

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2010 Annual Update

Part II: Attachments



Board of Education of St. Mary's County

Mr. Bill Mattingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mrs. Marilyn A. Crosby
Dr. Salvatore L. Raspa
Mrs. Mary M. Washington
Ms. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

Superintendent's School Support Team

Dr. Michael J. Martirano, Superintendent of Schools
Mr. J. Bradley Clements, Chief Operating Officer
Mrs. Linda J. Dudderar, Chief Academic Officer
Mr. Gregory V. Nourse, Chief of Fiscal Services and Human Resources
Mrs. Melissa B. Charbonnet, Exec. Director of Special Education and Student Services
Mr. James C. Corns, Jr., Director of Information Technology
Mr. Theo L. Cramer, Director of College and Career Readiness
Mrs. Regina H. Greely, Director of Instructional Technology
Mrs. Kelly M. Hall, Director of Elementary Schools
Mr. Alan E. Harrison, Director of Operations
Mr. Larry B. Hartwick, Supervisor of Design and Construction
Mrs. Kimberly A. Howe, Coordinating Supervisor of Capital Planning and Green Schools
Mr. Louis M. Jones, Supervisor of Food and Nutrition Services
Mr. Jeffrey A. Maher, Director of Teaching, Learning, and Professional Development
Mrs. Zina McGowan-Thomas, Public Information Officer
Dr. Charles E. Ridgell, III, Director of Student Services
Mr. J. Scott Smith, Director of Secondary Schools
Mr. Jeffrey K. Thompson, Director of Transportation
Dr. Edward T. Weiland, Director of Human Resources
Mr. Steven M. Whidden, Director of Maintenance
Mr. F. Michael Wyant, Director of Safety and Security

Note: For more information, please visit our website at <http://www.smcps.org>.



Please direct all inquiries about this document to:
Division of Instruction
St. Mary's County Public Schools
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
301- 475-5511, Extension 108

The St. Mary's County Public School System does not discriminate on the basis of race, color, sex, age, marital status, sexual orientation, national origin, religion or disability in matters affecting employment or in providing access to programs. For inquiries related to this policy, please contact: Director of Human Resources, St. Mary's County Public Schools, P.O. Box 641, Leonardtown, MD 20650, (301)475-5511, extension 169.

Table of Contents

	Page
Part II: The Attachments	
Submission Cover Page	4
Attachments 4-6	5
Attachment 8: Title II, Part A	12
Attachment 10: Title III, Part A	31
Attachment 13: Fine Arts	49
Additional Federal and State Reporting Requirements	60
Victims of Violent Criminal Offenses Report	61
Achieving Equity in Teacher and Principal Distribution	62
Transfer of School Records for Children in State-Supervised Care Annual Certification Statement	68
Student Records Review and Update Verification Certification Statement	69
Facilities to Support Master Plan Strategies	70

**Bridge to Excellence Master Plan
2010 Annual Update**

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

Part II: Attachments—Due: August 16, 2010

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mrs. Linda J. Dudderar, Chief Academic Officer

Telephone: (301) 475-5511, ext. 108

Fax: (301) 475- 4229

E-Mail: ljdudderar@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2010 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)

9/3/10

Date



Signature (Local Point of Contact)

7.2.2010

Date

ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2011

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

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 Schoolwide 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 Delinquen t and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Total ESEA Funding by School
George Washington Carver Elementary (SW)	805	77%	\$567,345		\$0		\$0		\$567,345
Green Holly Elementary (SW)	803	62%	\$376,278		\$0		\$0		\$376,278
Lexington Park Elementary (SW)	804	54%	\$432,500		\$0		\$0		\$432,500
Park Hall Elementary (SW)	808	51%	\$470,925		\$0		\$0		\$470,925
Spring Ridge Middle	101	40%	\$0		\$0		\$0		\$0
Ridge Elementary	104	38%	\$0		\$0		\$0		\$0
Great Mills High	801	34%	\$0		\$0		\$0		\$0
Dynard	702	31%	\$0		\$0		\$0		\$0

Greenview Knolls Elementary	810	29%	\$0		\$0		\$0		\$0
Town Creek Elementary	806	26%	\$0		\$0		\$0		\$0
White Marsh Elementary	503	25%	\$0		\$0		\$0		\$0
Oakville Elementary	602	24%	\$0		\$0		\$0		\$0
Esperanza Middle	807	23%	\$0		\$0		\$0		\$0
Leonardtown Elementary	301	22%	\$0		\$0		\$0		\$0
Margaret Brent Middle	404	21%	\$0		\$0		\$0		\$0
Hollywood Elementary	604	21%	\$0		\$0		\$0		\$0
Piney Point Elementary	201	20%	\$0		\$0		\$0		\$0
Mechanicsville Elementary	504	20%	\$0		\$0		\$0		\$0
Benjamin Banneker Elementary	302	19%	\$0		\$0		\$0		\$0
Lettie Marshall Dent Elementary	501	18%	\$0		\$0		\$0		\$0
Evergreen Elementary	606	17%	\$0		\$0		\$0		\$0
Leonardtown Middle	305	16%	\$0		\$0		\$0		\$0
Chopticon High	303	14%	\$0		\$0		\$0		\$0
Leonardtown High	306	13%	\$0		\$0		\$0		\$0
Chesapeake Public Charter School (CH)	813	9%	\$0		\$0		\$0		\$0

Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)		\$1,847,048		\$0		\$0	
School System Administration (For Title I, Use # on Table 7-8 LINE 5)		\$235,119		\$20,538		\$570	
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 13)		\$52,479.78		\$715,569		\$28,743	
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)		\$17,463.22		\$22,000		\$5,356	
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)		\$2,152,110		\$736,129		\$34,669	

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2011**

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

St. Mary's County Public Schools does not use this option.

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 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. 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 2011 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						

¹ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

**ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2011**

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

St. Mary's County Public Schools does not use this option.

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

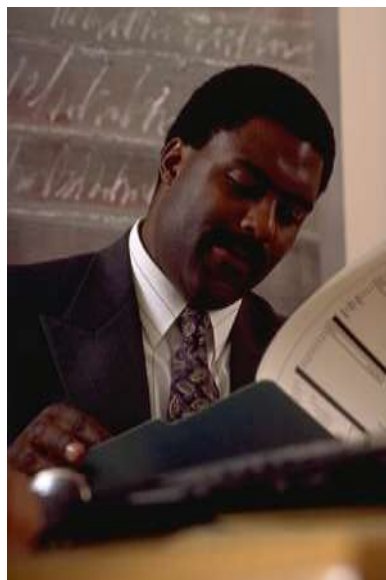
ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2011	Local School System: St. Mary's County Public Schools
---	--

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.

