	2,419,824.00

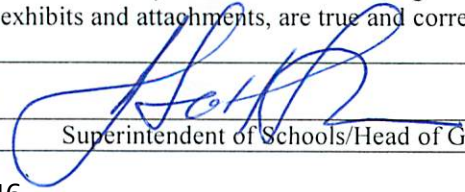
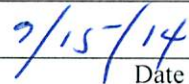
Finance Official Approval	Leyla Mele		11/03/2014	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		11/7/14	301-475-5511 x 32139
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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 band 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	 Date
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Title I, Part A Budget Narrative
2015

parent reservation - public & private
instruction reservation
homeless education reservation
total non-public
admin reservation

Category / Object	Line Item	Calculation	Amount	In-Kind	Total	C-125
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	3 Teachers	150,603	0	150,603.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	600,819	0	600,819.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	4 Paraeducators	96,081	0	96,081.00	01-01
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons	105,624	0	105,624.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$23/hr	12,500	0	12,500.00	01-01
Community Services Salaries - Stipends	Family event expenses Goal 1.21.1.3	Stipends \$23/hr	6,326	0	6,326.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	1 Literacy Lead Teacher	80,505	0	80,505.00	01-01
Regular Programs Wages Hourly	Instructional School Staff summer program Goal 1.21.1.1	Stipends \$23/hr	29,900	0	29,900.00	01-01
Regular Programs Wages Hourly	Instructional School Staff summer program Goal 1.21.1.1	Hourly Paras and 1 secretary \$16/hr	23,296	0	23,296.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Instruction Substitutes range \$60 - \$90/day	18,400	0	18,400.00	01-01
Regular Programs Contracted Services	Instructional School Staff Goal 1.21.1.1	Hourly Paras through temp agency - estimated \$15.70/hr	188,414	0	188,414.00	01-02
Regular Programs Contracted Services	summer program Contracted educational enrichment Goal 1.21.1.4	avg 1 event per week	1,500	0	1,500.00	01-02
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	avg 3 schools x 1,633	4,900	0	4,900.00	01-02
Community Services Contracted services	Family Programs 1.21.1.3	avg 3 schools x 1,167	3,500	0	3,500.00	01-02

1,124,054.00

198,314.00

Title I, Part A Budget Narrative
2015

Regular Programs Supplies and Materials, Software, Hardware	Research based instructional materials Goal 1.21.1.4	avg 4 schools x 38,526	154,103	0	154,102.87	01-03	
Regular Programs Supplies and Materials	summer program	snacks and other supplies	5,600	0	5,600.00	01-03	
Community Services Supplies & Materials	Family Literacy Program, math & science, parent communication materials Goal 1.21.1.3	avg 4 schools x 3,326	13,303	0	13,302.89	01-03	173,005.76
Regular Program Other Charges	Educational enrichment programs for students Goal 1.21.1.4	avg 4 schools x 1,037	4,150	0	4,150.00	01-04	
Regular Program Other Charges	Student incentives, PBIS Goal 1.21.8	avg 4 schools x \$1,000	4,000	0	4,000.00	01-04	
Community Services Other Charges	Family event expenses Goal 1.21.1.3	avg 3 schools x 200	600	0	600.00	01-04	8,750.00
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	1,549 hrs x \$23/hr	35,627	0	35,627.00	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	2,850	0	2,850.17	07-08	
Non-Public Supplies & Materials	Non-Public materials	2 schools x 250	500	0	500.00	07-08	
Non-Public PD Training	Non-Public Professional Dev	2 schools x 650	1,300	0	1,300.00	07-08	
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	2 schools x 114.83	458	0	458.04	07-08	40,735.21
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$23/hr x 298.7 hrs	6,870	0	6,870.00	09-01	
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	substitutes: range \$60-80 per day	7,660	0	7,660.00	09-01	14,530.00
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math, instructional best practices, Goal 1.21.1.2	based on a combination of consultants with varying rates per day	55,500	0	55,500.00	09-02	55,500.00

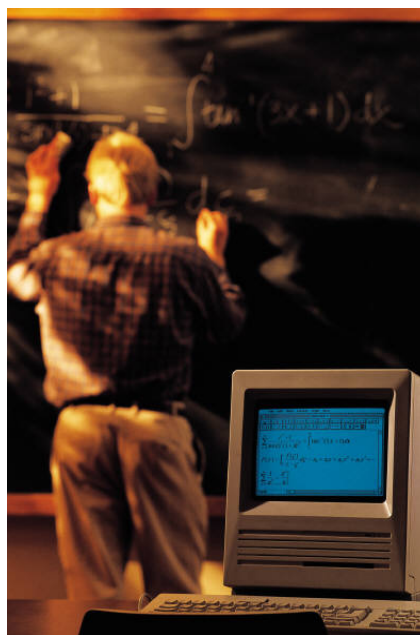
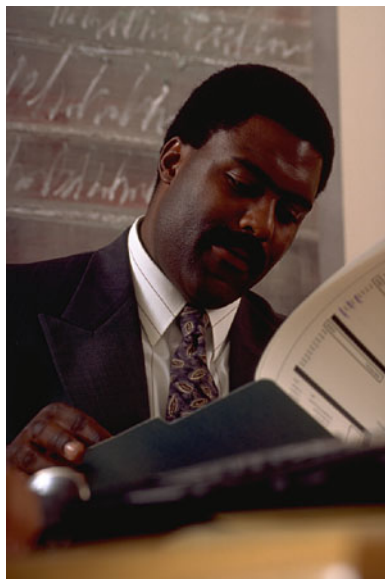
Title I, Part A Budget Narrative
2015

Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	material to support Reading, Mathematics, & STEM, improve instructional practices	2,950	0	2,950.00	09-03	2,950.00
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	attend Title I conference, local / regional conferences for staff	6,200	0	6,200.00	09-04	6,200.00
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 70,739+ (.5) 26,605	90,663	0	90,663.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff summer program Goal 1.21.1.1	Lead on-site staff member \$25/hr stipend	4,500	0	4,500.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff Goal 1.21.1.1	Clerical & Admin Hourly Assistance including OT	9,259	0	9,259.00	16-01	104,422.00
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	7,500	0	7,500.00	16-03	7,500.00
Instructional Admin & Supervision Travel	Administrative Staff Goal 1.21.1.1	Various Trips Per Month	4,000	0	4,000.00	16-04	
Instructional Administration & Supervision - Staff Development other charges	Conferences Goal 1.21.1.2	various, including National Title I, Title I administrative meetings	7,500	0	7,500.00	16-04	11,500.00
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1.3	Tutoring Stipends \$23/hr	17,000.00	0	17,000.00	207-01	17,000.00
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1.3	clothing, back packs, coats, shoes, and other items as needed	8,000.00	0	8,000.00	207-03	8,000.00
Community Services (Homeless educational support) Other Charges	Educational Support to Homeless Students Goal 1.21.1.3	2 individuals to attend the Fall Homeless Conference	4,000.00	0	4,000.00	207-04	4,000.00
Student Health wages - Hourly	summer program	nurse stipend \$23/hr	2,990.00	0	2,990.00	208-01	2,990.00
Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	avg 4 schools x 1,575	6,300	0	6,300.00	209-04	

