



St. Mary's County Public Schools

Local Consolidated ESSA Program Application Fiscal Year 2024

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

MARYLAND STATE DEPARTMENT OF EDUCATION

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Final Attestation

This document and appendices identified within represent the official Fiscal Year 2024 Local Consolidated ESSA Program Application as submitted by St. Mary's County Public Schools and approved by the Maryland State Department of Education (MSDE).

By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this application are true and correct. This application accurately represents St. Mary's County Public Schools's plans to meet the requirements of ESEA, as amended by ESSA, MD Code, Education § 7-203 and all requirements set forth in the Code of Maryland Regulations (COMAR) as they pertain to the programs included within this application.

To be signed by the Superintendent of Schools

Sign

Date

Print

ST. MARY'S COUNTY PUBLIC SCHOOLS

**23160 Moakley Street
Leonardtown, Maryland 20650**

MSDE:

This application and appendices identified within have been approved by MSDE for the Fiscal Year 2024. The approval will remain in effect until the grant period ends on September 30, 2024 unless otherwise amended in accordance with the Recipient Assurances signed and submitted by the authorized LEA representative as a condition of this application.

Sign 

Date **Apr 17, 2024**

Print **Donna Gunning**

Assistant State Superintendent

Maryland State Department of Education Local Consolidated ESSA Programs Application

Overview

Welcome to the Maryland State Department of Education (MSDE)'s Local Consolidated ESSA Programs Application and Strategic Plan Template. This consolidated template merges the applications for multiple federal Title programs, equitable services reports, COMAR reporting requirements, and the annual Local ESSA Consolidated Strategic Plan. This will serve as the new format beginning with the Fiscal Year 2024. LEAs will complete the submission of the Local ESSA Consolidated Strategic Plan, a consolidated application for the following federal Title programs, and provide their report on the following COMAR required programs:

Title I, Part A	Blueprint for Maryland's Future
Title I, Part C	Educational Equity
Title I, Part D Subpart 2	Equitable Services
Title II, Part A	Programs in Fine Arts
Title III, Part A English Language Acquisition	Gifted and Talented Education
Title IV, Part A	Comprehensive Teacher Induction Program
Title V, Part B Rural and Low Income Schools	

Before beginning this application, please, read the accompanying Grant Information Guide (GIG). The GIG is an important reference tool intended to assist applicants in completing this application. The tabs at the bottom of this workbook will take you to the corresponding federal Title program applications addressing different aspects of each Title programs' requirements (ex. Title I, Part A). If any section is incomplete, MSDE reserves the right to not consider the LEA's application for any Title program to which that section applies.

Submission, File Saving, and Naming Conventions

All documents should be saved locally and Smartsheet system that will be provided to the LEA Primary Application Point of Contact. Please, utilize the specific naming conventions identified in the GIG for each document that is saved or uploaded for sharing with MSDE. *Please note, when saving this file, save it as a .xlsm file type, not a .xls. This consolidated application uses Excel features accessible only through the .xlsm file type and changing it may result in application information being lost.*

Completing the Application

Using this Application

Please note that this application is intended to be completed electronically. All cells that require a response from the applicant are shaded light gray. All other cells are locked. Tabs related to each Title program are color coded (ex. all tabs shaded green pertain to Title I, Part D). Tabs shaded in blue are have sections applicable to all Title programs. Text may be copied from Microsoft Word, or other word processing applications, to editable cells, but *should not* include any equations that can be used in Microsoft Excel.

Compiling the Consolidated Application

We anticipate that various individuals within your LEA will be responsible for providing information on their respective Title program. Although an LEA may distribute specific parts of this application for different staff to complete, a single individual must be responsible for compiling all answers and ensuring that the application is complete prior to submission.

Nonparticipation in a Title Program

It is possible that an LEA does not participate in one or more specific Title programs. LEAs in this situation should only complete the portion of the application relevant to the programs in which they are eligible to participate. Please, indicate "Not Applicable" or "N/A" rather than leaving any section of the application blank to clearly indicate that the LEA does not participate in that program. *Be sure to complete all general information and all participating Title program information in its entirety.*

Budget & Budget Narrative

As part of this application, LEAs must provide a budget narrative for each Title program in which they are participating. In addition to this, LEAs must also submit a complete and signed C-1-25 along with this application for each Title program. Please use the following naming convention for all C-1-25s: LEA_TitleProgram_C125 (ex. Allegany_Title IIA_C125) and upload as PDF documents to the appropriate SharePoint folder..

Appendices

The Appendices tab, categorized by Title program, lists all appendices that LEAs must submit as part of a complete application. Please be sure that you have completed all necessary appendices prior to submitting your application. When naming appendices, use the exact appendix title as indicated in the application preceded by the LEA Name: LEA_AppendixTitle (ex. Allegany_Grant Recipient Assurances) and upload as PDF documents to the appropriate SharePoint folder. Refer to the Appendices tab for appendix title names.

Program Contacts

[For general information and inquiries regarding the Local Consolidated ESSA Program send email to:
loalessaconsolidated.msde@maryland.gov](mailto:loalessaconsolidated.msde@maryland.gov)

[If you have any questions about any Title programs, please reach out to the designated program contact below:](#)

Equitable Services

Barbara Scherr

410-767-0291

barbara.scherr@maryland.gov

Title I

Shanna Edmond

410-767-0047

shanna.edmond@maryland.gov

Title III

Ilhye Yoon

410-767-0714

ilhye.yoon@maryland.gov

Serving: Anne Arundel County, Baltimore County,
Carroll County, Caroline County, Cecil County,
Charles County, Harford County, Prince George's
County, St. Mary's County, Talbot County,
Worcester County

Title IV

Donald Corbin

410-767-0792

donald.corbin@maryland.gov

Educational Equity

Lauren Holmes

410-767-0114

lauren.holmes@maryland.gov

Title II & Teacher Induction

Cecilia Roe

410-767-0574

cecilia.roe@maryland.gov

Title III

Laurel Williams

410-767-6756

laurel.williams@maryland.gov

Serving: Baltimore City, Calvert County,
Dorchester County, Frederick County, Kent
County, Howard County, Montgomery County,
Queen Anne's County, Somerset County,
Washington County, Wicomico County,
SEED School

Title V

Renee Neely

410-767-0294

renee.neely@maryland.gov

Educational Equity

Susan Spinnato

410-767-0349

susan.spinnato@maryland.gov

Gifted and Talented

Anthony Vargas

410-767-0182

anthony.vargas@maryland.gov

Fine Arts

Lizzie Devereux

410-767-1036

elizabeth.devereux@maryland.gov

Consolidated Title Programs Application Cover Page**[*Click Here to Access the Form](#)**

The primary point of contact for the application should submit an intent to apply from the LEA by completing the Consolidated Application Intent to Apply form. This form will capture the information required for the LEA Cover Sheet and will facilitate targeted communication regarding updates and support opportunities to all identified individuals.

Local Education Agency (LEA)

St. Mary's County Public Schools

Address

23160 Moakley Street, Leonardtown, MD 20650

Phone Number

301-475-5511

LEA Number

18

LEA Unique Entity
Identifier (UEI) Number

ZED3TJK8PNB3

Federal Identification
Number

52-6001013

Superintendent's Name

Dr. James Scott Smith

Superintendent's Email

jssmith@smcps.org**LEA Consolidated Federal Program Application Point of Contact**

Primary Contact Name

Dr. Jeffrey Maher

Primary Contact Title

Chief Strategic Officer

Primary Contact Email

jamaher@smcps.org

Primary Contact Phone

301-475-5511, ext. 32133

Grants Fiscal Point of Contact

Primary Contact Name

Christine Jewett

Primary Contact Title

Supervisor of Accounting & Auditing

Primary Contact Email

cdjewett@smcps.org

Primary Contact Phone

301-475-5511 extension 32185

Please, provide the primary point of contact within the LEA for each State or Federal Program requirement (as applicable).

Educational Equity

Primary Contact Name

Dr. Kelly Hall

Primary Contact Title

Chief of Equity, Engagement, and
Early Access

Primary Contact Email

kmhall@smcps.org

Primary Contact Phone

301-475-5511 extension 32136

Equitable Services

Primary Contact Name	Dr. Kelly Hall	Primary Contact Title	Chief of Equity, Engagement, and Early Access
Primary Contact Email	kmhall@smcps.org	Primary Contact Phone	301-475-5511 extension 32136

Title I, Part A

Primary Contact Name	Dr. Kelly Hall	Primary Contact Title	Chief of Equity, Engagement, and Early Access
Primary Contact Email	kmhall@smcps.org	Primary Contact Phone	301-475-5511 extension 32136

Title II, Part A

Primary Contact Name	Jessica Cotugno	Primary Contact Title	Supervisor of Instruction
Primary Contact Email	jwcotugno@smcps.org	Primary Contact Phone	301-475-5511 extension 32115

Title III, Part A, English Language Acquisition

Primary Contact Name	Wendy Tarr	Primary Contact Title	Supervisor of World Languages and ESOL
Primary Contact Email	wmtarr@smcps.org	Primary Contact Phone	301-475-5511 extension 32118

Title IV, Part A

Primary Contact Name	Jessica Cotugno	Primary Contact Title	Supervisor of Instruction
Primary Contact Email	jwcotugno@smcps.org	Primary Contact Phone	301-475-5511 extension 32115

State Fine Arts Grant

Primary Contact Name	Todd Burroughs	Primary Contact Title	Supervisor of Instruction
Primary Contact Email	tjburroughs@smcps.org	Primary Contact Phone	301-475-5511, extension 32246

Gifted and Talented Education

Primary Contact Name

Jessica Cotugno

Primary Contact Title

Supervisor of Instruction

Primary Contact Email

jwcotugno@smcps.org

Primary Contact Phone

301-475-5511 extension 32115

Teacher Induction

Primary Contact Name

Heather Husk

Primary Contact Title

Instructional Resource Teacher

Primary Contact Email

hlhusk@smcps.org

Primary Contact Phone

301-475-5511, extension 32102

Executive Summary

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the area of focus, root cause(s) for the areas of focus demonstrating equity to address disparities to provide comprehensive supports and improvements for all students. LEAs should identify any significant high-level changes to past practices and provide an evidence-based explanation for why those changes are being implemented. Additionally, LEAs should highlight any newly proposed practices or recently implemented practices with justification and results, if available, describing the anticipated or actual impact. LEAs are encouraged to create the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community.

St. Mary's County Public Schools (SMCPS) is driven by the ultimate goal that every student will achieve. Our Mission Statement firmly articulates this vision: Know the learner and the learning, expecting excellence from both. Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships.

As we think of these 22 words, they address clearly our focus on high expectations for teaching and learning, which is addressed through rigorous standards and highly effective teachers who know each child, leading instruction in such a way that every student engages through positive interactions. Key in this mission is the phrase, "Accept no excuses, educating ALL." This emphasizes our focus on equity. We are not going to accept excuses and we are going to educate every single child.

The programs included in the SMCPS ESSA Consolidated Plan are aligned with this key mission. This includes our work in implementing the Blueprint for Maryland's Future as well as our supportive grant and system programs.

A key priority of Pillar 1 of the Blueprint has been the expansion of early childhood programs, with a specific direction to implementing full-day Pre-K. SMCPS expanded from half-day sessions to full-day Pre-Kindergarten for all income-eligible four-year-old children up to 300% of the Federal Poverty Level. To this end, SMCPS Pre-Kindergarten has 580 full-time spaces with bus transportation in most circumstances. Additionally, in working with our non-public partners, professional development is being provided for our Pre-Kindergarten staff and private providers throughout the year. Further, to help assist families, parent/family engagement workshops are being implemented throughout the year for families with young children.

In alignment with Pillar 2, SMCPS is committed to a high-quality and diverse workforce. This begins with our recruitment and retention processes, including expanding partnerships with higher education institutions for our teachers working to complete certification requirements and continues through our comprehensive teacher induction program. We have worked to expand our pool of teachers who earn National Board Certification. Currently, while SMCPS has 27 teachers who hold NBC, 97 additional teachers have applied to be National Board candidates, and we have established support systems for those working through the process. Additionally, SMCPS is working to develop the career ladder for teachers based on the goals of the Blueprint.

With a focus on College and Career Readiness, SMCPS is focused on ensuring each student is supported in their pathways to post-secondary education or workforce goals. To this end, our partnership with the local Workforce Development Board and the College of Southern Maryland is flourishing with the work of Career Advisors now at each of our secondary schools. Further, our partnerships include continued programs for offering Dual enrollment, SAT, and AP opportunities. For students who are still working to meet CCR standards, a CCR Seminar course has been added to the Program of Studies for 11th and 12th grade students. In addition, we are further enhancing our systems to monitor student progress throughout students' secondary education programs to ensure that each student stays on track to graduate college and career-ready.

Pillar 4 ensures that resources are in place to support all students' success. To this end, we are supporting our English Learners

with such resources as a bilingual parent engagement liaison who is working with our multilingual families to make sure they stay connected to their child's schooling and events. Additionally, wrap-around services are provided to our Community Schools with additional layers of support, such as staffing of social workers, instructional resource teachers, family engagement assistance, and support-identified school needs.

SMCPS is committed to the work of the Blueprint and its accountability. Therefore, as aligned with Pillar 5, continued evaluation, reporting, and reflection are a part of our ongoing work. We have implemented regular stakeholder input sessions, such as quarterly Town Hall meetings, and public presentations of data and reporting, and the artifacts of these are posted to our website and YouTube channel.

Beyond the Blueprint, the system support programs included herein help us achieve our mission. Our work is evidence-based, collaborative, and inclusive. Over the last several years, SMCPS has initiated and institutionalized efforts to ensure that decisions are made with a focus on equity, and all actions and plans are reviewed through an equity and inclusion lens. To this end, programs, practices, and initiatives are in place to ensure supports are in place to address gaps and ensure achievement and opportunities for all students.

As a key priority, professional development is focused on engaging and high-quality instruction, designed to ensure students work towards mastery of the instructional outcomes for their grade level and content. Staff at all organizational levels participate in ongoing professional development designed to assist them in their roles and meet the needs of their students. This professional development is ongoing, and time is provided during and after the school day to support teachers in their efforts to work collaboratively to identify and address student needs, to participate in collaborative learning opportunities, plan instruction, and monitor student progress.

St. Mary's County Public Schools has committed to our students, staff, schools, and stakeholders. Our commitment is our mission, which drives our work and permeates each component piece of this ESSA Consolidated Plan and our collective efforts to meet the goals of the Blueprint for Maryland's Future.

Key Personnel and Steering Committees

To complete this section, provide for each Title program the key personnel employed by the LEA who are responsible for monitoring and implementing the program, as well as the steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). All Key Personnel working on the specific Title program should be captured here. Any personnel who are compensated by Title funding MUST be reported here. The 'Time Devoted' reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e. a full-time employee who devotes half of their time appears as 0.5). Additional reporting to document actual time and effort for each employee compensated by grant funds will be required during the performance period.

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

Title I, Part A			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
Dr. Kelly Hall	Chief	Title I, Equitable Services POC, and Equity	0.5 FTE
Mrs. Kristin Shields	Title I Coordinator	Title I	1.0 FTE
Mrs. Charlottis Woodley	Director of Parent and Family Engagement	Title I, Parent Family Engagement	0.6 FTE
Martina Green	Administrative Assistant	Title I	0.5 FTE
Sara Renn	Grants Specialist	Title I	0.6 FTE
Sandra Kerner	Teacher	Title I, Non-Public Teacher	0.3 FTE / 0.7 FTE
Subha Manivannan	Grants Accountant	Title I Accounting	0.35 FTE
Steering Committee			
Name	Title	Organization Affiliation	
Annette Wood	Pupil Personnel Worker	SMCPS	
Grace Baker	Pupil Personnel Worker	SMCPS	
Wendy Binkley	Program Coordinator	Judy Center	
Aleya Armsted	Family Service Specialist	Judy Center	
Rico Keys	Parent	Green Holly Elementary	

Adwina Bowman	Parent	Green Holly Elementary
Jakiera Milburn	Parent	Greenview Knolls Elementary
Chinyere Olumese	Parent	Greenview Knolls Elementary
Ryder Bowen	Parent	Greenview Knolls Elementary
Danielle Thomas	Parent	GW Carver Elementary
Hope Dyson	Parent	GW Carver Elementary
Sharnia Shubrooks	Parent	GW Carver Elementary
Rhonda Dorsey	Parent	Lexington Park Elementary
Jennifer Pham	Parent	Lexington Park Elementary
Collette Thomas	Parent	Lexington Park Elementary
Marcus Woody	Parent	Park Hall Elementary
Heather Stewart	Parent	Park Hall Elementary
Janice Walthour	Education Chair	NAACP

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

Title II, Part A			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
Jessica Cotugno	Supervisor of Instruction	Title II Grant Management	0.25
Jennifer Shaffer	Accountant	Fiscal Grant Management	0.07
Abby John	Literacy Coach	Activity Leader: Literacy Coach	1
LeeAnn LaSota	Literacy Coach	Activity Leader: Literacy Coach	1
Heather Husk	Instructional Resource Teacher, Induction and Mentoring	Activity Leader: Lead Mentors	0.2
Todd Burroughs	Supervisor of Instruction for Fine Arts	Activity Leader: The Art of Education	0.02
Elizabeth Beasley	Supervisor of Human Resources	Activity Leader: Educator Assessments	0.04
Bree Buckler	Administrative Secretary	Administrative Support	0.02
Stephanie Ramirez-Llamas	Secretary II	Administrative Support	0.05

Steering Committee		
Name	Title	Organization Affiliation

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

Title III, Part A, English Language Acquisition			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
Wendy Tarr	Supervisor of World Languages and ESOL	Lead the development and implementation of initiatives related to multilingual and world languages education. Ensure that English learners have access to high-quality instruction. Provide professional development to staff that is research-based. Provide all students access to the Seal of Biliteracy program, encourage them to pursue biliteracy and to recognize students attaining proficiency in two or more languages by high school graduation.	0
Jennifer Shaffer	Accountant	Fiscal Grant Management	0

Steering Committee		
Name	Title	Organization Affiliation
N/A		
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.		