NONPUBLIC SCHOOL NAME AND ADDRESS			Title I-A			Title II-A	Title III-A	
			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
The Kings Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	X	3	3	44			
	Public School							
	Neutral Site							
Little Flower School P.O. Box 257 Great Mills, MD 20634	Private School	X	7	7	29			
	Public School							
	Neutral Site							
Father Andrew White P.O. Box 1736 Leonardtown, MD 20650	Private School	X			19			
	Public School							
	Neutral Site							

St. John's School P.O. Box 69 Hollywood, MD 20636	Private School	X			16	3	1
	Public School						
	Neutral Site						
St. Mary's Ryken High School 22600 Camp Calvert Road Leonardtown, MD 20650	Private School	X			77		
	Public School						
	Neutral Site						
St. Michaels' School P.O. Box 259 Ridge, MD 20680	Private School	X			27		
	Public School						
	Neutral Site						
Starmaker Learning Center 23443 Cottonwood Parkway California, MD 20619	Private School	X			28		
	Public School						
	Neutral Site						
Leonard Hall Jr. Naval Academy P.O. Box 507 Leonardtown, MD 20650	Private School	X			10		
	Public School						
	Neutral Site						
Mother Catherine Spalding 38833 Chaptico Road Helen, MD 20635	Private School	X			20		
	Public School						
	Neutral Site						
Bay Montessori School 20525 Willows Road Lexington Park, MD 20653	Private School	X			20		
	Public School						
	Neutral Site						
Victory Baptist School P.O. Box 98 Charlotte Hall, MD 20622	Private School	X			10		
	Public School						
	Neutral Site						

Attachment 8



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

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

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

Fiscal Year 2011

Title II-A Coordinator: Jeff Maher, Director of Teaching, Learning and Professional Development

Telephone: 301-475-5511 ext. 133

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 professional development" (as the term "professional development" is defined in section 9101(34).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

***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: St. Mary's County Public Schools

Fiscal Year 2011

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].	Recruitment incentives and critical shortage stipends. To be paid by October 1, 2010 to all hired by September 1, 2010, and within 2 months of hiring any additional critical shortage hires throughout the school year. Focus groups with teachers to improve the teacher performance evaluation system Goal 3.2.1.1	\$18,900 \$7,452	
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)].	Salaries for teachers to reduce class size. Eight schools will receive an FTE to help with class size reduction (6 FTEs) Goal 3.2.7.1	\$415,703	

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

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

Fiscal Year 2011

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: <i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach; <i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].	Provide professional development activities in the areas of literacy and mathematics to teachers and principals addressing the VSC, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction to address the question, "What do we do when a student doesn't meet proficiency?" On-going throughout 2009-2010 school year	\$108,156	\$11,500
	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the 2009-2010 school year 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	\$1,350	\$500
	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	\$84,456	\$9,000
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – <ul style="list-style-type: none"> Involve collaborative groups of teachers and administrators; Address the needs of students with different 			

<p>learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <ul style="list-style-type: none"> • 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>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.</p> <p>On-going throughout 2009-2010</p> <p>Goal 3.5.1.5</p>		
--	--	--	--

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

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

Fiscal Year 2011

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	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	\$5,976	\$1,000
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	\$28,875	
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	\$2,859	

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	\$19,864	
TOTAL TITLE II-A FUNDING AMOUNTS		\$693,591 +\$20,538 (indirect)	\$22,000

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

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

Fiscal Year 2011

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

St. Mary's County Public Schools is proud of its percentage of teachers that meet the highly qualified rating (94.8%), 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 Maryland State Curriculum, 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.

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 asked to complete a needs assessment and send the results of the needs assessment to the St. Mary's County Public Schools Department of Teaching, Learning, and Professional Development. Per MSDE guidance, non-public schools are to provide for the Department of Professional and Organizational Development a summary of their needs assessment and the related plans for professional development. Since their data sources and outcomes would be different than the public schools, it is up to the individual non-public schools to define the outcome measure. When they submit a request for expenditure of Title II dollars, they include a description of how the activity connects to their needs assessment.

- 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.

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 (35 new hires at \$500 + FICA). The stipends will be paid by October 1, 2010 to those hired prior to September 1, 2010. Teachers hired later than September 1, 2010 will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

In addition, as one of the pilot school systems for the Maryland Teacher Evaluation framework, selected teachers will be part of regular focus groups to elicit feedback and to discuss implications for planning and implementation. Twenty-five (25) teachers will participate in quarterly meetings (i.e., four [4] meetings x 3 hrs. each x 25 teachers = \$6,900 + \$552 FICA) (\$26,252 including FICA).

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
Grant <u>Title II, Part A</u>	Allowable Activity 1.2				
	Goal 3.2.1.1	35 stipends x \$500.00	\$17,500		\$17,500
Fixed Charges (H)		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$17,500	\$1,400		\$1,400
Salaries and Wages (G)	Stipends for teachers for focus groups on teacher effectiveness ratings	25 teachers x \$23/hr x 3 hrs			
	Allowable Activity 1.2	x 4 meetings	\$6,900		\$6,900
Fixed Charges (H)	Fringes	8% x			
		\$6,900	\$552		\$552
1.2	TOTAL		\$26,352		\$26,352

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 6 FTE positions in the grant. These positions will benefit 6 schools for 2010-2011. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing costs are also provided below for your review. (Goal 3.2.8.1) (\$415,703 includes fringes)

Teacher (Ridge Elementary) 1 FTE	\$66,815
Teacher (White Marsh Elementary) 1 FTE	\$53,173
Teacher (Greenville Knolls Elementary) 1 FTE	\$44,611
Teacher (Mechanicsville Elementary) 1 FTE	\$45,121
Teacher (Leonardtown Elementary) 1 FTE	\$44,207
Teacher (Leonardtown Elementary) 1 FTE	\$44,207
SUBTOTAL	\$294,075
Fringe Benefits	\$121,628
TOTAL	\$415,703

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Salaries and Wages (A) Grant Title II, Part A	Highly Qualified Teachers to reduce class size Allowable Activity 1.3 Goal 3.2.8.1	6 FTE positions	\$294,075		\$294,075
Fixed Charges	Total fringe benefits		\$121,628		\$121,628
1.3	TOTAL		\$415,703		\$415,703

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

Allowable Activity 2.1

We have targeted a sizeable portion of our grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy and math as well as the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 will be ongoing throughout the 2010-2011 school year. Many, however, will take place in August, prior to the beginning of school, and in September in order to enhance the knowledge of teachers to use the information during this school year. In addition, end-of-year activities will take place to help guide teachers and staff to analyze assessment data to plan for the coming school year.

The focus for teachers will be in 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 academic subject areas.

Professional Development will have a continued focus on the implementation of the Maryland State Curriculum 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. Consultant services will be employed to help guide lead teachers in providing high quality professional development to content-area teachers. 4 days @ \$1,500 is allotted for this cost (\$6,000).

Throughout the year, teachers will be paid to analyze the first quarter and mid-year assessment data and collaboratively redesign instruction. Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. \$84,456, inclusive of salaries and fringes, in stipends to fund 4 hours for 850 participating teachers. There is \$7,500 in funding available to send 4 staff members to professional conferences to build their capacity to lead others in this training. Specifically, SMCPS has been accepted to present at the National Staff Development (NSDC) conference and key lead teachers will also explore best practices in the utilization of job-embedded learning. 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 \$10,200 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc., as well as a continental breakfast.

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 \$30 each (total \$1,350).

(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 \$109,506 with to provide professional development to teachers, principals, and paraeducators.