Title I, Part A Budget Narrative
2015

Regular Programs Student Transportation	summer program	Student Transportation for summer program 4 schools located at 1 shared site	27,359	0	27,359.00	209-04	
Community Services (Homeless educational support) Student Transportation	Educational Support to Homeless Students Goal 1.21.1 3	Transportation costs to and from school of origin	24,459.55	0	24,459.55	209-04	58,118.55
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	36,564	0	36,564.00	212-04	
Fixed Charges for Administration clerical hourly and OT	FICA & Worker's Comp	8%	741	0	741.00	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	448,273	0	448,273.00	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	1,162	0	1,162.39	212-04	
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	2,472	0	2,472.00	212-04	
Fixed Charges - Instruction Literacy Lead	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	34,463	0	34,463.00	212-04	
Fixed Charges - summer program Hourly	FICA & Worker's Comp	8%	4,855	0	4,855.00	212-04	
Community Services Family Event Stipends	FICA & Worker's Comp	8%	506	0	506.09	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Fixed Charges	1,360.00	0	1,360.00	212-04	530,396.48
Administration Business Support Services/Transfers	Indirect Costs	projected indirect rate 2.19%	51,858	0	51,858.00	22-08	51,858.00
	TOTAL		2,419,824	0	2,419,824.00		2,419,824.00

Attachment 8



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

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

Local School System: St. Mary's County Public Schools Fiscal Year 2015
 Title II-A Coordinator: Dr. Jeffrey A. Maher
 Telephone: 301-475-5511, ext. 32133 E-mail: jamaher@smcps.org

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive Master Plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1		IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100 Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality	

	<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: <u>St. Mary's County Public Schools</u>	Fiscal Year 2015
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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	Non-public 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)].			

<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>	<p>Recruitment incentives and critical shortage stipends. To be paid by October 1, 2014 to all hired by September 1, 2014, and within 2 months of hiring any additional critical shortage hires throughout the school year.</p> <p>Professional learning groups for educator evaluation system</p> <p>Goal 3.2.1.1</p>	<p>\$46,008</p>	
<p>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)].</p>	<p>Salaries for teachers to reduce class size. Five schools will receive an FTE to help with class size reduction (5 FTEs)</p> <p>Goal 3.2.7.1</p>	<p>\$398,118</p>	

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2015
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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	Non-public Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; (b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section	Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the CCSS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance. On-going throughout 2012-13 school year	\$14,050	\$6,500

2123(a)(3)(A)].	<p>Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the school year</p> <p>Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5: Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4</p>		
<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)]. 	<p>As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments. Particular attention will be focused on students in the subgroups and in the content areas where students did not meet proficiency. On-going throughout 2012-13. Goal 3.5.1.5</p>	\$49,680	\$6,000

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

Local School System: St. Mary's County Public Schools Fiscal Year 2015

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	Non-public 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)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	\$9,407	\$2,000

3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
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)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$19,308	
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)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$10,674	
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)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$25,529	
TOTAL TITLE II-A FUNDING AMOUNTS		\$574,524 \$11,309 indirect	\$14,500

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2015
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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.

St. Mary's County Public Schools is proud of its percentage of teachers that meet the highly qualified rating (96.3% of classes are taught by teachers who are highly qualified) but realize there is still work to be done. The Department of Teaching, Learning, and Professional Development works closely with the Department of Human Resources to ensure that courses are provided to teachers to advance their highly qualified status, to ensure certification goals are met, and to ensure a high quality new teacher induction program. Content-specific professional development, offered as both in-service and credit-bearing coursework advances teachers' knowledge and skill level for their area. This ensures they maintain their certification, and that their content expertise increases relative to the Common Core State Standards, thereby having a positive impact on student achievement, and advances teachers skills to be highly effective. Critical shortage stipends are offered for teachers in hard-to-staff areas, including mathematics, science, and special education. Further, funding is provided to reimburse staff for taking PRAXIS examinations for certification.

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.
3. The Department of Human Resources works closely with Title I schools and principals to ensure priority hiring of highly qualified teachers at Title I and high-need schools.

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.

Provided in attachment 6.

2. Describe the school system's process for providing equitable participation to students in private schools:

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

All non-public schools are invited to participate in collaborative meetings at semester meetings to offer technical assistance, funding information, and to dialogue about professional development needs. A follow-up letter indicating their level of funding is provided, and sent certified mail to those schools not in attendance. Each semester, an update of their expenses is provided with a reminder to non-public schools of the procedures for expending funds, and deadlines. Email reminders are also sent, and we are in phone contact throughout the year. Again, certified mail is sent to those who are not at these meetings.

- b) The basis for determining the professional development needs of private school teachers and other staff;

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

- 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.)

Non-public school teachers may participate in any of our professional development courses. For those that are specific to our curriculum, we notify the individual of the content. Funding for

activities in which non-public schools are allocated, the funding is provided on an equitable and per pupil basis.

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

Budget Narrative

Title II, Part A

PLEASE NOTE: MP Goal references may change based on update revisions.

The Title II, Part A Grant addresses preparing, training and recruiting high-quality teachers and principals. There are nine (9) potential allowable activities associated with this grant. St. Mary's County Public Schools will use the funding to implement eight (8) of the allowable activities.