Title IV, Part A			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
Jessica Cotugno	Supervisor of Instruction	Title IV Grant Manager	0.25
Jennifer Shaffer	Accountant	Fiscal Grant Management	0.07
Todd Burroughs	Supervisor of Instruction for Fine Arts	Activity Leader: Music Activities	0.02
Jason Hayes	Supervisor of Elementary Science and Health Education	Activity Leader: Robotics Club Advisors	0.01
Colleen Gill	Supervisor of Instructional Programs	Activity Leader: STEM Field Trips	0.02
Jason Hayes	Supervisor of Elementary Science and Health Education	Activity Leader: STEM Field Trips	0.03
Heather Wysokinski	Supervisor of Library Media	Activity Leader: BreakoutEDU	0.02
Heather Wysokinski	Supervisor of Library Media	Activity Leader: Online Student Courses for FARMS Students	0.02

Heather Wysokinski	Supervisor of Library Media	Activity Leader: Summer Media Centers	0.02
Wendy Zimmerman	Supervisor of Secondary Science and Secondary Health	Activity Leader: School Wellness Coordinators	0.02
Jason Hayes	Supervisor of Elementary Science and Health Education	Activity Leader: School Wellness Coordinators	0.02
Tammatha Metcalf	Supervisor of Health Services	Activity Leader: Vision Screeners	<.01
Christen Ganley	Instructional Resource Teacher for Virtual Opportunities	Activity Leader: Schoology Liaisons	0.4
Stephanie Ramirez-Llamas	Secretary II	Administrative Support	0.05
Steering Committee			
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.			

Extent of Need

Describe the conditions or needs to be addressed through each Title program included in the application supported by a needs assessment and supporting data. Document current or past efforts to address the needs and show how those efforts were or were not successful. Discuss the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs. Refer to the Grant Information Guide for additional instruction on completing this section. Note: Some programs have additional content requirements that must be included here as explained in the GIG and highlighted below.

Summary of Needs Assessment(s)

St. Mary's County Public Schools continues to rebound from the challenges associated with the COVID-19 pandemic. Resources and programs are in place to help address ongoing needs and address disparities. The SMCPSS ESSA Consolidated plan components address these needs as well as other challenges and opportunities for our students.

Three schools have been designated as Community Eligibility Schools (CEP), reflecting the large number of students in poverty, while two others receive Concentration of Poverty grants. The needs assessment, driven by data including state summative data, attendance, discipline, and staffing disparities, informs a comprehensive plan. While we continue to see growth and achievements, disparities persist among student groups, and the schools are working to meet the attendance goals. Class sizes are lower, but inexperienced or out-of-field teachers are more common in Title I schools.

The SMCPSS Title II program is aligned with our Blueprint plan and goals, emphasizing collaborative efforts, professional development, and Universal Designs for Learning.

Title III, Part A addresses the significant increase in the English Learner (EL) population in St. Mary's County. The needs assessment identifies areas of individualized support and specialized professional development for content teachers to effectively work with and teach ELs.

Title IV, Part A outlines the process for a comprehensive needs assessment every three years, involving stakeholders and utilizing data from monthly reviews of student academic performance. Stakeholders identify needs addressed through the Title IV grant, and previously conducted activities continue to be prioritized based on stakeholder feedback. Specific areas of focus include well-rounded education, safe and healthy schools, and personalized learning experiences.

Ongoing needs assessments involve collaboration with various stakeholders, including staff, students, guardians, and community partners. Stakeholder input guides decisions programs such as those in the fine arts, STEM experiences, and other co-curricular programs. The process reflects a commitment to addressing local needs while maintaining a well-rounded and safe educational environment.

Title I, Part A

St. Mary's County has five, schoolwide Title I schools located in southern St. Mary's County. Each school has a high rate of poverty as measured by Free and Reduced Meals, between 60-80%. For the 2023-2024 school year, three Title I schools have been designated Community Eligibility Schools (CEP) given the large number of students living in poverty and eligible for Free and Reduced Meals. Poverty is increasing in SMCPSS where a large concentration of poverty exists and resultantly, two Title I schools have been identified as Community Schools with Concentration of Poverty grants.

Title I schools, the district Title I leadership, and the Division of Instruction leadership team complete a comprehensive needs assessment that drives the Schoolwide Plan, and then aligns with the budget in a cyclical and spiraling process. Data, quantitative and qualitative including state summative data, normative assessments, formative school system data, attendance, discipline, staffing disparities, patterns, and trends, in addition to staff insights, and stakeholder input to create an all-inclusive plan. Data is reviewed for all students and drilled down to the individual student level to make the most purposeful plans to boost achievement. Need based professional development for staff and supplemental programming is planned at the school and district level as a result of the needs assessment.

Using MSDE's Star Rating, three Title I schools have achieved 4/5 stars and include: Greenview Knolls, Green Holly, and Park Hall Elementary. One school, Lexington Park Elementary, has a three star rating and has been designated a community school. George Washington Carver has been identified as a two star school and a community school. While there is progress on formative, local, and some areas of MCAP, achievement disparities continue to exist for several student groups including African American, English Learners, Economically Disadvantaged and Students with Disabilities. The five Title I schools, while over 90%, are not consistently meeting the state attendance goal of 94%. Class sizes in Title I students are lower than the norm, but students are often taught by more inexperienced or out of field teachers than non-Title I schools. Discipline data does not indicate a significant concern in Title I schools when compared to non-Title I schools.

Title II, Part A

In addition to the above, please, provide a description of how the local education agency developed the Title II, Part A application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Be sure that the identified needs and priorities are specific to the Title II, Part A funding.

Stakeholders were asked to provide information about needs that could be addressed through the Title II grant. A Title II need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners. Information about the Title II grant was shared with the survey. See attachment St.Mary's_Extent of Need_1_Title II and Title IV Descriptions.

<https://drive.google.com/file/d/1fLyUvWcMYi4ciKlanEYARQ6O6CpjTL3H/view?usp=sharing>

The following needs were identified by stakeholders:

- Flexible strategies for engaging and supporting parents
- Additional staff to support students with special needs
- Increased need for youth behavioral health services
- Access to nutrition information and wellness programs to address growing motivation and health concerns
- More collaboration between schools and community organizations
- Professional learning for teachers so they can optimize the use of available classroom technology
- Increase in diversity among school staff

Stakeholders also reflected on previously conducted Title II activities to determine continued areas of need. With the exception of one activity (FTEs to reduce classroom size), all FY23 activities were identified as needs for continued support during the FY24 grant cycle.

Through this research and planning process, FY24 Title II activities were identified.

The following elements are priorities that will be addressed through our practices this school year:

- Equity- All actions and plans will be reviewed through an equity and inclusion lens.
- Engaging and High Quality Instruction- Instruction will be designed to ensure students work towards mastery of the instructional outcomes for their grade level and content.
- High Quality Professional Development- Staff at all organizational levels will participate in ongoing professional development designed to assist them in their roles and meet the needs of their students.
- Communication and Collaboration- Open, multi-faceted, collaboration and communication will occur.
- Technology Sustainability and Support- Resources will be available to support teachers and students with the effective use of technology.

The identified Title II activities and their connection to the focus elements are included below:

- Educator Testing Fees (Equity; Engaging and High Quality Instruction; High Quality Professional Development)
- Collaborative Planning Funding (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication and Collaboration; Technology Sustainability and Support)
- Literacy Coach FTE (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication and Collaboration)
- Lead Mentors (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication and Collaboration; Technology Sustainability and Support)
- The Art of Education (Equity; Engaging and High Quality Instruction; High Quality Professional Development)
- Conferences (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication and Collaboration)

Title II, Part A funding is intended to increase the academic achievement of all students by improving the quality and effectiveness of educators. Schools and student groups that have been identified as experiencing challenges based on assessment results and other local data are prioritized in the planned Title II activities. While all schools have access to Title II supports, identified schools and student groups that are experiencing greater challenges will receive a greater degree of support.

SMCPS student academic performance on all required county and state assessments is recorded in our data warehouse. This data is reviewed monthly and findings are used to inform instructional planning and staff professional learning opportunities. Student performance trends from school year 2022-2023 were analyzed and used to inform content area instructional guidance for school year 2023-2024. Staff will utilize this guidance when collaboratively planning with colleagues. Educator needs are identified through formal evaluations, educator self-assessments, and feedback provided from staff professional learning opportunities. This collected information will be used to guide staff professional learning plans for the 2023-2024 school year. This information will also be used to inform the ongoing professional learning opportunities provided by Lead Mentors, Literacy Coaches, Instructional Resource Teachers, and Instructional Supervisors. When additional professional learning support is needed, access to external opportunities such as conferences will be made available. By increasing educator effectiveness, we will be able to improve student outcomes.

The information provided in the Extent of Need is aligned to the SMCPs Blueprint Implementation plan which now serves as the district's strategic plan.

Title III, Part A, English Language Acquisition

St. Mary's County Public Schools increased its EL population by 15% from SY 22 to SY 23. We are expecting another increase of 30+% in SY 24, many of whom are first year immigrants to US school. With the increase in our EL population, the need for in-person tutors to help supplement daily instruction in core subjects is great, especially at the high school level, where our 9th grade ELs have difficulty passing core subject areas. We currently have ~100+ active high school ELs and another ~15+ that are being monitored. To mitigate the above-mentioned issues, talented, multilingual tutors with specialized degrees in core subjects (science and math, for instance) are needed to provide consistent, high doses (three or more sessions/week) of supplemental instruction. Our newly-arrived ELs are attending schools in all parts of the district, not just in the southern end, which has been the case in years past. As a result, SMCPs will need to substantially increase the number of content teachers who are certified in ESOL, particularly at schools whose EL population has historically been small, but is consistently growing. To do this, we will need to offer year-long self-paced courses to key content teachers that will teach them how to effectively work with and teach ELs. The following preliminary data represents the percentage of ELs who met their English language proficiency targets in SY 2022-23. Schools listed are those with at least 10 ELs with two or more ACCESS scores.

GWCES- 34%

LPES- 27%

SRMS- 40%

GMHS- 27%

Title IV, Part A

Include a description of the process for ensuring a comprehensive needs assessment is conducted every three years. Be sure to state what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them that includes, at a minimum, a focus on the three content areas described in the Grant Information Guide.

SMCPs student academic performance on all required county and state assessments is recorded in our data warehouse. This data is reviewed monthly and findings are used to inform instructional planning and staff professional learning opportunities. Student performance trends from school year 2022-2023 were analyzed and used to inform content area instructional guidance for school year 2023-2024. Staff will utilize this guidance when planning instructional opportunities for students. Educator needs as identified through formal evaluations, educator self-assessments, and feedback provided from staff professional learning opportunities was also reviewed. This collected information will be used to guide staff professional learning plans for the 2023-2024 school year.

In addition to reviewing student data, stakeholders were asked to provide information about needs that could be addressed through the Title IV grant. A Title IV need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners including members of the School Health Council, the St. Mary's County Health Department, and the Medstar St. Mary's Hospital. School administrators were also encouraged to share the survey with their parent communities. Information about the Title IV grant was shared with the survey. See attachment St.Mary's_Extent of Need_1_Title II and Title IV Descriptions.

Title IV Description

<https://drive.google.com/file/d/1fLyUvWcMYi4ciKlanEYARQ6O6CpjTL3H/view?usp=sharing>

The following needs were identified by stakeholders:

- *Flexible strategies for engaging and supporting parents
- *Additional staff to support students with special needs
- *Increased need for youth behavioral health services
- *Access to nutrition information and wellness programs to address growing motivation and health concerns
- *More collaboration between schools and community organizations
- *Professional learning for teachers so they can optimize the use of available classroom technology
- *Increase in diversity among school staff

Stakeholders also reflected on previously conducted Title IV activities to determine continued areas of need. All FY23 activities were identified as needs for continued support during the 2023-2024 school year. Two activities will be funded using different funding sources while all other activities will continue to be funded through the Title IV grant.

Through this research and planning process, FY24 Title IV activities were identified.

The following elements are priorities that will be addressed through our practices this school year:

- *Equity- All actions and plans will be reviewed through an equity and inclusion lens.
- *Engaging and High Quality Instruction- Instruction will be designed to ensure students work towards mastery of the instructional outcomes for their grade level and content.
- *High Quality Professional Development- Staff at all organizational levels will participate in ongoing professional development designed to assist them in their roles and meet the needs of their students.
- *Communication and Collaboration- Open, multi-faceted, collaboration and communication will occur.
- *Technology Sustainability and Support- Resources will be available to support teachers and students with the effective use of technology.

The identified Title IV activities and their connection to the focus elements are included below:

- *Music Activities (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication and Collaboration; Technology Sustainability and Support)
- *STEM Field Trips and Resources (Equity; Engaging and High Quality Instruction)
- *Robotics Club Advisors (Equity; Engaging and High Quality Instruction)
- *BreakoutEDU (Equity; Engaging and High Quality Instruction; Technology Sustainability and Support)
- *Courses for FARMS Students (Equity; Engaging and High Quality Instruction)
- *Summer Media Centers (Equity; Communication and Collaboration; Technology Sustainability and Support)
- *School Wellness Coordinators and Wellness Resources (Equity; Engaging and High Quality Instruction; Communication and Collaboration)
- *Schoology Liaisons (Equity; Engaging and High Quality Instruction; High Quality Professional Development; Communication

and Collaboration; Technology Sustainability and Support)

The planned activities have been designed to address identified areas of need. When Level 1-3 activities (Strong to Promising Evidence) are not available, a Level IV logical model/rationale referencing available research is used to support the proposed activities.

Title IV, Part A funding is intended to improve students' academic achievement by providing funds to increase the capacity of local education agencies to provide all students with access to a well-rounded education; improve conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students. Schools and student groups that have been identified as experiencing challenges based on assessment results and other local data are prioritized in the planned Title IV activities. While all schools have access to activities provided through Title IV funding, identified schools and student groups that are experiencing greater challenges will receive a greater degree of support.

Using the table below, respond to the following guiding questions in accordance with the comprehensive needs assessment required by Title IV, Part A. Refer to the Grant Information Guide for additional information.