We have allotted \$12,000 for our non-public schools in this category. 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 Salaries and Wages Grant Title II, Part A	Stipends for Professional Development Activity 2.1 Goal 1.8.1.1	850 teachers x \$23 hr x 4 hrs	\$78,200		\$78,200
Fixed Charges Grant Title II, Part A	Fringes	8% x \$78,200	\$6,256		\$6,256
Instructional Staff Development Other Grant Title II, Part A	Conference Registration Fees and Travel Allowable Activity 2.1	5 teachers x \$1500	\$7,500		\$7,500
Instructional Staff Development Supplies and Materials Grant Title II, Part A	materials for Professional Days Continental breakfast Allowable Activity 2.1	\$10 x 850 teachers \$2 x 850 teachers	\$10,200		\$10,200
Instructional Staff Development Contracted Services Grant Title II, Part A	Consultant Fees for Professional Development Allowable Activity 2.1	4days x \$1,500	\$6,000		\$6,000
2.1	Enhance Content TOTAL		\$108,156	\$11,500	\$119,656
Supplies and Materials Grant Title II, Part A	materials for IRT Leadership Training Allowable Activity 2.1	45 IRTS x \$30 in materials	\$1,350		\$1,350
2.1	Lead Teacher Dev TOTAL		\$1,350	\$500	\$1,850
	2.1 TOTAL		\$109,506	\$12,000	\$121,506

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 \$84,456, inclusive of salaries and fringes, in stipends to fund 4 hours for 850 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. As an in-kind cost, the master calendar for the school system now includes four (4) early release days specifically for staff collaborative planning.

(Goal 3.5.1.5) (\$63,342, including fringes)

We have allotted \$9,000 to the non-public schools in this component

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 850 teachers x \$23 x 4 hrs	\$78,200		\$78,200
Grant <u>Title II, Part A</u>	Fringes	8% x \$78,200	\$6,256		\$6,256
2.2	Job Embedded TOTAL		\$84,456	\$9,000	\$93,456

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 \$5,976 (\$3,726 in stipends and fringes for teacher leaders, and \$2250 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 \$1,000 in this component.

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 - Teacher Leaders Allowable Activity 2.3	25 teachers x \$23/hr x 6 hrs	\$3,450		\$3,450
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$3,450	\$276		\$276
Supplies and Materials Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3	90 administrators x \$25.00 study group book	\$2,250		\$2,250
2.3	TOTAL		\$5,976	\$1,000	\$6,976

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. \$5,400 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$16,200 (salaries and fringes) is included for demonstration classrooms; \$3,000 is allotted for consultant services and leadership mentoring; and \$4,275 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
Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development New Teacher Seminars Allowable activity 3.1	50 teachers x 2 session x \$50	\$5,000		\$5,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$5,000	\$400		\$400
Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Demo Teachers Allowable activity 3.1	30 teachers x \$500	\$15,000		\$15,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$15,000	\$1,200		\$1,200
Contracted services Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1	4 mentors x \$750	\$3,000		\$3,000

Supplies and materials Grant <u>Title II, Part A</u>	Materials for PD Allowable activity	120 participants x \$20	\$2,400		\$2,400
Materials Grant <u>Title II, Part A</u>	Evaluation Allowable activity 3.1 Goal 3.4.2.1	75 administrators x \$25	\$1,875		\$1,875
3.1		TOTAL	\$28,875		\$28,875

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) (\$2,859)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Other Grant <u>Title II, Part A</u>	PRAXIS and test Reimbursement Allowable Activity 3.2		\$2,859.00		\$2,859.00
		TOTAL	\$2,859		\$2,859

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 (\$11,664, including fringes) and materials and supplies (\$1,200) will be purchased to support the courses. In addition, \$7,000 in online professional development support will be provided. (Goal 3.5.11)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Supplies and materials Grant <u>Title II, Part A</u>	Materials for PD -Coursework texts Allowable activity 3.3 Goal 3.5.1.3	60 participants x \$20	\$1,200		\$1,200
Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach Reading Courses Allowable activity 3.3	3 instructors x \$1,800	\$5,400		\$5,400
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$5,400	\$432		\$432
Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach other courses Allowable activity 3.3 Goal 3.3.3.2	3 instructors x \$1,800	\$5,400		\$5,400
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$5,400	\$432		\$432
Contracted services Grant <u>Title II, Part A</u>	Online course support Allowable activity 3.3	\$7,000 contracted services	\$7,000		\$7,000
3.3		TOTAL	\$19,864		\$19,864

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.

The total allotment for non-public schools is \$22,000.

The total Indirect Cost is \$20,538.

The total Grant Allocation is \$736,129

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-11		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	6/30/2012	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						20,538.00	20,538.00
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.	311,575.00						311,575.00
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						22,000.00	22,000.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	197,550.00	16,000.00	19,275.00	10,359.00			243,184.00
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				138832			138,832.00
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	509,125.00	16,000.00	19,275.00	149,191.00	0.00	42,538.00	736,129.00

Finance Official Approval	<u>Leyla Mele</u>		09/01/2010	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael Martirano</u>			
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

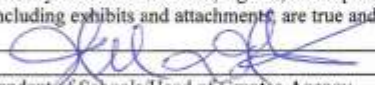
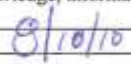
Grant Budget C-1-25 Rev. 11/28/07

ASSURANCES

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 will operate in compliance with State and federal laws 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.
2. 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, failure of MSDE 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

	
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

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

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

Fiscal Year 2011

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 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and (e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)		
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)].	Magazine Subscription (Scope, News for You) Bilingual Dictionaries, Hand held translators Instructional materials / supplies	3286	
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)].	Instructional support for ELs provided by hourly tutors in pull –out and sheltered classes	15400.80	5356

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

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

Fiscal Year 2011

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. Also, 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)].	a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].			
2.2. Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	Work collaboratively with and participate in professional development with Language Arts teachers that focuses on vocabulary development , and spelling strategies		
2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].	Secondary ELL teachers will participate in PD with Social Studies teachers with a focus on identifying and using literacy strategies in teaching the content and on integrating technology in instruction		

**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 2011

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Maintain interpreters' pool to assist ELs and their families during registration, orientation, and teleconferences	1000	
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)].	ELs Parent Conference Family Dinner Night expenses (translated documents, building fees, refreshments) Teacher conferences to discuss student progress, academic expectations Health department provides immunizations for ELs, reps from county library register students for library card, Judy Center staff invited to discuss program	2877.20	
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and			

programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].		Public School Costs	Nonpublic Costs

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 2011
--	-------------------------

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6. 1 Each eligible entity receiving funds under section 3114 (a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%	570	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		23134	5356

**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 2011

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 (e)(1)]			
Authorized Activities	Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].	ELs Back to School Night – Meet and greet new and returning families. Discuss program goals. Inform parents about proficiency targets , academic expectations and support services (building service fees, translated documents, academic resources, refreshments)	875	
1.2 Supporting 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)].	Renewal of TransAct online communication resource	4806	
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)].	Transportation to special programs (ex. PIRC conference, Back to School Night) Additional translators / instructional supplies	498	

1.6 Providing other instructional 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)].			
2. Administrative Expenses		Public School Costs	Nonpublic Costs
2. 1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		6179	

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;

Each year, non public school principals are invited to attend a meeting to discuss their school's eligibility and interest in participating in federally funded Elementary and Secondary Act (ESEA) programs. An overview of Title III services available for English Language Learners is shared with the principals or their representative. Principals have an opportunity to confirm their intent to participate at this meeting. In addition to this informational meeting, all public and non public school principals receive a letter from the Supervisor of Instruction requesting the names of English Language Learners enrolled in their schools.

- b) The basis for determining the needs of private school children and teachers;

The procedures that are used to determine eligibility for English Language Learners in public schools are also used to determine eligibility for ELS in non public schools.

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

A teacher will be assigned to provide services / support to nonpublic students at a designated location. An effort is made to identify a school that is a central location for participating students.

- 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.)

Due to the low enrollment of ELs in private schools, one teacher is assigned to provide services to ELs in non public schools.

3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 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.