Activity 1 **Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals**

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (30 new hires at \$500 + FICA = \$16,200). The stipends will be paid by October 1, 2014 to those hired prior to September 1, 2012. Teachers hired later than September 1, 2014, will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

In addition, in the implementation of the new Maryland Teacher Evaluation framework, teachers will be part of regular professional learning/focus groups and professional development activities to elicit feedback and to discuss implications for planning and implementation. 80 teachers will participate in quarterly meetings (i.e., four [4] meetings x 2.5 hrs. each x 80 teachers = \$18,400 +\$ 1,472 FICA)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G) Grant <u>Title II, Part A</u>	Recruitment stipends for critical shortage areas Allowable Activity 1.2 Goal 3.2.1.1	30 stipends x \$500.00	\$15,000		\$15,000
Fixed Charges (H) Grant <u>Title II, Part A</u>	Fringes	8% x \$15,000	\$1,200		\$1,200

Salaries and Wages (G)	Site-based professional development and professional development for school focus groups on teacher effectiveness and SLOs	100 teachers x \$23/hr x 3 hrs x 4 meetings	\$27,600		\$27,600
	Allowable Activity 1.2				
Fixed Charges (H)	Fringes	8% x \$27,600	\$2,208		\$2,208
1.2	TOTAL		\$46,008		\$46,008

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 5 FTE positions in the grant. These positions will benefit 6 schools for 2014-2015. This is addressed in our Master Plan, Goal 3. A list of schools follows, each with one FTE (full time employee, teacher) provided for class-size reduction. (Goal 3.2.8.1) (\$443,000 includes fringes)

Location	Teacher	Annl Sal
White Marsh Elementary	1	64,470
Ridge Elementary	2	70,613
Leonardtwn Elementary	3	46,941
Mechanicsville Elementary	4	54,616
Greenview Knolls Elementary	5	44,678
	Total Salary	\$281,318
	Total Benefits	\$116,800

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs Salaries and	Highly Qualified Teachers to reduce class size	5 FTE positions @ actual	\$281,318		\$281,318
	Allowable Activity 1.3				

Wages (A)	Goal 3.2.8.1				
Grant <u>Title II,</u> <u>Part A</u>					
Fixed Charges	Total fringe benefits	actual	\$116,800		\$116,800
1.3	TOTAL		\$398,118		\$398,118

Activity 2 **Strategies and Activities to Improve the Quality of the Teaching Force**

Allowable Activity 2.1

We have targeted grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy, math, STEM, and cross-disciplinary literacy. Professional development includes the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas, particularly in alignment with the Maryland College and Career Ready Standards. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 are ongoing throughout the 2014-2015 school year. Activities include both job-embedded professional development at the school site, as well as learning activities facilitated at the system level.

The focus for teachers will be in designing and delivering instruction aligned to the Common Core shifts and cross-disciplinary literacy, as well as: assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both core and non-core academic subject areas.

Professional Development will have a continued focus on the implementation of the Common Core State Standards strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is a critical emphasis on eliminating the achievement gap for students who are underperforming in the core academic areas.

Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. There is \$9,600 in funding available to send 8 staff members to professional conferences to build their capacity to lead others in this training. Specifically, in preparation for the Common Core, teacher attendance at content conferences such as Maryland's Common Ground Conference, the Maryland Assessment Group (MAG) conference, or NCTM and NCTE will provide substantial information in support of system-wide professional development. There is a conference approval process to be followed, and decisions will be based on needs determined by (a) school improvement goals and priorities, (b) curriculum implementation needs (e.g., to assist teachers and staff in the utilization of appropriate materials and resources in teaching the state

curriculum); and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also \$4,000 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc.

We have also included for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. Materials for IRTs will include a study group book related to the role of IRT as coach, and materials for professional development at \$10 each (total \$450).

(Goal1.1.1.1;G1.1.3.6;G1.1.4.1;G1.6.1.1;G1.6.1.5;G1.8.1.2;G3.7.1.3;G3.7.1.1;G1.11.2.3; G1.4.1.3;G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is \$14,050 to provide professional development to teachers, principals, and paraeducators.

We have allotted \$6,500 for our non-public schools in this category.

Non-public Schools include the following:

- The King's Christian Academy
- Little Flower School
- St. Michael's School
- St. John's School
- Father Andrew White SJ School
- St. Mary's Ryken High School
- Leonard Hall Jr. Naval Academy
- Mother Catherine Spalding School
- Starmaker Learning Center
- Victory Baptist

They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Other	Conference Registration Fees and Travel				
Grant <u>Title II, Part A</u>	Allowable Activity 2.1	8 teachers x \$1200	\$9,600		\$9,600

Instructional Staff Development Supplies and Materials Grant <u>Title II, Part A</u>	materials for Professional Days Allowable Activity 2.1	\$5 x 800 teachers			
			\$4,000		\$4,000
2.1	Enhance Content TOTAL		\$13,600	\$5,000	\$18,600
Supplies and Materials Grant Title II, Part A	materials for IRT Leadership Training Allowable Activity 2.1	45 IRTs x 10	\$450		\$450
2.1	Lead Teacher Dev TOTAL		\$450	\$1,500	\$1,950
	2.1 TOTAL		\$14,050	\$6,500	\$20,550

Allowable Activity 2.2

We have focused the funding for this activity for job-embedded professional development and collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), including \$49,680 inclusive of salaries and fringes, in stipends to fund 2 hours for 800 participating teachers, which will be provided to schools based on their size, to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. These assessments also are included as part of our pilot evaluation system including the evidence of student learning as a major component. As an in-kind cost, the master calendar for the school system includes four (4) early release days specifically for staff collaborative planning. (Goal 3.5.1.5) (\$49,680 including fringes)

We have allotted \$6,000 to the non-public schools in this component

(Total \$45,744 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages Grant <u>Title II, Part A</u>	Collaborative Planning for TPAS Allowable Activity 2.2	Collaborative funding 800 teachers x \$23 x 2.5 hrs	\$46,000		\$46,000

Fixed Charges Grant <u>Title II,</u> <u>Part A</u>		8% x			
	Fringes	\$46,000	\$3,680		\$3,680
2.2	Job Embedded TOTAL		\$49,680	\$6,000	\$55,680

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$9,407 (\$6,707 in stipends and fringes for teacher leaders, and \$2,700 in materials) to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1)

We have allotted the non-public schools \$2,000 in this component.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II,</u> <u>Part A</u>	Stipends for Professional Development - Teacher Leaders				
	Allowable Activity 2.3	45 teachers x \$23/hr x 6 hrs	\$6,210		\$6,210
Fixed Charges Grant <u>Title II,</u> <u>Part A</u>		8% x			
	Fringes	\$6,210	\$497		\$497
Supplies and Materials Grant <u>Title II,</u> <u>Part A</u>	Leadership Development	90 administrators x \$30.00 study group book			
	Allowable Activity 2.3		\$2,700		\$1,980
2.3	TOTAL		\$9,407	\$2,000	\$11,407