Guiding Questions	LEA Response
	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce are all invited to reflect on local access and available opportunities for student exposure to a well-rounded curriculum. Stakeholders are engaged through collaborative conversations, formal meetings, and specific activities/projects. During these interactions, stakeholders have identified the need to continue some previously funded Title IV Well-Rounded activities including Music Activities, Robotics Club Advisors, STEM challenges and field trips, and student courses for FARMS students. School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce are all invited to reflect on local access and available opportunities for student exposure to healthy and safe schools. Stakeholders assist with identifying needs, brainstorming solutions, and implementing ideas. During these interactions, stakeholders have expressed the need to continue some of the previously funded Title IV Safe and Healthy Student activities. These activities include providing additional summer learning opportunities for

	cognitively engaging students and increasing the home/school connection during the summer months using school media centers and hiring school-based wellness coordinators. The Department of Assessment and Accountability, the Department of Curriculum and Instruction, the Department of Special Education, and building administrators assist in determining needs regarding access to personalized learning experiences that are supported by technology and professional development. Individuals from each of these groups meet monthly to discuss local needs and plans for support. Stakeholders have reported the need to continue the previously approved Schoology Liaison, Effective Use of Technology, activity. What data support the identified local needs? Well Rounded Education During SY22-23, 15 teachers used Sight Reading Factory, 17 teachers used SmartMusic, and 19 teachers used Quaver in their music classrooms. Review of data demonstrated increased understanding of musical concepts and performance capacities when compared with data collected from before Title IV funding for these activities was available. Funding is needed to continue ensuring that we are meeting the creative and well rounded needs of our students participating in music activities. During SY22-23, twelve Robotics Club Advisors supported after-school competitive and non-competitive robotics club opportunities in ten school buildings (five elementary schools, two middle schools, three high schools). Funding is needed to continue this activity. Quarterly STEM 4 All experiences were provided to all grade 4 SMCPS students during the 2022-2023 school
What local needs have stakeholders identified through an equity lens?	

year. Along with this, STEM 4 All experiences were provided to all grade 3 students during the second and third quarters, and to all grade 5 students during the first and fourth quarters. With the closure of the Elementary STEM academy, there is a need to provide additional STEM experiences during the elementary school years. Local field trip opportunities conducted in partnership with local organizations will be planned to address this area of need. Additionally, STEM materials and resources, including Breakout EDU will remain available to all SMCPS schools for use in their school buildings.

A Secondary Literacy Coach was hired during SY22-23 to work with school staff to mentor, model, guide, and enhance the delivery of instruction to students. The end of year activity evaluation indicates that funding is needed to continue this work during SY23-24. The activity will also be expanded to include a second literacy coach at another school site.

Safe and Healthy Students

In collaboration with community partners, the need for school-based activities that support safe and healthy students has been identified.

Community feedback indicates the need to continue providing students and families with access to school media centers during the summer months to encourage summer reading and continued home/school connections. Funding is needed to support this activity.

See attachment St. Mary's_Extent of Need_2_MSDE_LSWPTriennial Assessment Guidance and Reporting Tool

Triennial Assessment of School Wellness Policy 2020:
<https://sites.google.com/a/smcps.org/st-mary-s-county-school-health-council/triennial-assessment-of-school-wellness-policy-2020?authuser=0>

	This site includes: *SMCPS Triennial Assessment Report 2019-2020 *SMCPS Maryland Wellness Policies & Practices Project (MWPPP) Data
Which student groups are the most challenging to serve?	In SMCPS, economically disadvantaged, African-American, and Special Education are the hardest to serve student groups. Students from schools in more rural areas can also be harder to serve based on their lack of proximity to community resources or easy access to public transportation.
What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	Opportunities for, and participation in, some experiences can be dependent on proximity, available volunteers, and family financial constraints. As a result, activities are planned to ensure all students have access to enrichment experiences regardless of their zip code or financial status.
How does the LEA prioritize addressing needs when multiple significant needs are identified?	When there are several significant needs identified, priority will be given to schools that currently have the fewest number of supplemental opportunities available to support well-rounded education or safe and healthy student opportunities. When student participation needs to be limited, priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the planned experiences.

Evidence of Impact

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Refer to the Grant Information Guide for additional details.

Title I, Part A

Title I schools use the same core reading and math programs as our non-Title I elementary schools that are grounded in research. In addition, they use companion interventions that the SMCPs has put into place.

Title I allows for and funds additional, supplementary programs and materials if they meet the evidence criteria. Additionally, Title I funds the professional development that accompanies these materials to ensure that reliable implementation will occur. There is a process for reviewing materials and verification of the evidence base and alignment with the school's data, prior to allocating resources for this purpose. Fidelity implementation is the expectation for Title I schools.

Moreover with supplemental, evidence based materials, additional credentialed staffing in Title I schools are secured. These qualified staff members allow for the master schedule to expand with more opportunities for students to receive high quality interventions with proven histories of boosting student achievement. Research supports that significantly reducing group size, as is the case in the aforementioned intervention plan, further increases the likelihood of student achievement. Supplemental Title I funded programs beyond the school day allow students more opportunities for learning. Families' feedback indicates that children want to participate when the expanded learning opportunities are developmentally appropriate, engaging, address the whole child, and are supported by familiar staff.

The Title I schools in SMCPs have observed a positive impact in the data from evidence based materials, professional development, and programming. This includes a decrease in disciplinary referrals attributed to the use of strong evidence based social emotional programs that support the development of executive functioning. Phonemic awareness and systematic phonics programs, steeped in research, have proven to be effective and are boosting achievement in normed assessments given throughout the school system.

With some encouraging data points and the support of staff and stakeholders, these strategies should be expanded. Following the pandemic, Title I schools in SMCPs, like all schools, lost momentum. As schools return to normal, a continuation and extension of promising practices with improved results should continue.

Title II, Part A

Note: Applicants will identify the specific tier of evidence for each activity [reference section] Refer to Grant Information Guide for additional guidance.

SMCPS utilizes information from a variety of sources to identify student and staff needs. Plans are then created to address those identified areas of need. When strong evidence is not available for how to best address an identified area of need, a logic model supported by research in the field is used to support a plan of action. SMCPS staff identify an area of need and create a plan for how to address the need that is supported by research. Activity leaders are identified and they work to implement the plan of action in collaboration with staff, students, and other stakeholders. Activity leaders monitor the progress of the implemented activities, making adjustments as needed to meet student and staff needs while working to achieve the desired goal. At the end of each grant period, SMCPS works with stakeholders to review activity progress and determine how the findings will inform future actions and activities. If activities are not achieving the desired outcomes or are no longer connected to identified needs, then they are discontinued. Activities that are proving successful in meeting the identified goals are continued with only minor adjustments that may be needed to further improve outcomes.

Title III, Part A, English Language Acquisition

In SY 23, we hired bilingual tutors to supplement instruction at the three high schools. EL students at one high school who received daily language support from their ESOL teachers and supplemental content support from a bilingual tutor, had an average end-of-year grade point average of 3.2. We have also seen an increase in student attendance and daily active participation in class. When students attend school and participate in instruction, they pass their classes. We directly correlate the additional on-site bilingual staffing to these increases in academic achievement. The bilingual staff help monitor grades and assist in communication with parents/guardians. The tutoring support has also freed up the certified ESOL teachers to push into more core classes and model best practices as they co-teach those classes. To achieve another year of positive student outcomes, we will continue this grant activity (tutoring) for SY 24.

Parent participation in school meetings soared when virtual options became available. As a result, we now have several events planned at the school and district level that allow parents to conference with teachers online. In addition, we have a designated public space (the public library) where other events, like Rising Freshmen Night for Spanish-Speakers takes place. Our goal is to increase parent participation in these family engagement activities so much so that over time, it impacts our graduation rates. As mentioned above, the additional bilingual staff has resulted in more family engagement. Therefore, SMCPS will allocate Title III funds for a bilingual family coordinator. The coordinator will work alongside principals and district administrators to develop programs and events designed to engage our multilingual families in improving student achievement. He/she will also serve as a liaison between families and school staff to develop partnerships and enhance communication.

Title IV, Part A

SMCPS utilizes information from a variety of sources to identify student and staff needs. Plans are then created to address those identified areas of need. When strong evidence is not available for how to best address an identified area of need, a logic model supported by research in the field is used to support a plan of action. SMCPS staff identify an area of need and create a plan for how to address the need that is supported by research. Activity leaders are identified and they work to implement the plan of action in collaboration with staff, students, and other stakeholders. Activity leaders monitor the progress of the implemented activities, making adjustments as needed to meet student and staff needs while working to achieve the desired goal. At the end of each grant period, SMCPS works with stakeholders to review activity progress and determine how the findings will inform future actions and activities. If activities are not achieving the desired outcomes or are no longer connected to identified needs, then they are discontinued. Activities that are proving successful in meeting the identified goals are continued with only minor adjustments that may be needed to further improve outcomes.

Evaluation and Dissemination

Title I, Part A

EVALUATION PLAN

Describe the evaluation plan.

The Title I program is assessed quarterly with central monitoring visits that support the ongoing monitoring of the school leadership team as detailed in the written processes. During these quarterly meetings, all components of the Schoolwide program are assessed as they relate to improving student achievement for all students. The initiatives detailed in the Schoolwide Plan will guide the direction of the monitoring visit. Measurement tools will include summative and formative assessments. These assessments include normed reading and foundational literacy assessments that are administered three or four times per year, mathematics' screener and unit assessments, LEA required assessments, and state data as available. Changes can be made as the data and quarterly monitoring would suggest.

As schools have their own data meetings and are monitoring their own programming, they are asking and answering questions intended to address programmatic effectiveness and in preparation for quarterly monitoring.

School Based Monitoring and Evaluation

Key Questions:

What data has been analyzed/discussed?

Does the data identify strengths and needs for professional development, for student groups, for adjustment?

What data is not yet available and when will it be obtainable for review?

District Title I leadership staff will meet with school leadership during quarterly meetings and review all components of the Schoolwide program as detailed in the Schoolwide written process. Title I district leadership will also conduct walk through observations, classroom visits with school administration to examine the initiatives in action and provide feedback to staff.

During this collegial dialogue, questions will focus on Implementation, Outcomes, and Continuous Improvement.

Implementation

Key Questions:

When did each strategy begin? Were all positions and materials necessary to implement each strategy in place? Why or why not?

What data points, quantitative and qualitative, identified in your SW plan, have you used to assess? Please detail.

For each strategy not yet occurring– Does the school have a plan to ensure that all staff and materials will be in place in order to provide the strategy(ies)?

What successes did you have implementing strategies to date? How do you know they are successful?

Were there any barriers to implementation of program activities? How has the school addressed barriers?

Are there changes you wish to make? Why? How will the changes be made?

These questions, and any other organically generated questions relative to the topic, will be asked each quarter during monitoring.

As the school year concludes or the program comes to an end, the following questions will be asked at the final monitoring of the year. This is part of the cyclical and spiral Schoolwide process and results will inform the next comprehensive needs assessment that will drive the Schoolwide Plan and budget.

End of Year Program Evaluation

Key Questions:

What data has the school reviewed to determine the impact of student-centered, staff-centered, and family-centered strategies on the target populations?

What patterns and trends do you see in the data? Have you seen a pattern or trend with student groups or specific grade levels?

What evidence is being collected to demonstrate the effectiveness of reform strategies?

- Does the data indicate that schoolwide reform strategies increased the quality and quantity of instruction?
- Have the strategies resulted in any unintended (beneficial or adverse) effects on the target population(s)? If adverse, how has the school addressed it?

The school leadership uses the information as they complete a comprehensive needs assessment and begin to craft their upcoming Schoolwide Plan. An important part of the comprehensive needs assessment is the evaluation of the previous year's work. Stakeholders who are asked to review the plan and to support initiatives are provided with this assessment information during the end of the school year and early summer. Additionally, surveys from the parent community and insights from the District Parent Advisory Committee inform the development of the next Schoolwide Plan. This process is identified in the Schoolwide written process.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
KRA	Dr. Kelly Hall, Charlottis Woodley, Patricia Lynn Trehern, School Principals, Tammy Burr	September-October 2023
IGDI's	Dr. Kelly Hall, Patricia Lynn Trehern, school-based staff	3 times per year
DIBELS	ELA supervisors, Lisa Bachner	4 times per year
MCAP	Department of Curriculum and Instruction, Assessment and Accountability, Chief Academic Officer Lisa Bachner, Tammy Burr	Spring
Bridges Assessment Data	Rebekah Loker	Quarterly
Attendance Data	Cheryl Long, School Principals	Monthly

Discipline Referral Data	Cheryl Long, School Principals	Monthly
Disproportionality in Suspension Data	Cheryl Long, Equity Assurance Coordinator	Monthly
Schoolwide Plan Monitoring	Title I Office (Dr. Kelly Hall, Charlottis Woodley, Kristin Shields)	Quarterly
Stakeholder Input	Charlottis Woodley, School Principals	Quarterly

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

DISSEMINATION PLAN

Describe the dissemination plan.

School leadership share their Comprehensive Needs Assessment and proposed Schoolwide Plans, including stakeholder support documentation with central office staff. The plan is reviewed, a meeting is scheduled for the school to present and articulate their plan. When the plan has conditional approval, schools meet with their staff and stakeholders, post their plans to their websites, and have hard copies available for families in the school offices. The approved Title I Schoolwide Plans are included with the non-Title I schools School Improvement plans.

Title II, Part A

EVALUATION PLAN

Grant applicants must include an evaluation plan for each activity as part of the chart in "Section 2, Recruiting, Preparing, and Training Effective Teachers and Principals." In addition, grantees are required to submit an evaluation report at the end of each grant cycle for those activities that use a large portion of resources (time, human, capital, funding) and those activities that have the largest impact on teachers and students. Grant applicants should complete the chart below for those activities from FY25 that they plan to include on the FY25 grant evaluation report.

Describe the evaluation plan.

Activity Leaders are the first point of contact for monitoring the implementation of the grant activities and evaluating progress. Often these individuals work in collaboration with other stakeholders to review activity progress in relation to the identified goals and outcomes. Information regarding activity progress is collected by the grant manager at least three times a year. This information is shared with MSDE through Interim Progress Reports, Monitoring Visits, and Formal Evaluation Reports. At the end of each school year, all Activity Leaders evaluate the effectiveness of their activity in relation to the identified goals and outcomes. They reflect on the activity experience to determine if there is still a need for the activity, and if so, what changes are needed to improve student outcomes. The grant manager compiles the activity evaluation information from all Activity Leaders and shares it with stakeholders to help inform future grant applications.

In addition to the end of year evaluations completed by Activity Leaders, SMCPs leadership completes a formal evaluation report for at least one activity at the end of the grant period. At the end of the FY24 grant period, SMCPs will submit a formal evaluation for the Literacy Coach activity. In preparation for completing the formal evaluation, the following information will be collected: documentation of professional learning (ex: sign in sheets, agenda, notes), instructional coaching logs, and student performance data.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Monitor the progress of activities in relation to the identified goals and objectives	Activity Leaders	Monthly
Collect information about activities completed and the progress towards the goals	Jessica Cotugno	October 2023, January 2024, April 2024, June 2024
Draft and submit Interim Progress Reports	Jessica Cotugno Jennifer Shaffer	1/31/24, 4/30/24, 7/31/24
Monitor the progress of ELA 10, Government, and Biology students on county assessments as predictive data for MCAP and MISA by checking Performance Matters and discussing during collaborative planning sessions	Abby John (Literacy Coach) LeeAnn LaSota (Literacy Coach)	August 2023-May 2023
Monitor teacher participation in PD and informal observations by taking attendance and recording informal observation dates/times	Abby John (Literacy Coach) LeeAnn LaSota (Literacy Coach)	Monthly, August 2023 - May 2023
Draft and distribute a needs assessment	Jessica Cotugno	Spring 2024
Review needs assessment data and activity reflections to inform FY25 grant planning	Title IV Key Personnel School System Leadership	May - August 2024
Complete formal evaluation report for Literacy Coach activity	Jessica Cotugno Abby John (Literacy Coach)	June - August 2024
Submit evaluation report to MSDE	Jessica Cotugno	By 12/15/24

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

DISSEMINATION PLAN

Describe the dissemination plan.

Activity Leaders are responsible for communicating information about the expanded services to school community members. This communication can occur through emails, newsletters, memos, meetings, and personal interactions. Throughout the implementation of activities, Activity Leaders communicate with stakeholders regarding relevant findings that occurred during activity monitoring that may impact activity implementation. Upon completion of the activity, Activity Leaders collect evaluation information that is shared with the grant manager. Compiled evaluation information for all grant activities is shared with school system leadership.

Title III, Part A, English Language Acquisition

EVALUATION PLAN

Applicants will complete the details of evaluation (goals, targets and measures) in the Title III English Evaluation tab.

DISSEMINATION PLAN

Describe the dissemination plan.

Title III information will be shared via ESSA Local Plan, a public document.

Title IV, Part A

EVALUATION PLAN

Describe the evaluation plan.