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Tutors Salaries & Wages	Hourly Pay for hourly tutor Strategy # 2.1.1.1	\$23/ hour x 20hrs/week x 31 weeks	\$14,260		\$14260
Fixed Charges	FICA	8% x \$14,260	\$1140.8		\$ 1140.80
Non-public Instructional tutor	Hourly pay for hourly tutor Strategy # 2.1.1.1	\$23 / hour x 7hrs / week x 30.5	\$4960		\$ 4960
Fixed Charges	FICA	8% x \$4960	\$396		\$ 396
Instructional Supplies and Materials	Magazine Subscriptions Bilingual dictionaries Translators Strategy # 2.1.5.2		\$3286		\$ 3286
Community Services	ELs Parent Conference and Family Night 2.4.1.1	Building Fees, technology set up Brochures, refreshments	\$2877.2		\$2877.20
Community Services	Maintain interpreters pool 2.4.1.1		\$1000		\$1000
Administration Business Support			\$570		\$570
	TOTAL		\$28490		\$28490

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Immigrant Instructional Program	ELs Back to School Night Meet / greet new & returning students (building fees, translated documents, academic resources)		\$875		\$875
Immigrant Instructional Program	TransAct online Instructional resource (License renewal)		\$4806		\$ 4806
Immigrant Instructional materials	Transportation to conferences, programs (ex. PIRC conference, ELs Back to School		\$498		\$ 498
Total			\$6179		\$ 6179

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	07/30/10
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	045-11		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	6/30/2012	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						570.00	570.00
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.	14,260.00		3,286.00			4,990.00	22,536.00
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				1,140.80		396.00	1,536.80
214 Community Services		1,000.00		2,877.20			3,877.20
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	14,260.00	1,000.00	3,286.00	4,018.00	0.00	5,926.00	28,490.00



Finance Official Approval	<u>Leyla Moje</u>		07/30/2010	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael Martinano</u>		8/10/10	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev. 11/29/07

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	07/30/10
GRANT NAME	Title III, English Language Acquisition - Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	075-11		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	6/30/2012	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
302 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-206 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		4,806.00		875.00			5,681.00
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				498.00			498.00
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	4,806.00	0.00	1,373.00	0.00	0.00	6,179.00

Finance Official Approval	Leyla Mele		08/03/2010	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		8/10/10	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

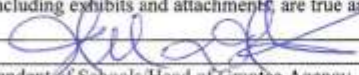
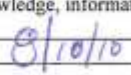
Grant Budget C-1-25 Rev. 11/29/07

ASSURANCES

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 will operate in compliance with State and federal laws 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.
2. 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, failure of MSDE 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

	
Superintendent of Schools/Head of Grantee Agency	Date



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Curriculum and Instruction

Dr. Charles E. Ridgell, III
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 110
Fax: 301-475-4229

Board of Education
Mr. Bill Mattingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mrs. Marilyn A. Crosby
Dr. Salvatore L. Raspa
Mrs. Mary M. Washington
Ms. Emily M. Hall, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

To: Non-public School Principals

From: Carol Poe, Supervisor of Instruction/Title I

Date: July 8, 2010

Re: **Planning Meeting for Federally Funded Grants**

You are invited to attend the 2010-2011 school year planning meeting to discuss your school's eligibility and interest in participating in federal *Elementary and Secondary Act (ESEA)* programs, reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. This annual federally funded grants planning meeting for the St. Mary's County Public Schools has been scheduled for:

August 5, 2010

9:30 a.m. – 10:30 a.m. – Federal Grants Overview
10:30 a.m. – 11:30 a.m. – Non-Public Special Education Update

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

Information will be provided about the various federal programs (Title IA, IIA, IID, III, V, Special Education, 21st Century Learning Center Grant) available to support the needs of your students for the 2010-2011 school year.

As requested by non-public principals, the Department of Special Education will provide an overview and update of the IEP process as it relates to non-public schools from 10:30 a.m. to 11:30 a.m.

If you have any questions or if you are unable to attend but would like to submit input concerning the grants, please call Carol Poe at 301-475-5511, extension 140, or send your comments to Carol Poe at the Department of Curriculum and Instruction by July 31, 2010.

Thank you.

Attachment

cc: Dr. Martirano
Ms. Dudderar
DOI Directors
Mr. Mark Smith



DR. MICHAEL J. MARTIRANO
Superintendent of Schools

St. Mary's County Public Schools

Department of Teaching, Learning, and Professional Development

Jeffrey A. Maher
Director
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
Phone: 301-475-5511, ext. 133
Fax: 301-475-4229

Board of Education
Mr. Bill Mattingly, Chairman
Mrs. Cathy Allen, Vice Chairman
Mrs. Marilyn A. Crosby
Dr. Salvatore L. Raspe
Mrs. Mary M. Washington
Ms. Aditi Simlote, Student Member
Dr. Michael J. Martirano, Secretary/Treasurer

Annual Planning Meeting for Federally Funded Programs

August 5, 2010

9:30 a.m. – 10:30 a.m. – Federal Grants Overview
10:30a.m. -11:30 a.m. – Non-Public Special Education Update
23160 Moakley Street
Leonardtown, Maryland 20650
Building 2, Administrative Conference Room

AGENDA

<u>Program</u>	<u>Presenters</u>	For more information on the listed topics, call 301-475-5511 and the extension listed below.
• Welcome and Introductions	Carol Poe Supervisor of Instruction/Title I	Ext 140
• Title I, Part A	Carol Poe Supervisor of Instruction/Title I	Ext 140
• Title II, Part A	Jeffrey Maher, Director of Teaching, Learning, and Professional Development	Ext 141
• Title II, Part D/Title V (Grants Discontinued)	Regina Greely, Director of Instructional Technology	Ext 113
• Title III/LEP	Linda Lymas, Supervisor of Foreign Language and ESOL	Ext 118
• 21 st Century Community Learning Centers	Mark Smith, Coordinator of Special Programs	Ext 137
• Special Education	Melissa Charbonnet, Executive Director of Special Education and Student Services	Ext 220

August 5, 2010

michael.bennett@a-sulphs.org



St. Mary's County Public Schools
DEPARTMENT OF CURRICULUM AND INSTRUCTION
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650
301-475-5511, option 5/301-475-4229, fax

DR. MICHAEL J. MARTIRANO
Superintendent of Schools

Dr. Charles E. Ridgell, III
Director of Curriculum and Instruction

To: Nonpublic Principals
From: Linda W. Lymas
Date: August 25, 2009
Re: **English Language Learners.**

As you welcome students to school this fall, you may find that some of your students qualify for testing in order to be considered for ESOL services.

Student qualifications are:

- Speaking a native language other than English
- Living in a home where a language other than English is spoken primarily.

Please return the form below by **Thursday, September 3, 2009**, indicating if you have new students in either of these categories who will need assistance with learning to read, write, or speak, the English language or understand the language when it is spoken. Also, you should indicate if ESOL services will not be needed in your school during the 2009-2010 school year. Due to state regulations, we must keep a record of your decision for services.

Attached is the list of students who received services in your school last year, if you had any students in the ESOL program. Please review the list carefully. Students who are identified as reclassified have achieved fluency and tested out of the program. If students have transferred out of your school, please note the new school if known, and return the information with your form.

LWL: mrg; L: #: CC: 05

Attachment

cc: Charles Ridgell

XX

Please complete the form and fax to Linda W. Lymas at 301-475-4229.