Activity 3 Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals

Allowable Activity 3.1

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up

sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. In addition, our high quality induction program, aligned with new COMAR regulations for new teacher induction, includes the implementation of model demonstration classrooms at each grade level and in each content area. Demonstration teachers provide assistance in lesson design, the first three weeks of lesson plans, and coaching throughout the year. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. \$7,560 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$10,368 (salaries and fringes) is included for demonstration classrooms; and \$1,380 is allotted for professional development materials

(Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development New Teacher Seminars Allowable activity 3.1	70 teachers x 2 session x \$50	 \$7,000		 \$7,000
Fixed Charges Grant <u>Title II, Part A</u>	 Fringes	8% x \$7,000	 \$560		 \$560
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Demo Teachers Allowable activity 3.1	16 teachers x \$600	 \$9,600		 \$9,600
Fixed Charges Grant <u>Title II, Part A</u>	 Fringes	8% x \$9,600	 \$768		 \$768
Materials Grant <u>Title II, Part A</u>	Allowable activity 3.1 Goal 3.4.2.1	60 administrators x \$23	 \$1,380		 \$1,380
3.1		TOTAL	\$19,308		\$19,308

Allowable Activity 3.2

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as “highly qualified” as defined by NCLB. An additional yearly report will include the number of classes taught by “highly qualified” teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) (\$10674)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Other Grant <u>Title II,</u> <u>Part A</u>	PRAXIS and test Reimbursement Allowable Activity 3.2	\$355.8 x 30 teachers	\$10,674.00		\$10,674.00
3.2		TOTAL	\$10,674		\$10,674

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff, state and local requirements, system and school goals, and the teacher evaluation system (aligned with the Maryland Teacher Evaluation Framework), courses will be provided for teachers and administrators. Instructors will be paid (\$19,440, including fringes) and materials and supplies (\$3,497) will be purchased to support the courses. In addition, \$4,000 in online professional development support will be provided. (Goal 3.5.11)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev	Materials for PD - Coursework texts	60 participants	\$3,497		\$3,497

Supplies and Materials Grant <u>Title II, Part A</u>	Allowable activity 3.3 Goal 3.5.1.3	x \$58.28			
Instructional Staff Dev - Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach Reading Courses for certification and HQ status				
	Allowable activity 3.3	6 instructors x \$1,800	\$10,800		\$10,800
Fixed Charges Grant <u>Title II, Part A</u>		8% x			
	Fringes	\$10,800	\$864		\$864
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach other courses				
	Allowable activity 3.3 Goal 3.3.3.2	4 instructors x \$1,800	\$7,200		\$7,200
Fixed Charges Grant <u>Title II, Part A</u>		8% x			
	Fringes	\$7,200	\$576		\$576
Contracted services Grant <u>Title II, Part A</u>	Online and PD course support Allowable activity 3.3	\$2592 contracted services	\$2,592		\$2,592
3.3		TOTAL	\$25,529		\$25,529

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.



Total Above	\$572,774
Indirect Cost	\$12,865
Non-public Cost	\$14,500
Total Grant	\$600,139

The total allotment for non-public schools is \$14,500.
The total Indirect Cost is \$12,865.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	600,139.00	AMENDED BUDGET #		REQUEST DATE	10/22/14
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2014	6/30/2016	
		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							0.00
Prog. 22 Business Support						12,865.00	12,865.00
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.	281,318.00						281,318.00
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						14,500.00	14,500.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	129,410.00	2,592.00	12,027.00	20,274.00			164,303.00
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				127,153.00			127,153.00
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	410,728.00	2,592.00	12,027.00	147,427.00	0.00	27,365.00	600,139.00

Finance Official Approval	Leyla Mele		10/22/2014	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		10/23/14	301-475-5511 x 32139
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Attachment 10



Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

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 Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Purchase the 3 WIDA Resource Guides for each school: one set per grade level. Books contain WIDA standards, Can-Do Descriptors and a Handbook for implementing the ELDS. These standards will provide ELL and content	585	195

	<p>teachers with a tool to help aid in curriculum design, instruction and assessment and to make the WIDA standards framework more meaningful to those that support ELLs. This supports the NCLB goal number 2.</p> <p>Timeline: September 2014</p> <p>NCLB goal number 2. Timeline: on-going for school year 2014-2015</p>		
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	<p>An ESOL certified tutor will provide supplemental instructional support for ELL students who are at an entering or beginning proficiency level, and are identified as needing additional assistance in a pull-out model and/or push-in under direct supervision of a certified teacher.</p> <p>Goal: To increase the English proficiency of our ELLs in our school system. Timeline: on-going 2014 - 2015</p>	18, 249	N/A

Local School System: St. Mary's County Public Schools Fiscal Year 2015

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
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)].	Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan. d) services to nonpublic schools		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	Membership/registration fees for conferences such as MDTESOL and TESOL relating to teaching ELLs. ELL teachers will be expected to share information with grade level/content teachers. Timeline: School year 2014-2015 Supports NCLB goal 2.	1500	N/A
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment	Provide professional development by having a presenter visit our county in order to provide WIDA Training for	7500 (+8% FICA =	N/A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools Fiscal Year 2015

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 allowable activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable 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 Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Funds are used to pay face to face interpreters: Language Line interpreting service, Schreiber Translation service, and to renew contract with TransAct online communication resources. These resources provide interpreting services to help schools support their ELL students and families. This supports NCLB goal 2. Timeline: School year 2014 - 2015	2500	N/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)].	ELL Parent Conference and ELL Back to School Night (translated documents, refreshments). Opportunities provided for parent / teacher conferences and to meet with reps from various agencies that support family needs. This activity supports our Master Plan objective of providing an opportunity to have ELL parents together with teachers and administrators in order to discuss and share their students' achievement data. Timeline: Fall 2014 and Spring 2015	180	N/A
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, No Child Left Behind. (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)].			
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C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].		678	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$31, 627	\$195

ATTACHMENT 10 **TITLE III, PART A**
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT

Local School System: St. Mary's County Public Schools	Fiscal Year 2015
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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	Public School Costs	Nonpublic Costs
	Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates		

	c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools		
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)].			
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].			
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].	Purchase electronic hand-held translators for our ELLs Timeline: Fall 2014 This activity supports NCLB goal 2.	4954	N/A
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].			
1.6 Providing other 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)].			
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)].			
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E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for 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 must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].		108	N/A
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$5, 062	N/A