Activity Leaders are the first point of contact for monitoring the implementation of the grant activities and evaluating the progress. Often these individuals work in collaboration with other stakeholders to review activity progress in relation to the identified goals and outcomes. Information regarding activity progress is collected by the grant manager at least three times a year. This information is shared with MSDE through Interim Progress Reports, Monitoring Visits, and Formal Evaluation Reports. At the end of each school year all Activity Leaders evaluate the effectiveness of their activity in relation to the identified goals and outcomes. They reflect on the activity experience to determine if there is still a need for the activity, and if so, what changes are needed to improve student outcomes. The grant manager compiles the activity evaluation information from all Activity Leaders and shares it with stakeholders to help inform future grant applications.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Monitor the progress of activities in relation to the identified goals and objectives	Activity Leaders	Monthly
Collect information about activities completed and the progress towards the goals	Jessica Cotugno	October 2023, January 2024, April 2024, June 2024, October 2024
Draft and submit Interim Progress Reports	Jessica Cotugno Jennifer Shaffer	10/31/23, 1/31/24, 4/30/24, 7/31/24, 10/31/24
Draft and distribute a needs assessment	Jessica Cotugno	Spring 2023
Review needs assessment data and activity reflections to inform FY25 grant planning	Title II Key Personnel	May - August 2024

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

DISSEMINATION PLAN

Describe the dissemination plan.

Activity Leaders are responsible for communicating information about the expanded services to school community members. This communication can occur through emails, newsletters, memos, meetings, and personal interactions. Throughout the implementation of activities, Activity Leaders communicate with stakeholders regarding relevant findings that occurred during activity monitoring that may impact activity implementation. Upon completion of the activity, Activity Leaders collect evaluation information that is shared with the grant manager. Compiled evaluation information for all grant activities is shared with school system leadership.

Budget Narratives

Below applicants will find the link to each tab or workbook for completing the Budget Narrative portion of this application. Please, provide a budget narrative for each Title program for which the LEA is submitting an application. Budget narratives for Title programs which are not being applied for should be left blank. Add more rows as necessary using the instructions referenced for that specific table. Please refer to the Grant Information Guide for additional information.

Please note, the Budget Narrative must be submitted in addition to a complete C-1-25.

Title I, Part A

J. Fiscal (Part One)

[Click here to access the Title I, Part A Budget Workbook](#) [See attachment St. Mary's Appendices Title 1 Part A Appendix M Fiscal Tables FINAL](#)

Detailed Budget Description Guidelines

- The detailed budget description guidelines apply to tables 7-8, 7-9.1, 7-9.2, 7-9.3, 7-9.4 and the TSI District-level Set Aside table, all which contain this column. Note: please complete Title I, Part A Excel Tables separately to inform this budget narrative.
- The detailed budget description column, must include:
 - Identification of the Specific Line Item (i.e. what is being purchased?)
 - Description
- Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people,
- Provide a brief, budget description that explains how the funds will be used to support each activity.
- Amounts including how, where, and for what purpose funds were reserved
- The calculation column must include a calculation for the proposed expenditures, include a cost breakdown.
- The total column must include a total for the proposed expenditure based details shared in the calculation column. It must align directly with the calculation (i.e. the calculation must yield this total).

Title I, Part C

[Click here to access the Title I, Part C Budget Workbook](#)

Title I, Part D, Subpart 2

[Click here to access the Title I, Part D Budget Workbook](#)

Title II, Part A

[Click here to access the Title II, Part A Budget Workbook](#)

Title III, Part A, English Language Acquisition

[Click here to access the Title III, Part A Budget Workbook](#)

Title IV, Part A

[Click here to access the Title IV, Part A Budget Workbook](#)

Title V, Part B

[Click here to access the Title V, Part B Budget Workbook](#)

Title II, Part A				
Line Item	Calculation	Requested	In-Kind	Total
*Insert additional rows as needed by selecting the cells to be copied, press Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.				
Salaries & Wages (list separately for each position)				
Collaborative Planning Stipends	2484 hours x \$40/hour	\$99,360	\$0	\$ 99,360
Collaborative Planning Substitutes	500 Substitutes x	\$70,000	\$0	\$ 70,000
FTE Position (Literacy Coach)	Salary FTE1 \$75,527	\$75,527	\$0	\$ 75,527
FTE Position (Literacy Coach)	Salary FTE2: \$79,350	\$79,350	\$0	\$ 79,350
Substitutes for 2 Positions (Literacy Coach)	2 FTE x 10 days of	\$2,800	\$0	\$ 2,800
Lead Mentors	8 Teachers x 5	\$17,600	\$0	\$ 17,600
Section Total				\$ 344,637
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
Collaborative Planning Materials	\$2,810 (Books ~\$1,200,	2,810	0	\$ 2,810
The Art of Education	16 educator licenses X	16,784	0	\$ 16,784
				\$ -
				\$ -
				\$ -
Section Total				\$ 19,594
Other Charges				
Fixed Charges (Collaborative Planning	FICA \$99,360 x .08 x .96 =	7,949	0	\$ 7,949
Fixed Charges (Collaborative Planning	FICA \$70,000 x .08 x .96 =	5,600	0	\$ 5,600
Total Fringe Benefits for 2 FTE (Literacy	Total Fringe Benefits for 2	68,187	0	\$ 68,187
Fixed Charges (Substitutes for 2 FTE	FICA \$2,800 x .08 x .96 =	224	0	\$ 224
Fixed Charges (Lead Mentors)	FICA - \$17,600 x .08 x .96	1,408	0	\$ 1,408
Educator Assessments	40 assessments x ~\$125	5,000	0	\$ 5,000
Conferences	20 people X \$500 =	10,000	0	\$ 10,000
Section Total				\$ 98,368
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
Non-Public Transfers	2039 students X	54,670	0	\$ 54,670
Indirect Cost	1.39% Indirect Cost:	6,430	0	\$ 6,430
				\$ -
				\$ -
				\$ -
Section Total				\$ 61,100
Grand Total				\$ 523,699

Title II Parts A, Section 4 Administrative Costs		
To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.		
If the LEA is using Title II, Part A funds for Administrative Costs, use the chart below to itemize costs incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures. Add rows, as needed.		
Line Item	Description	Public School Costs
Not Applicable		
Total Administrative Costs:		0

Title III, Part A, English Language Acquisition

*Insert additional rows as needed by selecting the cells to be copied, press Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
Required Strategy #1						
203-205 -02-Special Prog.	03-Supplies & Materials	Purchase ELlevation software	District-wide	6500	0	\$ 6,500
203-205 -02-Special Prog.	02-Contract Services	Hire 2 tutors through ABACUS, contracted temp agency	\$25/hr + .22% markup for contractor = \$30.50/hr; 381 hours/each tutor = 762 hours total	23241	0	\$ 23,241
203-205 -02-Special Prog.	02-Contract Services	Bilingual Family Coordinator	\$25/hr + .22% markup for contractor = \$30.50/hr; 164 hours (August 2023 - June 2024) = \$5002	5002	0	\$ 5,002
						\$ -
Section Total						\$ 34,743
Required Strategy #2						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
203-205 -09-Instruction Staff Dev.	04-Other Charges	Staff development-conferences (registration fees, hotel, flight, other travel expenses)	WIDA, MELLFIN, and/or TESOL (7 teachers, 1	6,000	0	\$ 6,000

203-205 -07-Non Public Transfers	08-Transfers	Non public: Staff development- conferences (registration fees, hotel, flight, other travel expenses)	WIDA, MELLFIN, and/or TESOL (4 teachers X \$539.75/each)	2159	0	\$ 2,159
203-205 -09-Instruction	02-Contract Services	In-person PD delivered by	(25	4000	0	\$ 4,000
						\$ -
Section Total						\$ 12,159
Required Strategy #3						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
214-Community Services	03-Supplies & Materials	County-wide ESOL Parent Engagement Events	Refreshments (\$2.23/person X 100 people)	223	0	\$ 223
						\$ -
Section Total						\$ 223
Authorized Optional Strategy #4						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #5						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #6						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #7						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #8						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -

Section Total						\$ -
Authorized Optional Strategy #9						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						#REF!
Authorized Optional Strategy #10						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #11						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #12						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Administrative Expenses						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
Section Total						\$ -
Indirect Costs						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
201 -22-Business Support	08-Transfers	1.39% Indirect Cost	Indirect Cost: Grant total less nonpublic charges = Base. (\$47,750 - \$2,159) / (1.0139) *	625	0	\$ 625
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ 625
Grand Total						\$ 47.750
Grand Total						\$ 47.750

Title IV, Part A						
Content Area #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
*Insert additional rows as needed by selecting the cells to be copied, press Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.						
Salaries & Wages (list separately for each position)						
WRE 203-205 - 01 / 01		Stipends for Robotics Club	12 school-	\$4,800		\$ 4,800
SHS 203-205 - 01 / 01		Stipends to support	20 staff x 5	\$36,000		\$ 36,000
SHS 203-205 - 01 / 01		Stipends to support School	29 school	\$8,700		\$ 8,700
EUT 203-205 - 01 / 01		Stipends to support	29 schools x	\$35,200		\$ 35,200
						\$ -
Section Total						\$ 84,700
Other Charges						
WRE 212 / 04		Fixed Charges (Robotics	8% of \$4,800	\$384		\$ 384
WRE 209 / 04		Buses for STEM field trips	9 buses x	\$3,375		\$ 3,375
SHS 212 / 04		Fixed Charges (Summer	8% of	\$2,880		\$ 2,880
SHS 212 / 04		Fixed Charges (School	8% of \$8,700	\$696		\$ 696
EUT 212 / 04		Fixed Charges (Schoolology	8% of	\$2,816		\$ 2,816
						\$ -
Section Total						\$ 10,151
Indirect Costs						
201 - 22 / 08		Indirect Costs	1.39%	\$2,696		\$ 2,696
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ 2,696
Equipment						
SHS 208 / 05		Materials to support	5 x \$8,390	\$41,950		\$ 41,950
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ 41,950
Transfers						
203-205 - 07 / 08		Nonpublic Transfers	2,039	\$27,808		\$ 27,808
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ 27,808
Contractual Services						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -

Supplies & Materials					
WRE	203-05 - 01 / 03	Supplemental Materials to	13 teacher	\$9,963	\$ 9,963
WRE	203-05 - 01 / 03	Supplemental Materials to	17 teacher	\$1,444	\$ 1,444
WRE	203-05 - 01 / 03	Supplemental Materials to	19 licenses x	\$34,200	\$ 34,200
WRE	203-05 - 01 / 03	Supplemental materials to	12 sites x	\$4,500	\$ 4,500
WRE	203-205 - 01 / 03	Materials to support	27 schools x	\$24,284	\$ 24,284
WRE	203-205 - 01 / 03	Online Student Courses for	Approx. 8	\$2,000	\$ 2,000
SHS	203-205 - 01 / 03	Materials to support	20 sites x	\$10,000	\$ 10,000
SHS	203-205 - 01 / 03	Materials to support school-	29 sites x	\$12,680	\$ 12,680
					\$ -
Section Total					\$ 99,071
Grand Total					\$ 266,376

[Shortcut to
Application Index](#)

[Shortcut to
Instructions](#)

[Open Grant
Information Guide](#)

Appendices

All applicants must submit signed copies of the documents below as part of the Appendices, as appropriate, for the Title programs included in the application. Appendices are grouped first by those required by MSDE across all Title programs and then by their respective Title programs.

Please be sure that you have completed all necessary appendices prior to submitting your application. When naming appendices, use the exact appendix title as indicated below preceded by the LEA Name: LEA_Appendix Title (ex. Allegany_Grant Recipient Assurances).

All appendices must be signed in blue ink where appropriate and scanned in color. All duplicates of signed appendices must not be color copies.

General Application Requirements

[Grant Recipient Assurances](#)

[Signed GEPA Section 427 Form](#)

Educational Equity

[Signed Educational Equity
Regulation Attestation](#)

LEA's Approved Educational Equity
Policy

Equitable Services

[Equitable Services Report Attestation](#)

[Affirmation of Consultation
Title I](#)

[Affirmation of Consultation
Title VIII](#)

Complaint Procedures

Title I, Part A

[Signed C-1-25 MSDE Budget Form](#)

[Appendix A:
Attestation](#)

Appendix B: Staff Credentials - Teachers
Certification Status & Sample Action Plan

Appendix C: Staff Credentials - Disparities
Worksheet

Appendix D: Schoolwide - Letter to waive
a school with less than 40% poverty

Appendix E: Schoolwide - Early Learning/
Head Start MOU

Appendix F: Schoolwide - Letter to transition from Targeted Assistance

Appendix G: Schoolwide - Letter to enter to a new Title I school status

Appendix H: Targeted Assistance - Letter to begin the Schoolwide planning process

Appendix I: Parent and Family Engagement - District-level PFE Plan

Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan

Appendix K: Support for Foster Care Students - Foster Care MOU

Appendix L: Fiscal - Skipped School letter with approval from MSDE

[Appendix M: Fiscal - Fiscal Tables \(uploaded in Microsoft Excel\)](#)

Appendix N: Fiscal – Title I funded District-level Job Descriptions

Appendix O: Homeless Education: Liaison Cost and Excess Transportation

Appendix P: Excess Foster Care Transportation Cost

Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts

Appendix R: Follow up from Annual Program Review (if applicable)

[Other](#)

Title I, Part C

[Signed C-1-25 MSDE Budget Form](#)

Letters of Commitment

Resumes of Key Personnel

Title I, Part D, Subpart 2

[Signed C-1-25 MSDE Budget Form](#)[Attestation](#)

Facility profiles

Professional Development Plan

Monitoring Plan

Transition Plan Template

Resumes of Key Personnel

Job Description for New Positions

Works Cited

MOUs, MOAs. Partnership
Agreement from project partners

Title II, Part A

[Signed C-1-25 MSDE Budget Form](#)Comprehensive Induction and
Mentoring Compliance ReportSupporting Documents (i.e. data,
charts, graphs)

Title III, Part A

[Signed C-1-25 MSDE Budget Form
\(ELA\)](#)[Signed Section 3115\(A\) Attestation](#)

Title IV, Part A

[Signed C-1-25 MSDE Budget Form](#)

Title V, Part B

[Signed C-1-25 MSDE Budget Form](#)

[Shortcut to
Application Index](#)[Shortcut to
Instructions](#)[Open Grant
Information Guide](#)

Blueprint for Maryland's Future

Refer to the Grant Information Guide for additional information.

Correlation with the Blueprint

For each section of this application describe how the LEA's federal programs and ESSA monitored programs are aligned to the Blueprint for Maryland's Future. Be sure to include direct relationships between the LEA's approved (or proposed if not yet approved) Blueprint Implementation Plan.

Educational Equity

As SMCPs developed the Blueprint Plan, Equity was the underpinning for each Pillar. Early Childhood programming has been expanded with full day Pre-Kindergarten 4 across the county. There are additional Pre-K classes in each of the Title I schools. Further, the Judy Center has been expanded to encompass three of five Title I schools. While SMCPs does not have MSDE deemed eligible private providers to support a mixed delivery system detailed in the Blueprint, they are included in professional development and parent and family engagement opportunities in the spirit of partnership.

There are tremendous recruiting and retention efforts, including financial incentives for Nationally Board Certified Teachers, identified in Pillar 2. There is a robust support system for new teachers, and an extensive mentoring program. The Teacher Academy of Maryland (TAM) has expanded for the 2023-2024 school year, and there is a successful apprenticeship program.

Pillar 3 includes College and Career Readiness programs and course offerings that have been expanded and adjusted to assist all students from accessing needed programs. This year SMCPs offered PSAT to all 10th and 11th graders in order to determine AP potential. Sharing potential with parents and students has been done both in the school house as well as through both digital and written communications. Staff are also working with all our AP and Dual enrolled students to prepare and take end of course assessments, paid for by SMCPs, making them college and career ready and giving all students a head-start upon graduation. Currently we are working on a robust CCR communication plan in January/February 2024 prior to students, families and community partners.

Pillar 4 aims to level the playing field by providing necessary resources and tailored support to ensure that all students have access to quality education, regardless of their backgrounds or circumstances. This includes resources for schools in low-income areas, additional support for students with disabilities, and more assistance for English language learners. Additionally, school-based health centers offer health services for students in the entire district and not just the schools that house them.

Pillar 5 Governance and Accountability: SMCPs strives to meet consistently with stakeholders throughout the implementation of the Blueprint. In line with Pillar 5, SMCPs employs cloud-based resources to facilitate shared work and open communication system-wide. These resources allow for continued reporting and reflection as part of our daily work. Additionally, SMCPs strives to inform the greater community by including public presentations and artifacts on the SMCPs website. When possible, presentations are live-streamed to allow greater access to the information being shared.

Title I, Part A

Title I funds cannot be used to support the Blueprint for Maryland's Future's implementation.

Pillar 1: Early Childhood Education: Each Title I school has additional full-day Pre-Kindergarten classes/spaces to accommodate students living at/below 300% Federal Poverty Level (FPL). Each Pre-Kindergarten classroom is staffed with 1 certified teacher and 2 credentialed paraeducators. There is a comprehensive outreach plan for families living in Title I school zones, who are eligible for Pre-Kindergarten including Summer, After School, and weekend round-ups with support in both English and Spanish.