☐ We need ESOL services for:

Name of Student	Grade	School

☐ We do not have students needing ESOL services at this time.

Principal's Signature

Date

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) (208-2009: 1 elementary music - Local Fund) (2009-2010 - 1 elementary music, 1 elementary visual arts - Local Fund). (2010-2011: No additional staffing)

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2011: Provide hourly fine arts assistance to supplement non-supervisory tasks.

Activity #3: Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005 Chamber Orchestra and Recreational Arts).

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).

Activity #6: Provide supplemental funds for high school

uniforms on a three-year rotating cycle (marching band, concert band, chorus, and orchestra).

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)

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.

- 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, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to 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 George Craggs Hopkins, Jr. Arts Endowment, Inc., 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).
- 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.

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 PreKindergarten-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 2008-2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2009-2010 cycle of the St. Mary's County Public School's 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 for St. Mary's County during the 2009-2010 cycle. The most significant stride was the continuation of the Professional Learning Community (PLCs). Since the fine arts staff is spread over twenty-seven schools, it is very difficult to have a PLC of four visual art teachers within one building. Though 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 developing countywide assessments. Each group had to refine the master template and the item bank which was based on the Maryland State Curriculum or the Essential Learner Outcomes (ELOs). With the completion of the second year of the PLC, fine arts courses in grades 3, 4, 5, 6, 7, 8, Crafts 1, Crafts 2, Visual Arts 1, and Visual Arts 2 each have a item bank of questions. High school theatre has revised the curriculum by quarters to mirror the ELOs. The second major stride for this year was the use of the Electronic Learning Community (ELC) by all staff members. Each staff member was inserviced in August and September in the use of the ELC and how each member of the individual PLC would use it, when they could not meet outside their building. Throughout the school year teachers posted their items and were able to review, edit, and discuss their work. The ELC was an invaluable resource 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 2009-2010 cycle of the St. Mary's County Public School's 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 added accommodate student needs.

Supplemental funding for all categories for fine arts was maintained in the 2009-2010 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:

Additional staffing for the fine arts programs was added as follows:

One elementary school music position and one elementary school visual arts position: This allowed the growing population to be serviced in all elementary schools and the opening of the new elementary school.

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. Forty percent of this position is paid through the Fine Arts Initiative Grant and sixty percent is paid from General Funds. (This will be paid from the General Fund in 2010-2011)

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, 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 300 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 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 and alignment.

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.

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

The textbook adoption cycle was completed in 2007-2008. In 2000-2010, 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 2009-2010 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council, Mattingly Memorial Grant) 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 the item banks in each fine arts area necessary to develop countywide assessments and adjustments have been made in the 2010-2011 master calendar to include an additional professional development day, as well the PLC collaborative planning days. An additional challenge in a small county is the amount of administrative work, which keeps the supervisor from going into the classroom.

4. Describe the goals, objectives, and strategies that will be implemented during 2010-2011 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 2010-2011 school year calendar. Teachers will be inserviced on the "Test Pilot" and the implementation of the new quarterly fine arts assessment tools in each music, theatre, and visual arts. "Test Pilot" is an electronic testing program that will format the fine arts countywide assessments. The grades will automatically go into the electronic grade reporting system and teachers will not need to hand grade the test. The baseline assessment will begin in the first quarter of 2010. A review of the uses of "CTEs Electronic Learning Community (ELC)" and how the fine arts department will be using it as a tool for teachers to communicate lesson and unit plans, for committee meetings, and for establishing Professional Learning Community. Teachers will have inservice sessions on September 24, 2010 and a final session on April 1, 2011. Established PLCs will review the item banks. An additional part-time hourly administrative assistant will be a considerable asset in helping with the increased paperwork one or two days a week. This will allow the supervisor to be in classrooms assisting teachers on a regular basis.

St. Mary's County Public Schools
Budget Narrative
Fine Arts
2010-2011

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Part-Time Hourly: Staff	2 days per week	\$65.00 x 2 days x 45 weeks	\$ 5,850		\$ 5,850
Fixed Charges	Fringe Benefits: SS	.08% x \$5,850	\$ 468		\$ 468
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	12 participants x \$23 per hour x 10 hours	\$ 2,760		\$ 2,760
Fixed Charges	Fringe Benefits: SS	.08 % x \$2,760	\$ 221		\$ 221
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	10 days x \$200	\$ 2,000		\$ 2,000
Contracted Services	Consultants to provide clinic services for Preadjudication Clinic Strategy #2	10 days x \$200	\$ 2,000		\$ 2,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #1, 2, 3, and 4	77 participants x \$20 Miscellaneous paper supplies	\$ 1,540 \$ 974		\$ 2,514
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	3 bands x \$42 5.00	\$ 1,275		\$1,275
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 349		\$ 349
	TOTAL		\$17,437		\$17,437

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	07/30/10
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-11		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/10	06/30/12	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						349.00	349.00
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.	5,850.00	2,000.00		1,275.00			9,125.00
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.	2,760.00	2,000.00	2,514.00				7,274.00
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				689			689.00
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	8,610.00	4,000.00	2,514.00	1,964.00	0.00	349.00	17,437.00

Finance Official Approval	<u>Leyla Mele</u>		07/30/2010	301-475-5511 X186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael Maritano</u>		8/16/10	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

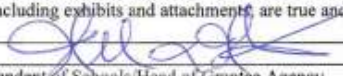
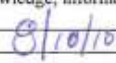
Grant Budget C-1-25 Rev. 11/29/97

ASSURANCES

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 will operate in compliance with State and federal laws 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.
2. 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, failure of MSDE 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

	
Superintendent of Schools/Head of Grantee Agency	Date

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) SY 2009-10

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

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

Telephone: 302-475-5511 ext. 198 E-mail: ceridgell@smcps.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	0	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	5	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0
Assault in the first degree	0	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
TOTAL	5	0	0

Achieving Equity in Teacher and Principal Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance, in December 2009. You should use the December 2009 report as a starting point and update as needed.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated website below:

The St. Mary's County Public Schools (SMCPS) teacher evaluation system is based on Charlotte Danielson's Framework for Teaching (1996, revised 2007). SMCPS has adapted these standards to align with local and state expectations. SMCPS has adapted its Teacher Performance Assessment System (TPAS) to reflect the four domains articulated in the proposed Maryland Teacher Evaluation Framework. The four domains of performance evaluated through this system are: (1) Planning and Preparation; (2) the Learning Environment; (3) Instruction; (4) Professional Responsibilities. Subsumed under these domains are domain components, each which receive an evaluative rating (ineffective, developing, effective, or highly effective). The synthesis of these ratings make up an overall rating of satisfactory or unsatisfactory in each of the domains, in accordance with Maryland regulations. The assessment system includes two different processes: a formative process, a reflective system for the teacher, and a summative process which involves administrators in making judgments regarding teaching performances. All non-tenured teachers are engaged in the summative process each year. Once teachers receive continuing contracts, however, they participate annually in either the formative process or the summative process. Tenured teachers engage in the summative cycle of evaluation at least twice in their certification period,

as required by Maryland regulations. Through our online data collection system, SMCPS teacher performance assessment system (TPAS) provides the school district with detailed information about the level of proficiency at which each observed teacher is performing relative to the domain components identified in the evaluation system. Principals and central office administrators use this data to frame professional development around the identified areas of disparity in teacher performance. While in its first year of implementation, this online database of teacher observations is already yielding rich data about the performance of teachers. Administrators can also use this data to provide support targeted toward improvement of teachers who are performing less than proficient. The system provides a consistent set of expectations through which decisions can be made about teacher effectiveness. The TPAS process articulates very specific timelines and standards for administrators to use when making decisions about tenure, retention, or dismissal.