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 10 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;
The ESOL Supervisor for St. Mary's County Public Schools contacts the principals of non-public schools via email and letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.
 - b) The basis for determining the needs of private school children and teachers;
Upon receiving request from the private schools, we send the teachers out to pre-assess the children in order to determine level of service to those students.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
If students qualify for Title III services, we meet with a representative from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.
 - 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.)
We are not financially in a position to offer direct services this year to non-public schools. However, a representative from each of the qualifying non-publics is invited to meet one-on-one with the supervisor of ESOL to discuss available student/teacher resources (ex. ELD Standards manuals and Can-Do Descriptor books). In addition, each of the non-public schools is invited to send a representative to our PD workshops and training opportunities.
3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2014 – 2015 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. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An [Excel version](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177) 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

FY 2015 Title III Budget Narrative (049)

Category/Object	Line Item	Calculation	Amount	InKind	Total
Activity 1.2 Instructional Supplies and Materials	WIDA The English Language Development Standards K-12 book	20 of each book set (20 X \$39)	\$585 (public schools)		\$585
	and WIDA English Language Proficiency Standards Resource Guide Pre-K through Grade 12		\$195 (non- public cost)		\$195
			Total:		\$780
Activity 1.4 Instructional Tutor	Hourly Pay for hourly tutor (Abacus-contracted agency hourly tutor)	\$29 / hour x 570 hours	\$16,530		\$16,530
	Mileage	Approximately 102 miles/week X .56/mile (30 weeks)	\$1,719		\$1,719
			Total:		\$18,249
Activity 2.1 Professional Development	Membership / registration fees for conferences & professional development workshops (TESOL conferences)	6 ESOL teachers and supervisor x \$250	\$1,500		\$1,500
			Total:		\$1,500
Activity 2.2 Contracted Services	PD for ESOL teachers and content teachers-WIDA Training and follow- up WIDA training (Lesson Planning for ELLs)	\$2,500 \$2,000	\$7,500		\$7,500
Activity 2.2 Salaries and Wages	Substitute or stipend pay for content/grade-level teachers so that they can participate in PD	3,000			

<i>Fixed Charges</i>	FICA	8% x \$3,000	\$240		\$240
			Total:		\$7,740
Activity 3.1 Community Services	Interpreter and translation services: (Language Line interpreting service, Schreiber Translation, and TransAct online communication services)	Interpreter \$1,000 Translations \$1,500	\$2,500		\$2,500
			Total:		\$2,500
Activity 3.2 Community Services	ELLs Parent Conference and ELL Back to School Night	Food \$93 Translators (contracted agency) \$29/hour x 3 hrs. = \$87	\$93 \$87		\$93 \$87
			Total:		\$180
			Total before Admin charges		\$30,949
Administration			2.19%		\$678.00
			Grand Total:		\$31,627.00

FY 2015 Title III Budget Narrative (041)


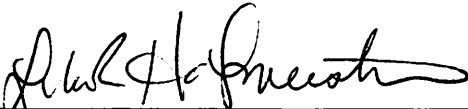
D. Immigrant Activities

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.4 Educational software and technologies Curricular materials	Electronic hand-held translators	33 X \$150.12 each = \$4,954	\$4954		\$4954
			Total:		\$4954
Activity 2.1 Administrative expenses	Allowable expenses 2.19%		\$108		\$108
			Total:		\$5062

Affirmation of Consultation
Documentation (with nonpublic schools)

Planning Meeting for Federally Funded Programs
BOE Room
September 8, 2014, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
	King's Christian	301-994-3080
Jane Dhuco	ST. MARY'S RYKEN	301-475-2814
Kelly Rodriguez	Mother Catherine Spalding	301-884- ³¹⁶⁵ 4389
Wendy Tark	smeps- Supervisor	24
Jfy Meher	smeps - TLPD	x32133
Carlin Keeton	Little Flower	301-994-0404
Susan McDonald	SJS	301-373-2142
Mark Smith	smeps	—
	St. Michael's	3018725454

Planning Meeting for Federally Funded Programs
BOE Room
September 8, 2014, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Maggie Hubbard	CSO - ADW	301-853-4566
	Director for Special Ed	
BRIAN RADZIWILL	CSO - ADW	301-853-5357
LINDA MALONEY	Father Andrew White	301-475-9795
	Leonardtown	



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Division of Instruction

Mrs. Kelly M. Hall
Executive Director of Elementary Schools
& Title I

23160 Moakley Street
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 32136
Fax: 301-475-4254

Board of Education
Dr. Salvatore L. Raspa, Chairman
Mr. William Brooke Matthews, Vice Chairman
Ms. Cathy Allen
Ms. Marilyn A. Crosby
Ms. Mary M. Washington
Ms. Sarita Lee, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

Annual Planning Meeting for Federally Funded Programs

Monday, September 8, 2014
2:00 – 3:30 p.m.

BOE Conference Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

***For more information on
the listed topics, please call
301- 475-5511 and the extension
listed below:***

- Welcome and Introductions Kelly Hall, Executive Director of Elementary Schools & Title I
kmhall@smcps.org Ext. 32136
- Title I, Part A Kelly Hall, Executive Director of Elementary Schools & Title I
kmhall@smcps.org Ext. 32136
- Title II, Part A Jeffrey Maher, Executive Director of Teaching, Learning and Professional Development
jamaher@smcps.org Ext. 32133
- Title III/LEP Wendy Tarr, Supervisor World Languages and ESOL
wmtarr@smcps.org Ext. 32118
- 21st Century Community Mark Smith, Coordinator of Special Programs
mgsmith@smcps.org 301-475-0242
Ext. 28125
- Special Education Melissa Charbonnet, Executive Director of Special Education/Student Services
mbcharbonnet@smcps.org Ext. 32220



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents and Teachers

FACT SHEET

What is Title I?

Title I is part of the Elementary and Secondary Education Act, and is authorized under the **No Child Left Behind Act of 2001**. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2014-2015 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services.

Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.



St. Mary's County Public Schools

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I provides professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. With the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled that may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.