Pillar 2: High Quality and Diverse Teachers and Leaders: Each Title I school is staffed with certified and credentialed teachers and leaders with an ongoing goal to recruit and retain diverse staff members. There are financial incentives for National Board Certified Teachers, who wish to teach in a Title I school. There are ongoing recruitment efforts through Human Resources. The St. Mary's County Public Schools (SMCPs) Teacher Academy of Maryland (TAM) program is actively working with high school students and fostering school-based training opportunities in Title I schools. TAM students also are given the opportunity to take and pass the ParaPro examination to be eligible for paraeducator position upon graduation if they so choose.

Pillar 3: College and Career Readiness: SMCPs Title I schools are elementary level only. SMCPs elementary programming embeds Maryland's College and Career Readiness standards into all curriculum opportunities in addition to foundational Career and Technical Education (CTE) experiences and understandings into content and resources. An example of this is our Elementary Engineering For All and Primary Talent Development as well as our STEM 4 All program for all students grades 3-5. These programs and opportunities work to expose students to high level content and early career exploration.

Pillar 4: More Resources to Ensure that All Students Are Successful: Title I provides additional certificated staff to reduce class size and allows for students to have more dedicated time and attention with a credentialed educator. Supplemental evidence-based materials of instruction, hands-on resources, and a robust parent family engagement program helps students in Title I schools have the additional resources in school to be successful.

Pillar 5: Governance and Accountability: Title I, as a Federal program, is routinely monitored and audited for academic programming, compliance, and fiscal oversight. This information is included in the overarching governance and accountability for the Blueprint for Maryland's Future.

Title II, Part A

Pillar 2 High-Quality and Diverse Teachers and Leaders

2.1 Recruit and support high-quality and diverse teachers to meet workforce needs.

2.2.2 Increase rigor of teacher preparation programs and licensure requirements; Revise teacher preparation programs to meet new requirements.

2.2.6 Develop and implement pathways for paraprofessionals to become certified teachers.

2.3.2 Implement comprehensive in-service educator training; Select experts from the distinguished teacher and professor tiers of the teacher leadership track to write curriculum assessment items and develop model lessons for teachers in the LEA.

SMCPS has a growing number of nontenured and conditionally certified staff. These staff members participate in ongoing induction and mentoring activities throughout their nontenured years with SMCPS. Additional support in the form of Lead Mentors is provided through the use of Title II grant funds. Title II funding also supports teachers and paraeducators as they work to complete licensure requirements or achieve advanced certifications. Support is also provided through Title II funded professional learning communities that work together to improve their craft by collaboratively planning instruction, reviewing assessment results, and reflecting on lesson implementation to help determine instructional next steps.

Title III, Part A, English Language Acquisition

Goal 1 Increase the percentage of ELs demonstrating growth in English language proficiency.

Target and Measure to achieve this goal: 58% of ELs will demonstrate growth toward attaining English language proficiency as measured by the 2023 MCAP ELP assessment, ACCESS for ELLs (Pillar 4, Rec 3.3c)

Goal 2 Increase the academic achievement of ELs.

Target and Measure to achieve this goal: 100% of 9th grade ELs will earn enough core credits to become 10th graders by fall 2024 as measured by their final 4th quarter report cards (Pillar 4, Rec 3.3c)

Goal 3 Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.

Target and Measure to achieve this goal: Professional learning opportunities funded by this grant will be for core secondary content teachers. The effectiveness of this PD will be determined by the percentage of ELs who successfully pass and earn credit in their classes for SY 2023-24 (Pillar 4, Rec 5.5a)

Goal 4 Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.

Target and Measure to achieve this goal: Attendance at family engagement events, particularly the rising Freshmen Night in Spanish, will increase by 20% in SY 2023-24 compared to SY 2022-23. Sign in sheets will determine if target was met.

Effectiveness will be measured by cohort achievement data, ex. percentage of 9th grade ELs who obtain enough credits to move on to 10th grade at end of the year (Pillar 4, Rec 2)

Goal 5 Lower instances of long-term ELs.

Target and Measure to achieve this goal: 58% of the secondary ELs receiving direct tutoring services, and with two or more ACCESS scores, will demonstrate growth in English proficiency as measured by the MSDE Growth to Target Model in 2024 (Pillar 4, Rec 3.3c)

Goal 6 Increase attendance rates for ELs.

Target and Measure to achieve this goal: Increased communication between home and school as a result of hiring bilingual tutors will result in 100% of the secondary ELs to miss less than 10 days total for school year 2023-24. Daily attendance is taken at the schools (Pillar 4, Rec 2)

Goal 7 Increase graduation rates for ELs.

Target and Measure to achieve this goal: 100% of the high school ELs, including those with limited or interrupted formal education (SLIFE) who receive direct tutoring services will earn enough credits to move on to the next grade level by the end of SY 2023-24 as measured by their final report card (Pillar 4, Rec 7).

Title IV, Part A

Pilar 3 College and Career Readiness

3.1 Students shall have equitable opportunities to become college and career ready and shall meet the CCR standard at an equal rate.

1-LEA shall assess students no later than 10th grade for meeting the CCR standard.

3-MSDE and LEAs shall develop a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in logical sequence.

Pilar 4 More Resources for Students to be Successful

4.3 Improve education for students with disabilities.

4.5.1-2 Enhance student health services; Employ system-level behavioral health coordinators, Develop a plan to enhance and expand school behavioral health supports.

The SMCPS Program of Studies provides a variety of coursework options including opportunities for students to demonstrate college and career readiness by the 10th grade. Title IV grant funds are utilized to supplement these experiences by expanding on the number of well-rounded educational opportunities that are available to students. Title IV funding provides additional support for a variety of music programs and STEM opportunities. Title IV grant funds are also utilized to support safe and healthy students. With the use of these funds, SMCPS is able to support summer media centers that offer academic and enrichment opportunities for students when school is not in session. Funds are also used to support student wellness activities during the school year. Title IV funding is used to compensate site-based leaders that work with staff to ensure the effective use of technology. These individuals support staff in their use of technology while they work to improve education for students and help them work towards demonstrating college and career readiness.❏

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Fine Arts

We are creating Fine Arts pathways and dual enrollment opportunities to ensure that all students continue to have access to a meaningful and rigorous arts education program in SMCPs.

Gifted and Talented

Pillar 3 College and Career Readiness

3.3.3 Implement CCR pathways; develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade.

St. Mary's County Public Schools offers enrichment programs in the elementary grades and accelerated pathways in our secondary schools. In addition to accelerated coursework, specialized academy pathways in arts, humanities, and STEM and dual enrollment opportunities are available to high school students.

The St. Mary's County Public Schools Blueprint Implementation Plan highlights components of our K-12 literacy and mathematics program that are in place to ensure students have equitable opportunities to become college and career ready. The English Language Arts and Mathematics programming opportunities that are available to gifted students in SMCPs support this goal of ensuring students demonstrate that they are College and Career Ready.

Teacher Induction

Teacher induction is a critical component of Pillar 2, and connected with our recruitment and retention efforts. This includes high quality and comprehensive supports for new and non-tenured teachers, as well as differentiated programs for conditionally certificated teachers, new certificated, and veteran teachers new to the district. Components are embedded into Pillar 2 of the approved SMCPs Blueprint Plan. Additionally, SMCPs staff participated in the MSDE-led workgroup to develop criteria for comprehensive induction programs aligned with Blueprint requirements. More specifically, in Pillar 2.3.2, it calls on systems to implement comprehensive in-service educator training. The SMCPs Comprehensive Induction Program includes multiple layers of support and training for non-tenured teachers and teacher mentors. Initial mentor training includes completion of the Skills for Coaching and Mentoring course and annual mentor training includes 2-3 in-person professional development opportunities, quarterly virtual professional development opportunities, biweekly updates that include resources and guidance, and one-on-one or team mentor training on specific skills at schools sites as requested. In their first year with SMCPs, non-tenured teachers participate in a three-day orientation. Orientation activities include school tours, grade-level and content-specific professional

participate in a three-day orientation. Orientation activities include school tours, grade-level and content-specific professional development for classroom environment and curriculum, teacher certification expectations and supports, access to content supervisors, human resources benefits, digital resources, performance expectations and goal setting, and choice professional development based on needs and experience. Choice sessions included behavior management, Schoology workshops, lesson planning basics, IEP reading for classroom teachers, NBCT opportunities, and database resources. Non-tenured teachers in their first year with SMCPS participate in monthly seminars for professional development. The seminars include grade-level and content-specific professional development sessions based on needs and experience. Session topics are determined through feedback from participants, mentors, supervisors, and administrators offered from trends in walkthrough and observations of non-tenured teacher classrooms. Non-tenured teachers in their first three years with SMCPS are assigned a mentor. The non-tenured teachers meet with their mentor once a week for approximately 40 minutes and participate in regular mentor team meetings as appropriate. Mentor support topics include classroom management, instructional planning, professional responsibilities, collaboration, communication, and analysis of student work. In addition, mentors offer quarterly walkthrough opportunities for each non-tenured teacher. All non-tenured teachers are provided the opportunity to participate in quarterly instructional walkthroughs. The format can be the mentee viewing a lesson taught by the mentor, the mentor viewing a lesson taught by the mentee, mentor or experienced teacher and mentee co-teaching a lesson, or the mentor facilitating the mentee viewing another experienced teacher during a lesson. The format of the walkthrough is determined by the mentor and mentee based on their need. The walkthrough process includes a pre and post walkthrough conference. During the prewalkthrough conference, the purpose and focus of the walkthrough is determined. In the post walkthrough conference, the purpose is reviewed, what was observed is shared, and next steps are determined for improvement in the non-tenured teacher's classroom. Subsequent weekly mentor meetings provide the opportunity to reflect on the changes and progress of the non-tenured teacher's practice. The district provides funding substitute coverage to facilitate the instructional walkthrough process.

Educational Equity

To complete this section, LEAs must provide, as an appendix, the LEA's current adopted educational equity policy. Educational equity policies and regulations must meet all the requirements, as indicated in COMAR 13A.01.06.04. In this portion of the Local ESSA Consolidated Strategic Plan, LEAs will address the implementation of their equity policy, include their equity initiatives as an integrated component of the plan by describing districtwide, school-based, and program specific equity initiatives, and submit an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives. Refer to Grant Information Guide for additional information on completing this section.

Implementing the Equity Policy

Describe how the LEA's equity policy has been implemented, what new policy aligned programs and/or practices will be implemented this fiscal year. Be sure to demonstrate the application of an equity lens and cite relevant disaggregated data.

SMCPS developed an Equity Policy in 2019 and the following year, cross referenced and aligned all corresponding regulations. Moreover, SMCPS addresses patterns and trends within all student group data including academic, discipline, attendance, and other data sources that impact student achievement.

In 2021, SMCPS contracted with Insight Educational Group to conduct a comprehensive needs assessment that included a thorough document review of existing policies and regulations, a series of stakeholder groups, and voluntary student surveys for secondary students. This needs assessment, with multiple data points, was intended to provide meaningful insights and recommendations to move the district forward.

Several key recommendations were noted in the needs assessment that would support the district, schools, and the community in thinking more fully about equity. These recommendations have been crafted into three significant equity initiatives that will be fully in place during the 2023-2024 school year. SMCPS' Equity focus is to identify obstacles and barriers to success for each and every student and work to eliminate them.

SMCPS has implemented a District Equity Team (DET) representative of all central departments such as Supporting Services with Maintenance, Design and Construction, Transportation, Facilities. The Division of Instruction, Student Services, Curriculum and Instruction, Title I, Early Childhood, and Special Education are also included. Departmental participants have decision making authority. The goal of DET is to review qualitative and quantitative data, identify obstacles for all students, and mitigate them.

SMCPS has also created and refined an Extra Pay for Extra Duty Position at each school to serve as the Equity Liaison for the school. The Equity School Support Leaders (ESSL) meet monthly for education training, data analysis, and discussion with the system's Equity Assurance Coordinator. The ESSL's work with school staff, under the direction of the principal, to provide support, highlight recognitions, or help school base staff think about meeting the needs of all students in their daily professional practice..

SMCPS has also created an Educational Equity Citizens' Advisory Committee (EECAC) that encompasses school representatives of parents and guardians, community stakeholders and partners. This group meets quarterly, reviews system data, disaggregated by student groups, shares perceptions, and seeks clarification on issues surrounding equity. They make annual recommendations to the Board of Education on matters surrounding equity.

The Division of Instruction leadership team reviews disaggregated data on a regular, weekly basis that includes attendance, discipline, and achievement data. Specific attention is placed on Economically Disadvantaged Students, African American students, English Learners, and students with disabilities. If there are significant gaps, the departmental director works with the school leadership to address the concerns with a purposeful adjustment. When students are not making satisfactory progress or a problem exists such as attendance, purposeful interventions are put into place at the district and school level to address those challenges.

Deep understanding and reflection of multiple data sets, quantitative and qualitative, help SMCPS apply an equity lens to decision making and remove obstacles and barriers that impede academic achievement and active participation in programming. SMCPS analyzes all aspects of their decision making holistically to review the impact on the whole child.

Equity Initiatives

Describe how the evidenced-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of each program listed below. For any program in which the LEA does not participate, type 'Not Applicable'.

Title I, Part A

Title I reviews all decisions with an equity lens, following the district's policy and regulations, while being mindful of Title I requirements. The school leadership staff, grade level teams, and the School Improvement Team review a variety of metrics including achievement data, attendance, discipline, qualitative survey, and anecdotal data to determine where challenges exist. This information is shared and discussed with Title I district staff. Purposeful plans are put into place and periodically reviewed and refined to meet changing needs for each student. Data is reviewed and analyzed by student groups down to the individual student. This deep analysis allows Title I schools to meet the needs of all students purposefully.

There is expanded access for students and families in the Title I schools. Pre-Kindergarten has been expanded at all schools with Title I schools having a greater number of classes than other schools. All Pre-Kindergarten classes are full day and support four year olds. Further, the Judy Center was expanded to include a third Title I school increasing access.

Every effort is made to prioritize credentialed staff at the five Title I schools. In addition, two Title I schools have a financial incentive for Nationally Board Certified Teachers to choose to work in those schools. All Title I schools have priority hiring to ensure certified teachers and credentialed paraeducators are on staff.

Class sizes are smaller than non-Title I schools and Title I and other funding streams allow for extra staff to provide additional support and intervention. These staff help to ensure that children requiring more attention, support, and intervention receive it.

Core academic programs are selected at the district level after a careful review by a committee with opportunities for community input. Further, the Equity Assurance Coordinator, and other staff actively participate in the selection of recommended core materials. Title I provides supplemental materials that will support struggling students and meet evidence criteria. Equity and providing students in Title I schools with what they need to be successful permeate every decision.

Title II, Part A

The purpose of the St. Mary's County Public Schools Educational Equity Policy is to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction. Title II activities are designed to build teacher capacity so that they are better prepared to meet the diverse needs of students in their classrooms. Title II funding provides opportunities for staff to engage in ongoing professional learning from Literacy Coaches, Lead Mentors, and through Professional Learning Communities. Professional Learning Communities work collaboratively to use disaggregated data to plan instruction that addresses disparities.

To support the requirements of the Educational Equity regulation and provide low-income and minority students greater access to effective teachers, principals and other school leaders, additional funding and resources will be used to support designated grant activities that support this targeted audience. Examples of these activities include hiring Literacy Coaches that will help support identified student groups and providing additional funding to support professional learning communities in designated schools.

Title III, Part A, English Language Acquisition

SMCPS does whatever it takes to eliminate barriers to our ELs' success. We provide the necessary resources and support to ensure that our ELs achieve at the highest level. Below are the steps our system takes to address these barriers: 1. Review MCAP, which includes English language proficiency, and classroom achievement data to ensure all ELs have equitable access to all content areas. Based on careful analysis of the data, the ESOL department chooses supplemental instructional materials to maximize student potential. When needed, bilingual tutors are used to support instruction; 2. Demonstrate cultural competency through our work while respecting and celebrating diverse backgrounds; 3. Provide professional learning opportunities to content and ESOL teachers to ensure that scaffolding, accommodations, and the three principles of differentiation are taking place in all classrooms with ELs (interaction, critical thinking, and comprehensibility).

Title IV, Part A

The purpose of the St. Mary's County Public Schools Educational Equity Policy is to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction. Title IV funding supports local efforts to provide all students with a well-rounded education. This funding is used to provide music and STEM enrichment opportunities. Title IV funding also supports safe and healthy students by funding school-based wellness initiatives during the school year and opportunities for students to remain connected to schools over the summer through summer media center experiences. Title IV funding supports staff effective use of technology by compensating site-based leaders to work with building staff to ensure available technology is effectively used to meet the needs of students, staff, and guardians.