This can be accessed at

<http://divisions.smcps.org/pd/evaluation-systems>

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. _____ Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.
 - c. ☒ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Directions:

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactory	1161	99.4
Unsatisfactory	7	.6
	Total: 1168	

2. Provide the link to this information on the school system's designated website below:

SMCPS does not currently post this information.

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Brief Board of Education on new regulations.	Director of HR	March 2011
Present the data to Board of Education of the number of overall satisfactory and unsatisfactory final evaluation ratings	Director of HR	October 2011
Post report on SMCPS website	Director of HR	June 2011

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

Directions:

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
 - a. ____ Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
 - b. Please provide the link to this information on the LSS's designated website below:
 - c. x No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.
2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Brief Board of Education on new regulations.	Director of HR	March 2011
Present the data to Board of Education of the number of overall satisfactory and unsatisfactory final evaluation ratings	Director of HR	October 2011
Post report on SMCPS website	Director of HR	June 2011

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

Directions:

Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated website below:

The Leadership Performance Assessment System (LPAS) used by St. Mary's County Public Schools is based on the work and research of Doug Reeves and his publication, *Assessing Educational Leaders* (2004). It utilizes the structure and domains of leadership framed by Dr. Reeves. We compared those domains to the Maryland framework and adapted the language of the

assessment tool to meet both the Maryland expectations and the needs of our county. The focus of our assessment model is to validate an individual's performance using standards that are based on clearly stated expectations. Our model supports continued professional development and best practices. The model is built on ten domains of leadership. Each domain has components, 41 in all, that further define the domains. The ratings of leaders range from exemplary to proficient, progressing, and not meeting standards. This framework provides a continuum of learning and success.

The final evaluation is built on the information from the assessment tool. The synthesis of these ratings makes up an overall rating of satisfactory or unsatisfactory, in accordance with Maryland regulations.

<http://divisions.smcps.org/pd/evaluation-systems>

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions:

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
 - a. ☒ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

☐ Student achievement outcomes are included as an evaluation criterion.

☐ Student growth is included as an evaluation criterion.
 - c. ☐ No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

In Domain 1, Student Achievement, and require that principals provide data tables from our data warehouse as a part of their evaluation artifacts, we take this information into consideration in the evaluation process.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Directions:

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Satisfactory	26	100%
Unsatisfactory	0	0%
	Total: 26	

2. Please provide the link to this information on the school system's designated website below:

SMCPS does not currently post this information.

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Brief Board of Education on new regulations.	Director of HR	March 2011
Present the data to Board of Education of the number of overall satisfactory and unsatisfactory final evaluation ratings	Director of HR	October 2011
Post report on SMCPS website	Director of HR	June 2011

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

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

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

Address: 23160 Moakley Street, Leonardtown, Maryland, 20650

Telephone: (301) 475-5511, ext.198

FAX: (301) 475-4269

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.



8/3/10

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete this certification statement and submit as part of your 2010 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

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: St. Mary's County Public Schools
Point of Contact: Dr. Charles E. Ridgell, III
Address: 23160 Moakley Street, Leonardtown, Maryland, 20650
Telephone: (301) 475-5511, ext.198 **FAX:** (301) 475-4269
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:

☒ **X** 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

Date

Please complete certification statement and submit as part of your 2010 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

**St. Mary's County Public Schools
Division of Supporting Services**

Bridge to Excellence Master Plan

Review of Adequacy of Existing School Facility Needs Updated July 2010



Capital Planning & Green Schools ❖ Design & Construction ❖ Food & Nutrition Services
Maintenance ❖ Operations ❖ Safety & Security ❖ Transportation

Introduction

With the passage of the *No Child Left Behind Act* in January 2002, our nation stands on the threshold of implementing the most important federal education law since the initial enactment of the *Elementary and Secondary Education Act of 1965*. As a result of its passage, a clear message is reverberating throughout the nation. The message will require public school systems to ensure that each student receives a high quality meaningful education. The standards for successful implementation of this law are the acceleration of academic achievement for all students and the elimination of achievement gaps among children. Maryland fully embraces this goal. The Maryland State Board of Education and the State Department of Education have established the acceleration of student achievement and elimination of achievement gaps as their top priority. To drive changes needed to achieve this goal, Maryland is fortunate to have two additional powerful forces in play at this time. These are the recommendations from the *Visionary Panel for Better Schools* and the recently enacted *Bridge to Excellence in Public Schools Act*.

As part of the *Bridge to Excellence Master Plan*, each school system is required to review the impact of implementing the master plan with regard to the planning, design, construction, operation, maintenance, and management of its educational facilities. The plan should address capital improvements necessary to implement mandated pre-kindergarten programs and full-day kindergarten programs. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reductions, and alternative programs.

In developing the master plan, the planning team included the following descriptions:

- The process, participants, and timeline that will be used to determine the capital improvements required to carry out the master plan;
- Capital improvements necessary to implement mandated pre-kindergarten programs and full-day kindergarten programs; and
- Capital improvements required to support other educational programs and services and the strategies (e.g., special programs for identified populations, alternative programs, and/or class size reduction) proposed in the master plan. If a specific approach to capital improvement has been determined, discuss this approach. If alternative solutions are being studied, explain those alternatives; and
- Non-capital improvement approaches to facility needs that are being considered (e.g., leasing relocatables and/or space in other existing buildings).

The approach to developing the facility needs component of the St. Mary's County Public Schools Master Plan has been a collaborative effort between the Division of Instruction and the Division of Supporting Services. This holistic approach to developing the capital improvements plan, in conjunction with the *Bridge to Excellence Master Plan*, has resulted in a program that provides equity and adequacy for delivery of educational services. The cohesive nature of the educational and facilities master plan ensures that there is adequate support for all programs based on identified needs.

As partners in education, the Division of Supporting Services is an integral part of the development of the *Bridge to Excellence Master Plan*, adopting and embracing the goals to ensure that no child is left behind. Each department within the division understands their role in supporting this effort and has developed a mission statement, which supports the vision and goals of the school system. The mission of the Division of Supporting Services is as follows: *“As an integral partner in the educational process, the mission of the Division of Supporting Services is to provide the highest quality learning environment through a coordinated effort while being fiscally responsible.”*

Role of the Division of Supporting Services – The Division of Supporting Services has seven departments: Capital Planning and Green Schools, Design and Construction, Food and Nutrition Services, Maintenance, Operations, Safety and Security, and Transportation. The division and its individual departments always strive for cost effectiveness and efficiency in the delivery of services and the construction of facilities, keeping them functional and attractive yet economical to operate. It promotes energy conservation by using conservation equipment and processes and by increasing staff and student conservation awareness. It ensures that buildings are well maintained and it strives to provide timely preventive maintenance of key building components to extend their useful life. These management efforts enable students and staff to function in a facility that supports the goal to Chart a Course to Excellence.

This division will continue to be challenged to provide classrooms to accommodate increased enrollment while modernizing and updating older facilities to meet changing educational program needs. Maintaining and renewing aging facilities through programs, such as the Aging School Program, is a priority. There is also a continued need to modify such spaces in existing schools to support programmatic changes such as technology labs so that all schools can offer programs similar to those in new and modernized facilities. The increasing number and complexity of construction projects require good planning and deployment of resources so that projects can be completed on time.