ESOL Program SY 2014-2015

Professional Development opportunities:

**ELD (English Language Development) Standards in Action*

Two-Day Lesson Planning Workshop (see attached sheet for workshop description)

-Dates: October 7 & 8, 2014 8:30- 3:00

-Location: Loveville Training Room, behind Banneker Elementary

**Spring PD for ESOL and regular content teachers*

-Date to be determined

Resources for teachers:

*www.wida.us

*WIDA English Language Proficiency Standards and Resource Guide

-will be ordering more sets for distribution in the next week

*Various textbooks/workbooks

Contact info:

Wendy Tarr

Supervisor of Instruction, World Languages/ESOL

wmtarr@smcps.org

301.475.5511, ext. 32118



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ELD Standards in Action: Lesson Planning Workshop

Audience: Educators, Administrators**Maximum Number of Participants:** 30***Duration:** one to two days**

This workshop provides an in-depth opportunity to apply the ELD Standards to classroom instruction. Participants will explore the purpose and process of transforming the model performance indicators (MPIs) and apply these ideas to their specific educational settings.

Participants will be able to:

- Discuss the importance of lesson planning for content and language development
- Create effective student profiles for language instruction
- Transform MPIs to reflect specific instructional settings
- Identify language goals for instruction and assessment

**We have found this audience size to be the most effective for facilitator-participant interaction. If you are considering additional participants, this must be discussed and approved with WIDA in advance as it may change the number of facilitators required for the event.*

***Length of session is determined by audience knowledge and the depth and breadth of information covered.*

Pricing

\$4500 for the first day and \$2000 for additional consecutive days

Price includes facilitator time, travel expenses, lodging, and meals

Hosting Requirements

- Secure meeting space, including A/V equipment
- Provide handouts
- Communicate logistics with participants
- Ensure a minimum of 10 participants

Questions?

For more information, please contact pdinfo@wida.us.

Request a **WORKSHOP**[HOME](#) | [SITEMAP](#)

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21st Century Community Learning Centers

Federal Programs Meeting

September 8, 2014

The 21st Century Community Learning Center is an afterschool program funded by grants of federal funds administered by the Maryland State Department of Education.

Students from non-public schools in the attendance area of a 21st Century site are eligible to attend. The cost to parents is \$20 per year. The fee is waived for families unable to pay. To enroll, contact Mark Smith, Coordinator of Special Programs, St. Mary's County Public Schools, 301-475-0242, ext. 28125. Email mgsmith@smcps.org

The program, serving students who are not proficient in math or reading, focuses on closing the achievement gap by small group instruction, plus daily enrichment activities in these areas:

- Character and Leadership
- Health and Life Skills
- The Arts
- Sports and Fitness
- STEM

The program operates for 2.5 hours, five days per week, after school, serving 60 students per site, with transportation home, at four *Dream Team* sites:

- George Washington Carver Elementary School
- Lexington Park Elementary School
- Spring Ridge Middle School
- Carver Recreation Center (operated by St. Mary's County Recreation and Parks)
Students walk home from this site.
- NEW GRANT THIS YEAR: the *B.E.S.T* After School Program at Park Hall Elementary School

The 21st Century Grant competition is open to public schools, private schools, and non-profit organizations who partner with a school that serves at least 40% economically disadvantaged students. The next request for proposals should be issued by March 15, 2015 and is typically due in 60 days.

For more information, see the MSDE website: www.marylandpublicschools.org

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	5,062.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Title III, English Language Acquisition, Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	041-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2014 TO 9/30/2016		

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						108.00	108.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			4,954.00				4,954.00
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							0.00
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	0.00	0.00	4,954.00	0.00	0.00	108.00	5,062.00

Finance Official Approval	Leyla Mele	9/25/2014	301-475-5511 X32186
	Name	Signature	Date Telephone #
Supt./Agency Head Approval	J. Scott Smith	9/25/14	301-475-5511 x 32139
	Name	Signature	Date Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Date Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	31,627.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	049-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2014	9/30/2016	
		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							0.00
Prog. 22 Business Support						678.00	678.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		18,249.00	585.00				18,834.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						195.00	195.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,000.00	4,500.00		1,500.00			9,000.00
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				240.00			240.00
214 Community Services		2,587.00	93.00				2,680.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,000.00	25,336.00	678.00	1,740.00	0.00	873.00	31,627.00

Finance Official Approval	Leyla Mele	9/25/2014	301-475-5511 X32186
	Name	Signature	Date Telephone #
Supt./Agency Head Approval	J. Scott Smith	9/25/14	301-475-5511 x 32139
	Name	Signature	Date Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Date Telephone #

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.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #1: Continue to provide and strengthen an instructional program in grades PreK-12 in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes and Maryland State Curriculum for fine arts.

Activity #1: Provide additional staffing for the fine arts program: (2005-2006: 2 middle school orchestra, 2 elementary school music, 2 elementary school visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual arts, 2 high school theatre - Local Fund) (2007-2008: to be determined by student enrollment) (2008-2009: 1 elementary music - Local Fund) (2009-2010: 1 elementary music, 1 elementary school visual arts - Local Fund) (2010-2011: No additional staffing. Realignment of the elementary staffing to accommodate student growth.) (2011-2012: realignment of middle school fine arts to accommodate visual arts and middle school orchestra, no additional staffing) (2012-2013: Additional staffing of 1.6 for elementary to accommodate general music) (2013-2014: No additional staffing.) (2014-2015: No additional staffing.)

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2014: Provide hourly fine arts assistance to supplement nonsupervisory tasks. 2014-2015: No assistant.

- Activity #3:** Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005: Chamber Orchestra and Recreational Arts). (2012-2013: Music Appreciation and Art Appreciation at the high school level) No additional staff required.
- Activity #4:** Review existing middle school and high school course offerings and explore new courses that include dance, guitar, and piano for revisions in the Program of Studies.
- Activity #5:** Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and for gifted and talented students (within the county and out-of-county conferences and conventions within the state).
- Activity #6:** Provide supplemental funds for high school uniforms on a three-year/four-year rotating cycle (marching band, concert band, chorus, and orchestra). 2013-2014: No funds allocated. 2014-2015: No funds allocated.
- Activity #7:** Provide supplemental funds for middle and high school music (band, chorus, and orchestra) in each school.
- Activity #8:** Purchase additional band and string instruments, guitars, piano labs, and general music instruments and materials to meet the needs of the music program.
- Activity #9:** Repair existing band and string instruments, guitars, piano labs, and general music equipment as needed and professionally tune school pianos two times per year.
- Activity #10:** Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.
- Activity #11:** Purchase visual arts supplies and equipment

to accommodate additional kiln usage and increased student enrollment.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #2: Strengthen the enrichment programs and offer additional opportunities for interested students and gifted and talented students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts during the school day, extended day, and extended school year.