Fine Arts

Ensuring equitable access to and participation in the arts while addressing barriers related to gender, race, national origin, color, disability, and age is essential for promoting diversity and inclusivity. Below are the steps our system will take to address each of these barriers: 1. Gender - Use inclusive language and outreach methods, follow our system's anti-discrimination policies, and promote a respectful and welcoming environment for all genders; 2. Race - Embrace inclusivity of all students and ensure equitable access to their participation in the arts while addressing barriers related to gender, race, national origin, disability, and age is essential for promoting diversity and inclusivity. Demonstrate cultural competency through our work while respecting and celebrating diverse backgrounds; 3. Color - Ensure representation in materials; 4. Disability - Accommodations will be provided through careful planning. Work with system personnel to train staff as needed; 5. Age - Market inclusivity to all age groups and ensure accessibility for participants of all age groups. These steps emphasize accessibility and inclusivity, helping us address barriers and create more equitable arts experiences for our students.

Gifted and Talented

The purpose of the St. Mary's County Public Schools Educational Equity Policy is to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction. SMCPs universally screens all third-grade students for gifted reading and mathematics programming placement. Additional screenings are conducted in subsequent years as needed. Gifted identification data is reviewed annually to determine if we are making progress toward addressing disproportionality and eliminating achievement and opportunity gaps. Instructional materials used in gifted programming are culturally responsive, relevant, and include perspectives of diverse cultures and ethnicities.

Teacher Induction

Equity initiatives within the CIP include providing research-based behavior and classroom management sessions at monthly seminars to ensure newly hired teachers are consistent in their implementation of discipline and consider student perspectives and backgrounds when implementing classroom expectations. The CIP also includes professional development to for classroom teachers supporting students with IEPs, 504s, and neurodivergent diagnoses such as ADHD and autism. 



Analysis of Accountability Measures

Provide the equity goals that are the current focus of the LEA. Define the objectives to be achieved as interim steps within the fiscal year that will support the LEA in achieving the overall goal. List the strategies that will be implemented in order to reach the objectives. Identify the data-driven methods that will be used to measure progress toward fulfilling each objective. State the timeline in which the LEA intends to begin efforts and achieve the stated objective. Additional goals and/or objectives can be added by copying the table or row and inserting the copied cells.

Goal #1	The District Equity Team (DET) requires the participation of school and district A&S staff to continually examine, discuss, and address potential inequalities through an equity lens, as defined by the Educational Equity Policy ACA and Regulation-ACA-R. Further, this group is charged with identifying root causes through the analysis of disaggregated student data and other data sources as it impacts their departments, and planfully crafting solutions to mitigate obstacles.		
Objectives	Strategies	Methods for Measuring Progress	Timeline
The DET will identify and deliberate on specific equity issues, analyze and work towards mitigating obstacles, and remove barriers to achievement within SMCPS.	•Quarterly Meetings •Guest speakers •Analysis of data that's reflective of various departmental roles to include Curriculum and Instruction, Title I, Special Education, Student Services, Supporting Services, Food Service, Transportation, Maintenance and Operations, Finance	•Attendance at quarterly meetings •Student Achievement Growth as evidenced in the MD Report Card (i.e., Participation rates, Attendance, etc.) •Evaluation after each meeting using a Likert Scale; feedback will be further analyzed by the Equity Assurance Coordinator	August2023- June2024 (Quarterly Meetings)

Goal #2	Equity School Site Leader (ESSL) , whose primary role is to serve as a contact between the school administration, staff, and Education Equity Assurance Coordinator. The ESSL is responsible for making certain that information from monthly meetings regarding the implementation of Educational Equity initiatives, that align with the requirements outlined in COMAR 13A.01.06 and the St. Mary's County Board of Education Policy ACA and Regulations ACA-R, is shared and implemented at the school-level under the direction of the Principal.		
Objectives	Strategies	Methods for Measuring Progress	Timeline
ESSLs are responsible for actively participating in system Equity School Site Leader meetings, promoting equitable access to resources and practices at the school level, enhancing diversity awareness, and facilitating a deeper understanding of equity practice with school-based staff under the direction of the Principal.	• Actively participate in monthly meetings that include school representation from every school • Receive education and deepen understanding on Equity Topics with accurate data-driven information such as Free and Reduced Meals, enrollment, English Learners, housing, staffing, celebration and recognitions • Guest speakers and system-level departmental or content experts to facilitate a shared understanding of information • Examination of shared experiences and best practices to ensure the inclusion of all student groups and families in efforts to mitigate obstacles and barriers • Foster and promote an inclusive, welcoming school climate to students and their families under the direction of the Principal • Generate suggestions for the system leadership team to address identified obstacles at the school-level	• Attendance and active participation at monthly meetings • Equity components are clearly and visibly defined in the School Improvement Plan with an active and purposeful plan to address comprehensively • An analysis of measurable data that impacts student achievement with school staff: student attendance, Free and Reduced Meals data, discipline, student achievement, language barriers, school demographic data such as housing, transportation, food insecurity, etc. • Student Achievement Growth as evidenced in the Maryland Report Card • An analysis of climate and feedback surveys at the school-level • Evaluations after every meeting using Likert Scale; feedback will be analyzed to drive future agenda and topics for meetings	September 2023 - June 2024 (Monthly Meetings)

Goal #3	Education Equity Citizens' Advisory Committee (EECAC) will advise the Board of Education on matters related to equitable educational environments, programs, and related services for children and youth in St. Mary's County, as defined by the Code of Maryland Regulations (COMAR) 13A.01.06, Educational Equity, and SMCPs Educational Equity Policy ACA.		
Objectives	Strategies	Methods for Measuring Progress	Timeline
The EECAC will examine data points, identify systemic equity issues from their perspective and make recommendations to the Board of Education annually.	•Ensure and secure parent participation from all schools •Include community agency representation as members of EECAC •Hold quarterly meetings •Provide education on Equity Topics with accurate data-driven information such as Free and Reduced Meals, enrollment, English Learners, housing, staffing, etc. •Equity Assurance Coordinator will organize and facilitate guest speakers and system-level departmental or content experts to facilitate a shared understanding of information •Examine achievement, attendance, poverty data, and systemic student group data •Parents and community agency representatives will share qualitative data from the schools based on their personal experiences •Examination of shared experiences and best practices to ensure the inclusion of all student groups and families •Generate solutions to mitigate obstacles and remove barriers for students and student groups •Provide recommendations for the system leadership team to address identified obstacles via Annual Report	•Parent and community representation from majority of schools •Active participation in quarterly meetings •Committee generated agenda, data reports, annual report to Board of Education •Evaluations after every meeting using Likert Scale; feedback will be analyzed to drive future agenda and topics for meetings •Provide a narrative space within the evaluation tool to determine patterns and trends, identify misunderstanding/confusion, and determine how to move forward	August 2023 - October 2024 (Quarterly Meetings) per EECAC bylaws

Goal #4	Improve Student Readiness and Achievement in all measured areas for all students in SMCPS.		
Objectives	Strategies	Methods for Measuring Progress	Timeline
Students in SMCPS will show readiness and academic growth to help reduce and ultimately eliminate the achievement gap.	•Data meetings for analyzing disaggregated school data •Providing resources for equitable practices to ESSLs and school administration	•Data analysis of formative and summative data at the school site and District level disaggregated by student group to determine student progress and closure of the achievement gap •An analysis of measurable data that impacts student achievement with school staff: student attendance, Free and Reduced Meals data, discipline, student achievement, language barriers, school demographic data such as housing, transportation, food insecurity, etc. •Maryland School Report Card	August 2023 - June 2024
Analysis of Accountability Measures			
Provide a data-driven analysis of prior years' successes and challenges to meeting the LEAs equity goals. Explain any new or modified goals being introduced this year and how they were developed.			
Qualitative analysis of important goals such as the implementation of the District Equity Team (DET), the Equity School Site Leaders (ESSLs), and the Educational Equity Citizens' Advisory Committee (EECAC) indicate that formalized structures are in place for meetings, they occur with regularity, with a focused, needs based from survey information of items that warrant discussion. Deep understanding and reflection of multiple data sets, quantitative and qualitative, help SMCPS apply an equity lens to decision making and remove obstacles and barriers that impede academic achievement and active participation in programming. SMCPS analyzes all aspects of their decision making holistically to review the impact on the whole child.			

Using school and state based student data, analysis indicates that achievement within various student groups is lagging behind the aggregate. This would include data for economically disadvantaged, students with disabilities, English Learners, African Americans, and for those students who are Hispanic. The gap with student groups varies by level and by group however; African American students are demonstrating lower achievement within each grade band. It should be noted that many of our African American students who are struggling are also represented within other student groups.

Improving outcomes for all students in SMCPS is the primary goal. Our district, school wide, and community initiatives will help us better understand the challenges we are facing as a school system.

Equitable Services

Consultation Timeline

Provide the timeline for timely and meaningful consultation with nonpublic school officials.

The office of Equity, Engagement, and Early Access Title I staff organizes and invites all non-public school officials to consultation meetings two times a year. Historically these meetings are scheduled in the fall and the spring. Title I staff prepare the sign in sheet, agenda, and a Title I staff member takes notes to be shared with all participants.

During these meetings, each supervisor or director shares important information relative to the grant they oversee. Specific grant supervisors follow up with participating non-public schools according to the terms and conditions of their respective entitlement grant.

Further, beyond these meetings and included in the consultation process, Title I meets with each participating non-public school to observe the program, check in with Title I staff, and meet with the principal. The Title II, III, and IV Grant Manager engages nonpublic participants in ongoing consultation through phone conversations, email, and site visits throughout the grant period. Additional details are outlined below in respective grant sections.

Initial and Ongoing Consultation

Provide the school system's written process to invite private schools to the initial consultation meeting and provide on-going consultation.

See **Appendix 2.D** that is included in **St. Mary's_Appendices All_Ed Equity_Equitable Services_Title1 Part A**.

Complaint Procedure / Dispute Resolution Process

Provide the local education agency's complaint procedures/dispute resolution process for covered programs under ESSA.

The LEA in collaboration with the non-public officials prepare and distribute the Dispute Resolution procedures to participating non-public schools and families. This brochure is also on the website under Title I.

See **Appendix 2.C.: Complaint Procedures** that is included in **St. Mary's_Appendices All_Ed Equity_Equitable Services_Title1 Part A**.

Other Entitlement Grant specifics needed here:

Title I has a brochure “A Parent’s Guide to Concerns” specific for this grant. There appears to be one needed for the system. Perhaps the parent concern form would suffice.

Federal Program FY24 Allocations and Equitable Services Proportionate Share

Type N/A where not applicable.

Programs	Total Grant Allocation	Total Proportionate Share for Equitable Services
Title I, Part A Improving Basic Programs Operated by Local Educational Agencies	\$3,434,694.00	\$96,171.00
Title I, Part C Education of Migratory Children	NA	NA
Title II, Part A Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders	\$523,699	\$54,670
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	\$47,750	\$2,159
Title IV, Part A Student Support and Academic Enrichment Grants	\$266,376	\$27,808
Title IV, Part B 21st Century Community Learning Centers		

Title I, Part A E. Participation of Children Enrolled in Nonpublic Schools

The LEA must include a written process for: (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools; *May indicate 'same as above', if the LEA uses the same process for Title I, Part A as that written above.	St. Mary's County Public Schools has a detailed written process for participation for children enrolled in private schools that include inviting private school officials and ongoing consultation to provide equitable participation. St. Mary's County Public Schools has a detailed written process for inviting private schools to participate in the Title I, Part A program. In September/October of each year, letters are sent to approved non-public schools, beginning the consultation process for schools that are interested in participation. Approved non-public schools are verified with the annually updated list on Maryland State Department of Education's (MSDE) website. A detailed description of the communication procedure is outlined in the written process. See Appendix 2. 2.E. Title I Nonpublic Schools Written Process that is included in St. Mary's_Appendices All_Ed Equity_Equitable Services_Title1 Part A.
(b) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include: (i) ordering and storing of materials and equipment for use in the program provided to private school children (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program.	St. Mary's County Public Schools has a detailed written process for participation for children enrolled in private schools that include the following information: -Oversight, monitoring, supervising, and evaluating -Ordering and storing materials and equipment -Evaluating the Title I program for private schools -Developing a formal agreement See Appendix 2.E. Title I Nonpublic Schools Written Process that is included in St. Mary's_Appendices All_Ed Equity_Equitable Services_Title1 Part A.

(c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.	The LEA provides services directly to eligible private school students. Certified teachers provide academic support in the areas of English/Language Arts and Mathematics. -Developing a formal agreement (MOU) with other Local Education Agency (LEA) to provide services to private school students and a timeline for securing signatures: Each spring, SMCPs sends a letter to neighboring Southern Maryland Counties to include Charles, Calvert, Prince Georges', and also to the District of Columbia to inquire if there are St. Mary's County residents attending their participating non-public schools and if they generate funds. The Title I officials from each area complete the forms and return to SMCPs' Title I staff. The process is reversed with neighboring jurisdictions contacting SMCPs for similar information. The Title I Non-Public Teacher works with the schools to identify out of county residents and if they generate funds. After that in the late spring or early summer, SMCPs works with the other jurisdictions, when there are eligible students based on residency and income, to DRAFT a Memo of Understanding (MOU) with officials from the home county or region. As the MOU is being developed, there is a discussion about service provision, time, etc. that will be reflected and mutually agreed upon by all involved parties. The SMCPs' Chief Counsel reviews all MOU documents and discusses with the Chief. The MOU is then shared with the other county and signatures can be secured. This process is concluded in the summer prior to the start of the new school year in order for services to begin as soon as the new school year begins. See Appendix 2.E. Title I Nonpublic Schools Written Process that is included in St. Mary's_Appendices All_Ed Equity_Equitable Services_Title1 Part A.
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Delivery of Services: The LEA ensures that it: (check all that apply)	Provides services directly to eligible private school students
The LEA ensures it has a written process for ongoing consultation with private school officials to ensure equitable participation of students, including how the LEA ensures services to private school students start at the beginning of the school year.	Yes
The LEA ensures that it provides services to private school students in an equitable manner based on the needs of participating private schools.	Yes
The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities pursuant to Section 1116.	Yes
The LEA ensures it has a written dispute resolution process for resolving disagreements with participating private schools prior to escalation to the State Ombudsman.	Yes

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
The King's Christian Academy	4	\$8,184.77
Admin: \$40.94Instruction: \$8,061.96PFE: \$81.87		
Little Flower School	8	\$16,369.52
Admin: \$81.87Instruction: \$16,123.91PFE: \$163.74		
St. John's School	2	\$4,092.39
Admin: \$20.47Instruction: \$4,030.98PFE: \$40.94		
St. Michael's School	33	\$67,524.32
Admin: \$337.72Instruction: \$66,511.15PFE: \$675.45		
Total	47	\$96,171.00

Title II, Part A, Title IV Equitable Services Process

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan.

On June 1, 2023, a certified letter was mailed to all MSDE approved nonpublic schools and church exempt schools in St. Mary's County. The letter notified local nonpublic schools of the opportunity to participate in the Title II, Part A Grant and requested documentation of their intent to participate during the 2023-2024 school year. An email with this same information was also sent to all previous nonpublic Title II grant participants on June 1, 2023. Beginning June 26, 2023, SMCPs staff began calling nonpublic schools to remind them of the approaching Intent to Participate deadline. Once the deadline passed, SMCPs made additional follow up phone calls in an attempt to reach local nonpublic schools that had not yet communicated their intentions.

Title II Letter to Nonpublics

<https://drive.google.com/file/d/1SpGgw1273ghfVeYsqpaP40ttWrIHJtSB/view?usp=sharing>

Nonpublic Intent to Participate Form

<https://drive.google.com/file/d/1F42jHRaij5nXAeDzCYSQ4fPeUptXWiE6/view?usp=sharing>

All participating nonpublic schools are invited to attend SMCPs Planning Meetings for Federally Funded Programs twice each year. These meetings typically occur in the Fall and Winter. At these meetings, available Federally Funded Grant opportunities are discussed, including Title II, Part A. During the 2022-2023 school year these meetings occurred on October 31, 2022 and April 18, 2023. The first meeting for the 2023-2024 school year is scheduled for November 6, 2023. Additional individual nonpublic consultation meetings are available upon request. Ongoing consultation also occurs through email communication, phone conversations, and virtual/face-to-face meetings.