History of the Capital Improvements Program

The fundamental goals of facilities planning are to provide a sound educational environment to meet all of the needs of the school system. In FY 1993, the school system embarked on an aggressive capital improvements program to improve and modernize our schools and to meet the anticipated capacity needs. Through a \$191 million capital program we have successfully completed the expansion and modernization of nine elementary schools, which represents 63% of our elementary facilities; two middle schools; all three high schools and our career and technology center. Evergreen Elementary School, which is designed under the US Green Building Council’s Leadership in Energy and Environmental design criteria, opened in August of 2009. The high performance building was designed with a high point value for a silver certification; however, based on the construction efforts, we achieved a gold certification. Through this program the school system has been able to dramatically change the equity in education for students by reducing the average age of our schools from 38 years in 1993 to 17 years in 2010. In addition to the expansion and modernization projects, the school system has aggressively restored our aging infrastructure and implemented new educational opportunities through projects such as: roof replacements, HVAC replacements, science lab modifications,

open pod space enclosure, Technology In Maryland projects, pre-kindergarten additions, and improved physical environments through the American's with Disabilities Act.

In order to complete the program, the school system has utilized funds from local and state capital improvements programs, Aging School Program, Recycled Tire Grants, Qualified Zone Academy Bonds, and the Federal School Renovation Program Grant, which did not require local matching funds.

St. Mary's County, as well as the state of Maryland, continues to face fiscal constraints and a decline in projected revenue; however, the current economic conditions have resulted in opportunities for lower construction costs. In the next several years, it is anticipated that there will be a return to previous per s.f. construction dollars in the \$250.00+ range versus the current \$200.00 per s.f. cost.

The major trends impacting the future of the capital improvements plan are the instability in the economy, the impact of continued changes in state environmental and construction regulations, a pattern of increased elementary school growth and limited growth at the secondary level, and sustained gains in the birth rate. Together these trends interact to produce a complex environment for developing long-range plans for the school system.

St. Mary's County has seen a fluctuation in the birth rate over the past several years, which results in yearly changes in the projected enrollment. St. Mary's County experienced an increase of 594 projected births from the spring of 2009 to 2010 for the next six year period. This increase will result in a significant increase in the number of kindergarten students entering the school system in the next six years. Over the past ten years, there has been a 24% increase in the actual live birth rate. During the period of 2000 through 2007, St. Mary's County had the third highest rate of births in the state at 21.2%. The pre-kindergarten through 12th grade enrollment from 2000 to 2008 for St. Mary's County was the highest rate of increase at 10.6%. For the next ten years, the state and local projections indicate that there will be increased growth at all levels, with a heavy concentration of growth at the elementary school level. St. Mary's County ranks third in total percent change in population for Maryland jurisdictions for 2008-09 with a 1.3% increase based on an increase of 1,335 residents. For the period of 2000 to 2009, St. Mary's County ranked tenth in percentage of change in population for Maryland jurisdictions with a 19.4% percent change based on an increase of 16,767 residents. Calvert County had an increase of 19.6% and ranked twelfth, with Charles County having the fourth fastest growing county at 17.9%. The Maryland Department of Planning reports that, "While the bulk of the job growth has been occurring in the Baltimore and Suburban Washington Regions, the fastest rate of increase in jobs over the last five years was in the Southern Maryland (16.0%) and the Upper Eastern Shore (14.4%) regions. Within the Southern Maryland Region, Calvert County grew by 18.5% between 2002 and 2007, ranked third in the state, while St. Mary's County (16.2%) and Charles County (14.6%) and were ranked fifth and ninth in the state, respectively, over the same period. Much of the growth in these three counties is tied to their rapid population expansion. Over the 2002 to 2007 period, St. Mary's (11.6%), Charles (9.7%) and Calvert (9.7%) counties were ranked first, third and fourth, respectively, for the rate of population growth in the state." This rate of growth will reshape plans to accommodate new student growth and long-range plans

as the system turns the corner on growth at the elementary level and then at the secondary level. There will still be localized areas of sustained growth across the system and areas of rapid growth, which will require additional capacity that cannot be handled through the previous expansion and modernization program.

The school system will continue its program to modernize our inventory of facilities; however, one new elementary school and an early childhood center have been included in the six-year capital plan. These new facilities, along with an addition to Lettie Marshall Dent Elementary School in the northern portion of the county, will assist with meeting capacity needs for the next six years.

As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year time frame as a result of the students moving through the grade levels. To meet these needs, the school system will utilize capacity in the instructional pathways such as the Dr. James A. Forrest Career and Technology Center, dual college enrollment, and relocatables to meet the needs, until the enrollment warrants a project within the capital improvements program. The enrollment at the secondary level will have to be monitored closely over the next several years to ensure that the facilities are opened to meet the peak enrollment levels. In addition, a phase-in of the secondary population into a middle/high school transition school will be explored. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occurs. At the middle school level, a capital improvements project is programmed within the next eight years.

Based on the potential for fiscal constraints in upcoming years based on the current economy, St. Mary's County Public Schools could be competing with other school systems and agencies for funding in the adopted capital improvements program to maintain the construction program. This issue could create greater uncertainty when planning long-range facility programs to support the educational program and capacity requirements.

The school system will continue to work closely with the Board of County Commissioners over the course of this program to balance capacity needs with financial realities. After five years of increases in the square foot cost of school construction, there was a drop of \$26.88 per foot for the FY 2011 budget year. This is a result of the current economic situation. As the national economy recovers, it is expected that the cost per square foot will once again increase. The school system will continue to monitor the bidding across the state as we prepare the budgets this fall.

Part VI.4 – Capacity Needs (Goal 1 – Objective 11 & 15)

St. Mary's County Public Schools has seventeen elementary schools, four middle schools, three high schools, one career and technology center and one secondary center serving 17,188 students in grades PreK-12 as of September 30, 2009. Enrollment in St. Mary's County Public Schools is never static. The fundamental goal of facilities planning is to provide a sound educational environment for a changing enrollment. The number of students, their demographic distribution, and the demographic characteristics of this population must all be addressed in the analysis and evaluation of the capital improvements program. Enrollment changes in St. Mary's

County do not occur at a uniform rate throughout the county in which a full range of population density from rural to urban is present.

Elementary Schools - Based on the spring 2010 state and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. There will continue to be a steady increase in enrollment through FY 2020, which will exceed the available capacity. The school system will continue to rely on relocatable capacity at the elementary school level to meet the capacity needs during the construction of additional capacity.

Based on the March 2010 state and local spring enrollment projections, system-wide our elementary schools are currently increasing through 2019, based on an increase in the projected birth rate and a 19.47% increase in the overall county population from the 2000 census to the 2010 Maryland Department of Planning population projection. With the completion of the Evergreen Elementary School in 2009, there will not be adequate elementary school space to meet student capacity needs based on current enrollment projections. Therefore, two additional new elementary schools are included in the school system's six-year capital improvements program. The planning approval for the next two elementary schools will be sought in FY 2012 for the second new elementary school and FY 2017 for the third new elementary school, based on the current enrollment projections. In addition to these two new schools, additional elementary school capacity will be requested in FY 2017 for an addition to Lettie Marshall Dent Elementary School to provide capacity to the northern portion of the county and for an Early Childhood Center at Evergreen Elementary School. If funding becomes available over the next several years, it is possible that one or more of these projects may be accelerated. These projections are based on the trend data that is subject to change based on changes in migration patterns, changes in birth rates, and changes in the demographics of the students entering our school system.