Activity #1: Provide expanded All-County Honor Music Groups to include 3 choral groups, 6 band groups, and 3 orchestra groups. (2010-2011: Add the All-County High School Men's Choral Workshop) (2011-2012: Add the All-County Middle School Men's Choral Workshop) (2013-2014: Add the All-County Honor Full Orchestra for middle and high school)

Activity #2: Provide Tri-County and District IV performance and assessment opportunities for qualifying students and groups.

Activity #3: Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV assessment process.

Activity #4: Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups at the county and school level.

Activity #5: Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.

Activity #6: Provide theatre and auditorium usage with financial support to accommodate the needs

of the program.

- Activity #7:** Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population.
- Activity #8:** Provide increased visual arts exhibit opportunities within the community, such as Youth Art Month, Chesapeake Bay Blue Heron Project, rotating exhibits, and the biannual Superintendent's Art Gallery, and resident artist programs.
- Activity #9:** Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, River Concert Series Festival Choir, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to form a partnership with higher institutions of learning, such as St. Mary's College of Maryland, the College of Southern Maryland, Towson University, and the University of Maryland.
- Activity #11:** Expand scholarship opportunities for students seeking careers related to the fine arts, such as the GFWC Women's Club of St. Mary's County; and St. Mary's Arts Council.
- Activity #12:** Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and gifted and talented (within the county and out-of-county conferences and conventions within the state).
- Activity #13:** Identify activities for the extended day/extended year in the fine arts.
- Activity #14:** Review the criteria for gifted and talented

students in the area of fine arts. 2014-2015: Innagural year for the Academy of Visual and Performing Arts located at Chopticon High School (9th grade students)

Activity #15: Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.

Activity #16: Provide transportation for students participating in county activities, such as: All-County, Tri-County, County Commissioners' Meetings, Board of Education Meetings, and other music, theatre, and visual arts events.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #3: Align fine arts curricula in grades PreK-8 with the Maryland State Curriculum (MSC) for Fine Arts and in grades 9-12 with the Maryland State Essential Learner Outcomes (ELO) and Content Standards.

Activity #1: Align fine arts curricula to reflect the Maryland State Curriculum for Fine Arts in grades PreK-8 and Maryland State Department of Education terminology in grades 9-12.

Activity #2: Create curriculum maps (where appropriate) and lesson and unit plans in all fine arts curricula areas.

Activity #3: Explore fine arts assessment tools and those being created by Maryland State Department of Education.

Activity #4: Adopt music, visual arts, and theatre textbooks that align with the MSC and ELOs.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #4: Provide comprehensive support for students with special needs to enable them to achieve in fine arts.

Activity #1: Provide course offerings to meet the graduation requirement for students with special needs.

Activity #2: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format that address students with special needs.

Activity #3: Explore the use of assistive and adaptive technology to support students with special needs to further their literacy development within the fine arts.

1. Describe the **progress** that was made in 2013-2014 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2013-2014 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraints. Strategies #1, #2, #3, and #4 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant, additional General Funding, and several small grants. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

There were several program strides that were approved by The Board of Education of St. Mary's County during the 2013-2014 cycle. The most significant stride was the continuation of the Professional Learning Community (PLC). Since the fine arts staff is spread over twenty-eight (28) schools, it is very difficult to have a PLC of four visual arts teachers within one building. Through the countywide PLCs the music, theatre, and visual arts staff was divided into nine PLCs: two elementary school music, one elementary school visual arts, one middle school music, one middle school visual arts, two high school music, one high school theatre, and one high school visual arts. Each PLC set their own norms and followed the county's guidelines for a PLC. The overall goal of the fine arts PLC was to complete the task of aligning curriculum with identified Exit Expectations, as well as identifying "Revolving Indicators" in order to better prepare our curricular infrastructure for the new National Core Arts Standards. PLCs were also instrumental in creating authentic performance tasks for teachers to use the data from in their instructional planning.

PLCs were also asked to track student data on selected response assessments in order to identify basic areas of need in our students' artistic literacy. Common county-wide classroom resources to aid in the development of basic artistic literacy were identified and purchased for use in professional development and classroom instruction for the 2013-2014 school year. In preparation for the 2014-2015 school year, an "MCCRS (ELA) and the Fine Arts Crosswalk" was created. Its purpose is to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12. It is an evolving document to be shared among teachers, instructional resource teachers, and administrators. Also, in preparation for the 2014-2015 school year, exemplar lesson plans were created and posted to the "Professional Development" section of the SMCPs Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system.

The second major stride for this year was the use of Google Drive, Google Sites and Performance Matters (data warehouse) by all staff members. Throughout the school year, teachers posted their items and were able to review, edit, and discuss their work. Google Drive and Google Sites and Performance Matters were invaluable resources to the success of the countywide fine arts PLC.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

During the 2013-2014 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were reallocated to accommodate student needs and growth.

Adequate funding for all categories for fine arts was maintained in the 2013-2014 budget cycle. Several small grants were written to supplement the growing enrichment programs.

(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1, #2, #3, #4 and all activities.)

Goal #1, Objective #13, Strategy #1, Activity #1:

No additional staffing for the fine arts programs was added.

At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music.

Goal #1, Objective #13, Strategy #1, Activity #2:

The fine arts resource position allowed the archives library and the tri-county library to be completely inventoried and missing parts/scores to be ordered.

Goal #1, Objective #13, Strategy #1, Activities #3, 4, 5, 6, 7, 8, 9, 10, and 11;

Goal #1, Objective #13, Strategy #3, Activities #1, 2, 3, and 4;

Goal #1, Objective #13, Strategy #4, Activities # 1, 2, 3 and 4:

All strategies were implemented for the programs in Fine Arts. No additional funding was needed for Goal #1, Objective #13, Strategy #1, Activities #3, 4, 6, 8, 10; Goal #1, Objective #13, Strategy #3, Activity #3; or Goal #1, Objective #13, Strategy #4, Activity #1, or #3. Additional funding was provided from the Fine Arts Initiative Grant for activities Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy #3, Activities #1 and #2; and Goal #1, Objective #13, Strategy #4, Activity #2. Additional funding was also provided from General Funds for Goal #1, Objective #13, Strategy #1, Activities #7, #9, #11; and Goal #1, Objective #13, Strategy #3, Activity #4. Activity Goal #1, Objective #13, Strategy #1, Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:

All-County Honor Music Groups have been expanded to include band, chorus, orchestra, full orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation.

Goal #1, Objective #13, Strategy #2, Activity #5:

All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.