Nonpublic Affirmations of Consultation

https://drive.google.com/file/d/14gWWPPoyDsVO_JcYFptMf5LQ4vKuXea/view?usp=sharing

Each nonpublic school that will be participating in the Title II, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities. Nonpublic grant participants identify professional knowledge and skills needed by their staff that are supported by data. Professional learning activities are then planned to address these identified areas of need. When drafting their applications, nonpublic schools communicate the anticipated measurable outcome(s), the implementation plan, the evidence-based research to support the activity, and the evaluation plan for each proposed professional learning opportunity.

Title II Nonpublic Application

<https://drive.google.com/file/d/1W8tUlrKNNNpiDI1IOaYujPNVKZQq2d7z/view?usp=sharing>

Upon completion of the needs assessment each nonpublic school that will be participating in the Title II, Part A Grant is required to

Upon completion of the needs assessment, each nonpublic school that will be participating in the Title II, Part A Grant is asked to complete an application that includes detailed information about all planned actions/activities.

Title II nonpublic monitoring occurs throughout the calendar year. All applications are reviewed and approved prior to any utilization of funds. Once activities are approved, funds are dispersed as planned. When activities cannot be funded using Title II funds, alternative funding sources or activities are discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, and at nonpublic site visits.

Timeline that was shared with nonpublic participants:

June 1, 2023- The Nonpublic FY24 Title II Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.

June 30, 2023- The Nonpublic FY23 Title II Intent to Participate forms were due to SMCPs.

July 21, 2023- SMCPs was notified of FY24 Title II, Part A allocation.

August 31, 2023- Nonpublic FY24 Title II budgets were emailed to identified school-based Title II points of contact.

August 8, 2023- FY24 Title II Notice of Grant Award (17%) was sent to SMCPs.

September 22, 2023- MSDE released the FY24 Local Consolidated ESSA Program application.

September 27, 2023- The Nonpublic FY Title II application was emailed to identified school-based Title II points of contact.

October 13, 2023- FY24 Title II Notice of Grant Award (83%) was sent to SMCPs.

October 23, 2023- The SMCPs FY24 Title II application was submitted to MSDE for preliminary review.

October 31, 2023- SMCPs received preliminary approval of the FY24 Title II grant application from MSDE. Funds became available to nonpublic schools with an approved application on file.

November 6, 2023- Fall Planning Meeting for Federally Funded Programs

November 22, 2023- Local Consolidated ESSA Program applications are due to MSDE.

January 5, 2024- MSDE will complete notifying applications of the FY24 award status.

March/April 2024- Winter Planning Meeting for Federally Funded Programs

April 1, 2024- All remaining FY23 Title II nonpublic funds will be made available to participating nonpublic schools on a first come, first served basis to ensure all funds are utilized by the end of the grant cycle.

June 7, 2024- All nonpublic Title II activity evaluations for school year 2023-2024 are due to SMCPs.

September 30, 2024- The End Date for the FY23 Title II Grant. MSDE has requested that all FY24 funds be expensed by this date.

June 30, 2025- The End Date for the FY24 Title II Grant.

Complaint Procedures/Disputes Resolution Process:

The LEA takes many steps to manage disputes with nonpublic schools. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title II monies, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title II office is consulted for feedback. If the MSDE Title II office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title II office, and the MSDE Ombudsman.

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
Bay Montessori	55	\$1,475
Father Andrew White	248	\$6,649
Kings Christian Academy	339	\$9,089
Little Flower	134	\$3,593
Leonard Hall Junior Naval Academy	38	\$1,019
Lexington Park Baptist Church Preschool	6	\$161
Mother Catherine Academy	183	\$4,906
St. Johns	229	\$6,140
St. Mary's Ryken	689	\$18,474
St. Michaels	118	\$3,164
Total	2039	\$54,670

Title III, Part A

Providing equitable services to English Learners

Describe the process for providing equitable services to ELs in nonpublic schools [Sec. 8501(c)]. What is the grade level or area of services agreed upon? How and in what location are services to ELs in nonpublic schools delivered? *Also, indicate in the table below each nonpublic school that is receiving services to ELs.	Private schools are invited to a collaborative meeting at the beginning of the year to provide information about our different federal Title funds. Title III is represented at this meeting. The ESOL Supervisor for SMCPS provides a detailed written letter to each of the nonpublic schools in the district explaining Title III participation and the screening process (nonpublics are given the MD home language survey to use with their registration packet.) A certified ESOL teacher from SMCPS will conduct the WIDA Screener at the nonpublic school site to determine eligible number of ELs. At this point, a consultation takes place among the principal and ESOL Supervisor to determine level of service if the nonpublic chooses to participate.
How are services to ELs in nonpublic schools being monitored?	SMCPS ESOL Supervisor and principal of nonpublic are in regular contact with each other via email, phone, or in-person visits.

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
St. Michaels School	11	\$1,397
Little Flower School	6	\$762

Total	17	\$2,159
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.		

Title IV, Part A Monitoring equitable services to....	
	The Title IV core stakeholder group stretches across multiple school divisions and community groups. Information about the Title IV, Part A Grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Assessment and Accountability), and instructional supervisors. In addition to working with their departments and school-based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs. School-based leadership also works with community agencies, staff, parents, and students to identify and address school-based needs. A Title IV need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners. Supervisors in the Department of Curriculum and Instruction work collaboratively with local organizations such as the Patuxent Partnership and the Naval Air Station Patuxent River. The Patuxent Partnership works with government, industry, and academia on initiatives in science and technology, hosts programs of interest to NAVAIR and the broader DOD community, and supports workforce development including education initiatives and professional development. The Naval Air Station Patuxent River, also known as NAS Pax River, is a United States Naval Air Station located in St. Mary's County, Maryland, on the Chesapeake Bay near the mouth of the Patuxent River. Both the Patuxent Partnership and the Naval Air Station have worked collaboratively with St. Mary's County Public Schools to promote the development of Science, Technology, Engineering, and Mathematics (STEM) opportunities for local students and teachers. They have worked together to provide technology resources, professional development, and STEM experiences for students and teachers. A limited number of schools and students have been able to take full advantage of these STEM opportunities due to barriers such as proximity to the Naval Air Station, limited access to transportation to community events, and the need to share a finite number of materials between multiple schools. By bringing more STEM opportunities to schools that do not have easy access to some of the

resources currently provided by community partnerships, we will be able to improve aspects of the well-rounded curriculum by providing specific site-based STEM opportunities that are more easily accessible to students.

The Supervisor of Accountability and Library Media and the school-based media specialists have ongoing contact with the St. Mary's County Public Libraries. The SMCPs library/media staff collaborates with the public libraries to host events, organize materials, and publicize community events. Through coordinated efforts, public library card access is shared with students through the public schools. Both St. Mary's County Public Schools and the St. Mary's County Public Libraries are members of the St. Mary's Early Childhood Advisory Council (ECAC) and collaborate at their regularly scheduled meetings.

The Supervisors of Science work collaboratively with the local Health Department. One method of collaboration is through the Healthy St. Mary's Partnership. The Healthy St. Mary's Partnership (HSMP) is a community-driven coalition of public and private partners working together to address priority health issues for St. Mary's County, Maryland. Another method of collaboration is through the St. Mary's County School Health Council. The Council is chaired by the Supervisors of Science and Health. The Council holds open meetings that are regularly attended by the Supervisor of School Health Services, Supervisor of Guidance, Director of Supporting Services, a variety of Health and Physical Education teachers, school-based wellness coordinators, Director of Food and Nutrition Services, and representatives from the Health Department. Parents and community members are also welcome to attend Council meetings. The Council discusses items related to safe and healthy schools and acts in an advisory capacity to the St. Mary's County Board of Education. Title IV, specifically our School Wellness Coordinator activity, is a regular topic of discussion/agenda item at these meetings.

St. Mary's County Public Schools does the following to ensure that ongoing, meaningful consultation occurs with school system leaders, principals, teachers, and paraprofessionals throughout the school year:

Weekly Superintendent's Cabinet Meetings

Weekly Division of Instruction Meetings with Instructional Directors

Weekly Department of Curriculum and Instruction Meetings with Instructional Supervisors and members of the Office of Assessment and Accountability

Joint meetings of the Department of Curriculum and Instruction, the Department of Special Education, and the Office of Assessment and Accountability

Monthly county-wide Administrator and Supervisor meetings with all facets of

Please provide a description of how the LEA meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

the school system represented

Monthly New Teacher Seminars with all first-year teachers

Monthly Staff Meetings at all schools with all staff, including paraprofessionals and other support staff, as the agenda warrants

Monthly Instructional Resource Teacher meetings

Monthly Special Education IEP Chair meetings

Professional Learning Communities at work throughout the year and supported with monies from Title II

Meetings and joint committee meetings (ex: Assessment Committee) held in collaboration with the educational associations as well as community groups such as Patuxent Partnerships and NAACP

Ongoing, regular communication and feedback collection with all staff through multiple sources (ex: Signal Newsletter, Content Supervisor Memos, and emailed Monday Messages)

In addition to the Title II and Title IV need assessment survey that was distributed to all stakeholders, the groups mentioned above discuss Title IV topics as they relate to identified needs and approved grant activities.

On June 1, 2023, a certified letter was mailed to all MSDE approved nonpublic schools and church exempt schools in St. Mary's County. The letter notified local nonpublic schools of the opportunity to participate in the Title IV, Part A Grant and requested documentation of their intent to participate during the 2023-2024 school year. An email with this same information was also sent to all previous nonpublic Title IV grant participants on June 1, 2023. Beginning June 26, 2023, SMCPs staff began calling nonpublic schools to remind them of the approaching Intent to Participate deadline. Once the deadline passed, SMCPs made additional follow up phone calls in an attempt to reach local nonpublic schools that had not yet communicated their intentions.

Title IV Letter to Nonpublics
https://drive.google.com/file/d/1U4d8M_MMMbRIkmkzDHI4W86xv02eh2No/view?usp=sharing

Nonpublic Intent to Participate Form
<https://drive.google.com/file/d/1yGG7kITJlnzjzIAj0VwwT91v6yM4o0xy/view?usp=sharing>

All participating nonpublic schools are invited to attend SMCPs Planning Meetings for Federally Funded Programs twice each year. These meetings

typically occur in the Fall and Winter. At these meetings, available Federally Funded Grant opportunities are discussed, including Title IV, Part A. During the 2022-2023 school year these meetings occurred on October 31, 2022 and April 18, 2023. The first meeting for the 2023-2024 school year was scheduled for November 6, 2023. Additional individual nonpublic consultation meetings are available upon request. Ongoing consultation also occurs through email communication, phone conversations, and virtual/face-to-face meetings.

Nonpublic Affirmations of Consultation

https://drive.google.com/file/d/14gWWPPoyDsVO_JcYFptMf5LQ4vKuXea/view?usp=sharing

Each nonpublic school that will be participating in the Title IV, Part A Grant is required to complete an application that includes a needs assessment and information about planned activities. Nonpublic grant participants identify needs in relation to opportunities for well-rounded education for all students, school conditions for student learning to create a healthy and safe school environment, and the effective use of technology. Activities are then planned to address these identified areas of need. When drafting their applications, nonpublic schools communicate activity information including the objective, measurable goal, level of evidence, milestones, implementation plan/timeline, activity cost and evaluation methods for each proposed activity.

Title IV Nonpublic Application

https://drive.google.com/file/d/1wszU4p7neLrUy5tuL2P34DkHSu7IEWnA/view?usp=drive_link

Upon completion of the needs assessment, each nonpublic school that will be participating in the Title IV, Part A Grant is asked to complete an application that includes detailed information about all planned actions/activities.

Title IV nonpublic monitoring occurs throughout the calendar year. All applications are reviewed and approved prior to any utilization of funds. Once activities are approved, funds are dispersed as planned. When activities cannot be funded using Title IV funds, alternative funding sources or activities are discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, and at nonpublic site visits.

Timeline that was shared with nonpublic participants:

June 1, 2023- The Nonpublic FY24 Title IV Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.

to an MSDE approved nonpublic schools in St. Mary's County.

June 29, 2023- SMCPs was notified of the FY24 Title IV, Part A projected allocation.

June 30, 2023- The Nonpublic FY23 Title IV Intent to Participate forms were due to SMCPs.

August 31, 2023- Nonpublic FY24 Title IV budgets were emailed to identified school-based Title IV points of contact.

September 15, 2023- SMCPs received the FY24 Title IV Notice of Grant Award.

September 22, 2023- MSDE released the FY24 Local Consolidated ESSA Program application.

September 27, 2023- The Nonpublic FY Title IV application was emailed to identified school-based Title IV points of contact.

October 23, 2023- The SMCPs FY24 Title IV application was submitted to MSDE for preliminary review.

November 6, 2023- Fall Planning Meeting Meeting for Federally Funded Programs

November 22, 2023- Local Consolidated ESSA Program applications are due to MSDE.

January 5, 2024- MSDE will complete notifying applications of the FY24 award status. Pending MSDE approval of the SMCPs grant application, FY24 funds will become available to nonpublic schools with an approved application on file.

March/April 2024- Winter Planning Meeting for Federally Funded Programs

April 1, 2024- All remaining FY23 Title IV nonpublic funds will be made available to participating nonpublic schools on a first come, first served basis to ensure all funds are utilized by the end of the grant cycle.

June 3, 2024- All remaining FY24 Title IV nonpublic funds will be made available to participating nonpublic schools on a first come, first served basis to ensure all funds are utilized by the end of the grant cycle.

June 7, 2024- All nonpublic Title IV activity evaluations for school year 2023-2024 are due to SMCPs.

September 30, 2024- The End Date for the FY23 and FY24 Title IV Grants.

Complaint Procedures/Disputes Resolution Process:

The LEA takes many steps to manage disputes with nonpublic schools. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title IV monies, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title IV office is consulted for feedback. If the MSDE Title IV office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA

	grants office, the nonpublic school, the MSDE Title IV office, and the MSDE Ombudsman.
	The instructional supervisors, or their designated points of contact, will oversee the planned activities. These individuals will work in collaboration with the Department of Curriculum and Instruction, Human Resources, and Fiscal Services, to recruit staff, secure/distribute materials, implement the planned activities, and review the effectiveness of the activities. Individuals that oversee Title IV activities consult with stakeholders using a variety of methods. This collaboration varies by group/activity and occurs formally through scheduled meetings with pertinent Title IV agenda items and informally through phone, email and virtual consultation meetings. When engaging with new stakeholder groups (including parents/students), the Title IV grant and intent is clearly communicated prior to collecting information regarding local needs. The St. Mary's County Supervisor of Secondary STEM programs has monthly contact with the Strategic Office Team Lead for the Naval Air Warfare Center Aircraft Division (NAWCAD) and the School Liaison Officer for the Naval Air Station Patuxent River. The elementary and secondary Science Supervisors also join these monthly meetings. Through this collaboration, support is provided for well-rounded educational experiences such as college and career guidance, programming and activities that support STEM instruction, and opportunities for hands-on learning experiences. The Supervisor of Library Media and Accountability and her staff have an ongoing collaboration with the staff at St. Mary's County Public Libraries. This collaboration occurs multiple times during the school year with the exact frequency varying by school site, time of year, and exact dates of planned activities. Through this collaboration, students and teachers are made aware of a variety of materials and support services available through the public library system. The public library staff also interacts with instructional supervisors to identify materials that can be purchased to support public school initiatives (ex:

book titles recommended for summer reading).

The St. Mary's County School Health Council meets quarterly. The Healthy St. Mary's Partnership meets annually. Collaboration with the St. Mary's County Health Department occurs during all of these meetings, in addition to school and activity-specific interactions. All of these partnerships support activities that are directly related to safe and healthy students.

St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another in regards to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title IV, Part A funds. These include but are not limited to:

*Use of Schoology and Google Docs to document both meeting agendas and meeting minutes for Cabinet, Division of Instruction, and Department of Curriculum and Instruction meetings.

*Use of Schoology and Google Sites to document meeting agendas and provide needed resources and support for Administrator/Supervisor Staff and Instructional Resource Teacher meetings.

*Use of surveys to provide feedback after Administrator and Supervisory meetings, New Teacher Seminars, and Instructional Resource Teacher meetings to determine next steps to meet identified needs.

*Ongoing analysis of student data from multiple sources to determine system supports and professional development needed as well as what support and training are needed for individual schools and teachers based on the data.

*Use of Performance Matters to monitor student achievement data.

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
Bay Montessori	55	750
Father Andrew White	248	3,382
Kings Christian Academy	339	4,623
Little Flower	134	1,828
Leonard Hall Junior Naval Academy	38	518
Lexington Park Baptist Church Preschool	6	82
Mother Catherine Academy	183	2,496

St. Johns	229	3,123
St. Mary's Ryken	689	9,397
St. Michaels	118	1,609
Total	2039	\$27,808

*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

Title I Part A, A-D

Teachers & Staff

A. Staff Credentials and Certification

Using the table below, please provide the information regarding Staff Credentials and Certification. Refer to the Grant Information Guide for additional information.