The school system, working in collaboration with county government, secured the site required for the second new elementary school site in a designated growth area in the central portion of the county. This site, known as the Hayden Farm, is located in Leonardtown. The school system received approval for the use of the site as an elementary school site in January 2010 from the Interagency Committee on School Construction. The school system is working collaboratively with county government on obtaining future school sites that will be utilized for the third elementary school, as well as to continue to explore sites for long-term school site needs. The school system will utilize relocatable classrooms to meet the short-term needs for an interim learning environment during the construction of the new elementary schools, which provide permanent capacity.

Middle Schools - At the middle school level, the enrollment had a period of rapid growth starting in FY 2000, which leveled off in FY 2004 and has experienced no gain for the past six years. With the completion of the Margaret Brent Middle School addition/renovation project in FY 2006, the overall middle school enrollment has not exceeded the overall capacity of the four existing middle schools, with an actual surplus of approximately 187 seats. Although we have experienced individual school overcrowding, it has been addressed through the use of relocatable classrooms. There are insufficient capacity needs at this time to support the request for additional capacity needs for a new middle school through the state procedures. Starting with FY 2014, we

will again see an increase in middle school enrollment, as an elementary school bubble that began with the implementation of full-day kindergarten will pass through the middle school grades. The system-wide enrollment projections indicate that there will be a shortfall of seats at the middle school level totaling 713 by FY 2020. Based on this, a new middle school with a 700 capacity is slated for planning approval in FY 2020. This project was deferred by three years as part of the FY 2011 budget process due to fiscal constraints. If funding revenues increase, this project may be requested for acceleration in future years. Individual schools will experience overcrowding based on housing trends and relocatable classrooms will be utilized to address this need. All four middle schools will not grow at the same level based on housing and population trends. The major enrollment trend increase is anticipated at Esperanza and Leonardtown middle schools, both of which serve development districts.

High Schools - At the high school level, the current enrollment projections indicate a period of sustained small growth that started in FY 1993 and continued through FY 2003. From FY 2005 through FY 2010, the growth leveled off with a period of little growth. Starting in FY 2016 and lasting through FY 2020, an increase in enrollment will begin; however, there is insufficient data to predict the sustainability of the pattern of growth. It will take many years for the incoming kindergarten students to work their way through six years of elementary school and three years of middle school before we began to see the effects of the elementary school enrollment increase at the high school level. The middle and high school enrollment will be monitored over the next several years to ensure that the facility will be on-line in accordance with the projected capacity needs. The projected middle and high school enrollment needs will be assessed to determine the potential for phasing-in the new secondary facilities. During this period of growth, relocatable classrooms will be utilized to meet capacity needs. All three high schools will not grow at the same level based on housing and population trends. Based on housing trends, major increases are anticipated at Leonardtown High School, which serves the development district, secondary growth will occur at Great Mills High School, which serves the majority of the Lexington Park Development District. In order to receive state planning approval for a new secondary facility, the school system must demonstrate that a majority of the students for the new facility are in place and the remainder of the students are projected to come in the five years after approval is granted. Based on our current county-wide projections, we currently are 204 seats short, with Leonardtown High School having the largest seat shortage. Over the next five years, the high school capacity deficit is expected to increase to 445 seats short, which is insufficient to warrant state approval.

Part VI.5 – Prekindergarten Implementation (Goal 1 – Objective 25)

Through the *No Child Left Behind* legislation, the school system has reviewed what the impact of implementing the *Bridge to Excellence Master Plan* will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement mandated pre-kindergarten programs. The school system currently offers pre-kindergarten to 584 students at 13 out of 17 elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining four elementary school students are offered pre-kindergarten opportunities through other elementary school pre-kindergarten programs. The school system is working on a plan for

the implementation of mandated pre-kindergarten for all, including the required capital improvements program modifications. There will be no new pre-kindergarten programs for the 2010-11 school year.

Part VI.6 – Kindergarten Implementation (Goal 1 – Objective 25)

Through the *No Child Left Behind* legislation, the school system has reviewed what the impact of implementing the *Bridge to Excellence Master Plan* will have on the planning, design and construction, operation, and maintenance of its educational facilities. For the 2010 – 2011 school year the school system will offer full-day kindergarten to a projected 1,374 students at all 17 elementary schools. As the elementary school enrollment continues to increase, the school system will need to monitor the capital program to ensure that additional capacity projects are included to meet the enrollment needs. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occur.

Part VI.7 – Class Size Reduction (Goal 1 – Objective 25)

Since 1993, the school system has reduced elementary school capacity by 1,594 seats to accommodate class size reductions, implement new programs such as pre-kindergarten, and to ensure that adequate spaces for instructional support were available. At the same time, the school system's elementary school enrollment grew by 2,048 new students since 1997. At the elementary school level, there is a difference between the state and local guidelines with regards to the student/teacher ratio for each grade level. The Public School Construction Program and the Maryland Department of Planning, in approving school construction projects, utilize the state rated capacity. St. Mary's County Public Schools constructs and staffs elementary schools at a lower student/teacher ratio. The additional classrooms required to meet the lower class size are funded totally utilizing county funds. In existing schools, the difference in class size is accommodated with the use of 38 relocatable classrooms. The school system utilizes a lower class size of 21 students in grades 1 – 2. This class size reduction results in a difference of 362 seats between the local and state rated capacities, which is equivalent to one elementary school. The school system's capital improvements program includes three new elementary schools to meet current and projected capacity needs. As the planning team continues their review and development of the *Bridge to Excellence Master Plan*, additional capital projects may be required to address the capacity needs generated by class size reduction.

Part VI.8 – Alternative Programs (Goal 4 – Objective 3)

As the planning team continues monitoring the *Bridge to Excellence Master Plan*, additional capital projects may be required to address alternative programs, such as the Fairlead Academy and those students who attend schools outside of the county based on special needs programs. For the 2010 – 2011 school year, the Fairlead Academy will provide educational programs for select ninth and tenth grade high school students.

Part VI.9 – Special Programs for Identified Populations (Goal 2 – Objective 1 & 25)

As the planning team continues to monitor the *Bridge to Excellence Master Plan*, additional capital projects may be required to address special programs for identified populations. Present and future capital improvements projects will be inclusive of spaces required to meet the needs identified to achieve the goals and objectives outlined in the master plan.

Part VI.10 – Non-Capital Improvement Approaches

The Division of Supporting Services' Department of Maintenance has been critical to our ability to meet programmatic changes without capital investment. The department has been instrumental in conversion of existing spaces to meet new programs such as industrial labs to technology labs. In addition, the school system will need to explore the opportunities for exempt financing for relocatables and grant funding.

Part VI.11 – Summary

There are currently no issues with regard to providing facilities for mandated pre-kindergarten programs. For the 2009-10 school year, the Division of Supporting Services has and will continue to work closely and collaboratively with the Division of Instruction to ensure that our students receive equitable and high quality educational opportunities and facilities. The *Bridge to Excellence Master Plan* will serve as an extension of the ongoing collaboration and will assist with requesting capital funds in a challenging economic timeframe. All resources of the Division of Supporting Services will work together with instructional staff, students, teachers, and parents to ensure that the funds being expended are serving the county well into the future. The school system will continue to build on partnerships in education with our local government, businesses, and citizens to direct the capital investment into providing educational opportunities to "Chart a Course to Excellence."