Goal #1, Objective #13, Strategy #2, Activity #6:

The theatre program was reviewed and appropriate funding was provided to accommodate program needs.

Goal #1, Objective #13, Strategy #2, Activity #7:

The Summer Fine Arts Enrichment Camp had approximately 60 campers at the elementary and middle school levels. Dance was not added, due to facility needs. Student scholarships were available for our FARM population.

Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:

Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.

Goal #1, Objective #13, Strategy #2, Activity #12:

Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping, alignment, and assessment development.

Goal #1, Objective #13, Strategy #2, Activities #13 and 14:

Activities for extended day/extended year and gifted and talented students were reviewed, but no additional funding was required. Planning for an Academy of Visual and Performing Arts was completed and the academy is in its inaugural year at Chopticon High School. The format includes extended day enrichment activities once a month, as well as differentiated field trips for academy students. This year's academy is for incoming Freshmen only. Next year's academy will include incoming Freshmen and Sophomores.

Goal #1, Objective #13, Strategy #2, Activity #15:

The textbook adoption cycle was completed in 2007-2008. In 2009-2013, funding was provided from the general fund to accommodate any additional textbooks that were needed.

Goal #1, Objective #13, Strategy #2, Activity #16:

All transportation costs for related curricular activities were funded from the General Fund.

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.

Generally, there were no major challenges for the 2013-2014 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council) were written to enhance activities and strategies. Time for professional development is always a challenge, but with the additional time provided by the PLCs, staff members were given the opportunity to have additional collaborating time to develop performance assessments in each fine arts areas, as well as identify common county-wide resources for classroom use.

4. Describe the goals, objectives, and strategies that will be implemented during 2014-2015 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.

An additional professional development day has been added to the 2014-2015 school year calendar in May, which will help keep the motivation level of our teachers high to the conclusion of the school year. In August, teachers will continued to be inserviced on the transition to the Common Core State Standards and how Fine Arts teachers will support the instructional shifts within arts classrooms. Teachers will be also continued be inserviced on the new unit and lesson planning frames developed to meet the instructional needs of our students and teachers based on observational data from the 2013-2014 school year. The new unit/lesson planning formats will also introduce teachers to ways to support the shift to the Common Core State Standards. Teachers will continued to be inserviced regarding the implementation of "Domain 5", the last component of our teacher evaluation system.

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.**

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	5 participants x \$23 per hour x 130 hours	\$ 2,990		\$ 2,990
Fixed Charges	Fringe Benefits: SS	.08 % x \$2,990	\$ 239		\$ 239
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants x \$600.00 1 consultant x \$500.00	\$ 2,300		\$ 2,300
Fixed Charges	Fringe Benefits: SS	.08 % x \$2,300.00	\$ 184		\$ 184
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 200		\$ 200
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy #2	2 bands x \$375.00 1 band x \$425.00	\$ 1,175		\$ 1,175
PD Other Charges	Visual Arts Off-Site Professional Development Strategy #1 and 2	1 day x \$300	\$ 300		\$ 300
Materials of Instruction	Fine Arts MOI Strategy #1		\$ 7,707		\$ 7,707
Administration Business Support Services/Transfers	Indirect Costs	2.19% x direct costs	\$ 330		\$ 330
	TOTAL		\$15,425		\$15,425

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

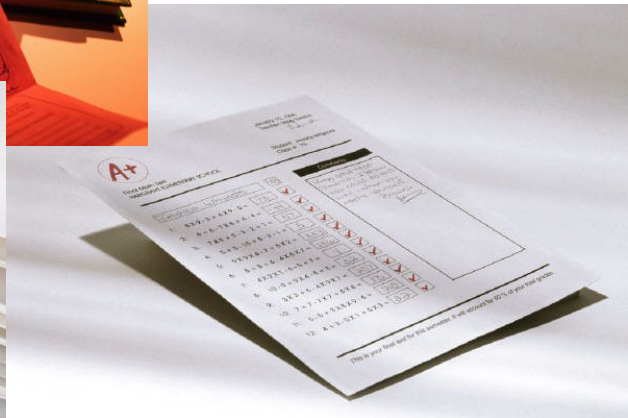
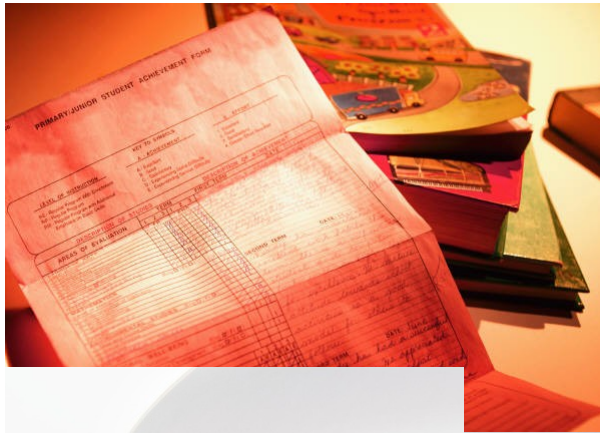
ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	09/25/14
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-15		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-14	30-Sep-15	
		FROM TO			

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							0.00
Prog. 22 Business Support						330.00	330.00
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.		2,300.00	7,707.00	1,175.00			11,182.00
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.	2,990.00		200.00	300.00			3,490.00
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				423.00			423.00
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	2,990.00	2,300.00	7,907.00	1,898.00	0.00	330.00	15,425.00

Finance Official Approval	Leyla Mele		9-25-2014	301-475-5511 x32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/25/14	301-475-5511 x 32139
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Intentionally left blank

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2013-14

Local School System (LSS): St. Mary's County Public Schools

LSS Point of Contact: Dr. Charles E. Ridgell, III

Telephone: 301-475-5511, 32198

Email: ceridgell@smcps.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 Completing the SY 2013-14 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.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2014 MASTER PLAN UPDATE

Local School System: St. Mary's County Public Schools

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, MD 20650

Telephone: 301-475-5511, ext. 32198 FAX: 301-475-2469

Email: ceridgell@smcps.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

10/15/14

Date

Please complete certification statement and submit as part of your 2014 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
2014 Master Plan
Update**

Local School System: St. Mary's County Public Schools

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, MD 20650

Telephone: 301-475-5511, ext. 32198 FAX: 301-475-2469


Email: ceridgell@smcps.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.)


Signature - Local Superintendent of Schools/Chief Executive Officer

10/15/14
Date

Please complete certification statement and submit as part of your **2014 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