Provide the written process to ensure all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements. Include a sample action plan and timeline for teachers who meet conditional certification status in Appendix B.	All teachers and paraeducators assigned to Title I schoolwide schools in SMCPs meet applicable State certification and licensure requirements as determined by one or more of the four (4) Certification Authorized Partners by the Maryland State Department of Education, who are directly involved in the recruitment, placement, hiring, and staff decisions. Teachers and paraeducators who do not meet the applicable State certification and licensure requirements are not offered interviews at Title I schools unless such a position exists that is unable to be filled by a certified teacher due to being a critical shortage area, such as Special Education or Early Childhood Education. Priority is given to qualified and experienced candidates. Each year, by September 30th, principals of Title I schools submit to the Title I office, attestation documentation verifying the teachers and paraeducators who meet applicable State certification and licensure documentation, as well as copies of letters sent home to parents when a conditional teacher is hired. Letters are sent home within the required four weeks that the employee assumes the position, Schools provide a copy of that documentation to the Title I office. The Title I office is included in any discussions regarding candidates for employment at Title I schools who will be temporarily filling a position and who do not hold certification for the appropriate age/grade level. The Department of Human Resources develops and monitors Certification Plans and timelines for teachers who meet conditional certification status. These plans include the certification area sought and the timeline for certification completion. The plans and the timeline for certification completion are monitored by the Department of Human Resources staff, under the direction of the Chief of Staff, in consultation with the Chief of Equity, Engagement, and Early Access. The timeline for certification completion follows the guidelines established by MSDE. The deadline for meeting state licensure and certification for conditional teachers has been extended for a period of two additional years, per the state superintendent. As an additional checkpoint, representatives assigned from the Chief of Human
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As an additional checkpoint, representatives assigned from the Chief of Human Resources are included in each Title I principals' meeting where certification status, conditional plans, etc., are reviewed.

See Appendix B.1 for Written Process

See Appendix B.2 for Sample Certification Plan and Timeline

Applicants must list the percentage and number of teachers and paraprofessionals who have not met licensure and certification status for the 2023-2024 school year in Title I programs.

District-level Number and Percentage	Number #	Percent %
Teachers who are Conditionally Certified	21	10.34%
Teachers not meeting certification requirements	0	0%
Paraprofessionals not meeting licensure requirements	0	0%

Provide the written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office, and school administration

Human Resources provides areas of certification information to Title I principals to ensure, whenever possible, that teachers are assigned to a grade level for which they are certified.

The certification of staff in Title I schools is addressed minimally at each Title I principal meeting, quarterly (i.e., October, December, February, April), and more often if needed, where the Human Resources Chief of Staff or designee is present. SAN (Sign-in, Agenda, Notes) documentation is kept from each of these meetings. Human Resources is responsible, as the credentialing authority, for crafting the plan and determining what is included in the identified plan for certification. Principals are copied on all emails related to their staff as is the Title I office. Specific time is dedicated on the Title I principal meeting agenda to discuss such issues.

Notification of the expiration of a teaching certificate is provided to all teachers one year in advance of the expiration date of their certification by Human Resources and copied to the Title I office and building principal. This notification includes information regarding the number of credits required to maintain their certification. If necessary, a meeting is held with all parties to discuss a transfer to a non-Title I site if the teacher is unable to maintain their professional certification.

The Chief of Staff (or representative from Human Resources charged with the responsibility of following up with the Chief of Staff) will discuss any certifications that may soon be expiring for which the teacher has not met the renewal requirements during minimally quarterly meetings with Title I Principals, and the Chief of Equity, Engagement, and Early Access.

See Written Process - Appendix B.1.

Disparities Worksheet Data

Inexperienced Teachers teaching students by student group Data must be included for each student group. Use zero if not applicable.	Title I		Non - Title I		Difference		
	Number #	Percent %	Number #	Percent %	Number #	Percent %	
American Indian/ Alaska Native	See Appendix C.1. in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A				#VALUE!	0%	Inexperienced Teachers
Asian					0	0%	
Black/ African					0	0%	
Hispanic					0	0%	
Multiple Race					0	0%	
Hawaiian/ Pacific Islander					0	0%	
White					0	0%	
Ineffective Teachers teaching students by student group Data must be included for each student group. Use zero if not applicable.	Title I		Non - Title I		Difference		
	Number #	Percent %	Number #	Percent %	Number #	Percent %	
American Indian/ Alaska Native	See Appendix C.1. in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A				#VALUE!	0%	Ineffective Teachers
Asian					0	0%	
Black/ African					0	0%	
Hispanic					0	0%	
Multiple Race					0	0%	
Hawaiian/ Pacific Islander					0	0%	

White					0	0%	
Out of Field Teachers teaching students by student group Data must be included for each student group. Use zero if not applicable.	Title I		Non - Title I		Difference		
	Number #	Percent %	Number #	Percent %	Number #	Percent %	
American Indian/ Alaska Native	See Appendix C.1. in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A				#VALUE!	0%	Out of Field Teachers
Asian					0	0%	
Black/ African					0	0%	
Hispanic					0	0%	
Multiple Race					0	0%	
Hawaiian/ Pacific Islander					0	0%	
White					0	0%	

Using data from the previous school year, identify and address any disparities that result in low income and/or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out of field educators.

SMCPS Disparity Data 2022-2023

Data from Title I and non-Title I schools for school year 2022-2023 was analyzed to determine if there were disparities in the number of low income and minority students being taught at higher rate by inexperience, ineffective and out of field teachers.

Inexperienced and Experienced Teachers

The average percentage of experienced teachers among all elementary school sites in St. Mary's County Public Schools in school year 2022-2023 is 92.87%.

The 2022-2023 school year data shows that an average of 8.96% of teachers in Title I schools and 6.47% of teachers in Non-Title I schools, all of whom teach some low-income students, were inexperienced. Overall, there was less than a 5% gap threshold. Although there is not a significant gap, data indicates that inexperienced teachers were placed in Title I schools at a higher rate than Non-Title I schools. One out of five Title I schools are below the system average percentage and two schools are below the 5% threshold for inexperienced teachers.

The only disparity noted for inexperienced teachers teaching minority students was within the Native Hawaiian/Pacific Islander student groups. There are eight students identified as Native Hawaiian/Pacific Islander students that were taught in the 2022-2023 school year by inexperienced teachers in Title I schools. Although the student group exceeded the 5% gap threshold, it is important to

note the small numbers of students in this student group.

For all other races and ethnicities being taught by teachers in Title I and Non-Title I schools, the count and percentage of inexperienced teachers in Non-Title I schools is greater than Title I schools. Consequently, there is no other experiential disparity identified for Title I schools. The 5% gap exists with the Non-Title I schools.

There are more inexperienced teachers in Title I schools due to staffing shortages, retirements, and transitions of military families. The SMCPs negotiated agreement allows teacher transfers and some teachers also changed schools to lessen their commute times. Strategies have been put into place to mitigate the experiential discrepancy reflected in the 2022-2023 data. Efforts to recruit, retain, and employ experienced teachers, in addition to providing support to beginning teachers through professional development and other support systems, have stabilized the staff in Title I schools. Using the same strategy to recruit, retain, and support new staff to further stabilize the Title I teaching staff should ultimately impact the experiential disparity for Native Hawaiian/Pacific Islander students.

Effective and Ineffective Teachers

The average percentage of effective teachers among all elementary school sites in St. Mary's County Public Schools in school year 2022-2023 is 99.83%. There was one teacher with an ineffective evaluation in the entire school system. There is such a little disparity (less than 0.5%) between ineffective teachers in Title I and Non-Title I schools teaching low-income and minority students that the number rounded to zero on the spreadsheet provided by MSDE.

Out of Field Teachers

The average percentage of teachers among all elementary sites in St. Mary's County Public Schools meeting State Certification and Licensure (C&L) requirements for teaching out of field areas in 2022-2023 is 97.08%.

The 2022-2023 school year data shows that 3.06% of teachers teaching low-income students in Title I schools did not meet State Certification and Licensure requirements for teaching out of field. 1.75% of teachers, all of whom teach some low-income students, in Non-Title I schools did not meet State Certification and Licensure requirements for teaching out of field. Overall, there was less than a 5% gap threshold. It is important to note that two out of five Title I schools are below the system average percentage and 5% threshold for

out of field teachers. Although there is not a significant gap, data indicates that out of field teachers were placed in Title I schools at a higher rate than Non-Title I schools. Conditional plans have been put in place by the Office of Human Resources to support teachers who are currently teaching out of their subject areas. Efforts to recruit, retain, and employ experienced teachers, in addition to providing support to beginning teachers through professional development and other support systems, have stabilized the staff in Title I schools. The state superintendent has extended the time frame, by two additional years, for conditional teachers to meet state certification and licensure requirements.

There is no disparity between out of field teachers in Title I and Non-Title I schools teaching minority students at a higher rate.

See Appendix C. 1.

The LEA includes a written process that includes timelines to annually notify parents:

1. That they may request information regarding professional qualification of their child's teacher and of paraprofessionals who provide instructional services.
2. If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet Maryland's certification or licensure requirements at the assigned grade level, a timely notice will be provided to parents.
3. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the of the state academic assessments required under this part.

St. Mary's County Public Schools has a written process that includes timelines used to annually notify parents.

1. Parents are informed annually that they may request information regarding professional and paraeducators qualifications of their child's teacher and/or paraeducator and of paraeducators who provide instructional services to their children.
 - a. The principal of each Title I school will notify parents at the beginning of each school year, not to extend past September 30, their right to request information regarding qualifications of their child's teachers and/or paraeducators by sharing a letter from the Superintendent advising them of this right to request.
 - b. Parents will receive, in addition to the superintendent's letter dated the first student day of school, opportunities for repeated communication about their right to request qualification information including school newsletter, the website, on school agendas, memos, and calendars).
 - c. Parents will submit such requests to the principal. If parents make such a request, the principals shall forward those requests to the Department of Human Resources along with the names of each teacher and/or paraeducators requested. The Department of Human Resources will communicate in writing the qualifications requested to the parent, and copy the teachers and/or paraeducators, the Title I office, and the principal.

paraeducators, the Title I office, and the principal.

2. If their child has been assigned to a teacher or substitute for four (4) or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level:

- a. The principal notifies the parents of the students in the identified classroom, once a teacher or substitute that does not meet credentialing requirements has been in a position for four or more consecutive weeks. This notification letter is sent not later than the 4th week of the assignment.
- b. That notification letter shall be in writing and shall be copied to the Title I office and Department of Human Resources when it is sent at the fourth week interval. The Title I office has a template for use by principals.
- c. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.

3. The timeline for receiving state assessment data varies by test and administration. Individual Student Reports (ISRs) are shipped to either the school or district on a timeline agreed upon by the vendor and MSDE. While the LSS (or SMCPs) may receive scores files prior to ISR's, these files are embargoed until MSDE releases the data publicly. School principals are required to send the ISRs to families within 30 days of their receipt at the school.

See Written Process -Appendix C.2 Section 4

B. Schoolwide Programs

Using the table below, please provide the information regarding Schoolwide Programs. Refer to the Grant Information Guide for additional information.

Is the LEA consolidating funds for Schoolwide Programs?	No
If Yes was the answer above, which funds are being consolidated?	N/A
Describe how the LEA will assist schools in consolidating funds for schoolwide programs, if applicable.	N/A

If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.	The LEA coordinates financial resources to develop schoolwide programs by braiding funds. St. Mary's County Public Schools braids funds. Braiding of funds is managed through the Department of Equity, Engagement, and Early Access, in collaboration with other Division of Instruction departments including Student Services, Assessment and Accountability, Curriculum and Instruction, Safety and Security, and Special Education. Title I schools are included in any professional development initiative or support system put into place funded through local or grant funds provided for elementary schools. This process is managed through the Division of Instruction leadership meetings that occur weekly and directly within the Department of Equity, Engagement, and Early Access. Examples of braiding would include but not be limited to: Community Schools Grant, Maryland's Blueprint for Education, Pre-Kindergarten Expansion, the Judy Center Early Learning Hubs, and Ready for Kindergarten (R4K).
Does your school have an agreement, such as an MOU, which outlines and coordinates activities between the LEA and Head Start programs and/or other early childhood programs?	No
The LEA ensures that the Schoolwide Programs and Targeted Assistance Programs includes the following components: 1. A comprehensive needs assessment 2. Schoolwide program reform strategies 3. Parent, family, and stakeholder engagement 4. Coordination and integration of federal, state, and local services and programs	NOTE: these appear as text boxes in the application link. 1. Yes 2. Yes 3. Yes 4. Yes

The LEA ensures that it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	Yes
The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	Yes
Describe all written processes for developing, implementing and monitoring requirements in all Schoolwide Programs.	St. Mary's County Public Schools has a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools. In summary, the written process describes how the Schoolwide Program Schools, in collaboration with and oversight from multiple departments, support the development, implementation, and monitoring of schoolwide program plans. Each Title I school includes stakeholders in the development of the Schoolwide Plan. Plans include four components: Comprehensive Needs Assessment, Schoolwide Program Reform Strategies, Parent, Family, and Stakeholder Engagement, and Coordination and Integration of Federal, State, and Local Programs. The plans are reviewed by the Department of Equity, Engagement, and Early Access using the Schoolwide Program Plan Components Checklist. Feedback is provided and revisions are made if necessary. Schoolwide Program plan components are reviewed and discussed at quarterly Title I meetings with school principals. These discussions include student achievement and student needs. Documentation is gathered by the LEA and each school provides evidence of the implementation and monitoring of the schoolwide plans. See Written Process - Appendix S. 1.

Describe the written process for CTE content to be integrated into instructional strategies.	Traditional CTE programming is in place at secondary schools in SMCPs. St. Mary's County Public Schools' Career and Technology Education (CTE) programs are designed to provide students with 21st Century Skills in preparation for the workplace and/or a seamless transition to a post-secondary education experience. Students enrolled in CTE courses are exposed to a wide range of current and emerging technologies, work-based learning opportunities, and extended classroom experiences. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE doesn't replace academic learning; it complements traditional education by helping students at every level while developing practical skills. High-quality CTE programming links secondary and postsecondary education in a sequenced series of courses, aligns curriculum with industry-validated standards, and provides hands-on, with opportunities to work-based learning experiences that enable students to apply their skills. SMCPs Title I schools are elementary level only. SMCPs elementary programming embeds foundational CTE experiences and understandings into our content and resources. An example of this is our Elementary Engineering For All and Primary Talent Development as well as our STEM 4 All program for all students grades 3-5. These programs work to expose students to early career exploration and basic CTE understandings.
Describe the written process for work-based learning opportunities to be integrated into instructional strategies.	Title I schools make a strong effort to collaborate with local community agencies and associations to support career and work based exposure opportunities. These agencies and partnerships include but are not limited to Maryland Food and Nutrition, the League of Women Voters, the Patuxent River Naval Air Warfare Center, the NAACP (National Association for the Advancement of Colored People), and various faith based organizations. Each school holds a variety of parent and family engagement events that provide new insights and unique perspectives for students and highlight opportunities for them. Examples include: Career Day, Multicultural Days, Health and Wellness Fairs, Environmental Education, fifth grade Leadership Academies. The Department of Equity, Engagement, and Early Access is assuming the responsibility, the outreach, and the expansion of the Teacher Academy of Maryland (TAM) for St. Mary's County Public Schools. As part of the TAM students' practical field training, students will be assigned to a Title I school whenever possible.

	whenever possible.
Describe the written process for how the LEA supports efforts to reduce the overuse of discipline practices which remove students from the classroom	SMCPS' monitors disciplinary actions and suspensions through the Department of Student Services. This information is reviewed and discussed weekly with the DOI Leadership team which includes the Deputy Superintendent, Chief of Equity, Engagement, and Early Access (EEEE), Chief of Staff of Human Resources, and the Directors of Student Services, Special Education, Acting Director II of Assessment and Accountability, Curriculum and Instruction, and the Director of Parent and Family Engagement (DPFE). During these meetings, data is analyzed and proactive plans are put into place to address the management of discipline. Title I schools have a focus on Social Emotional Learning (SEL) with the implementation of Conscious Discipline and/or Responsive Classrooms. Both programs and frameworks are grounded in strong brain science evidence and foster self-regulation for those involved. Substantial professional development and training with SEL supports the culture and climate goals of the Title I schools and further addresses disciplinary issues. The SEL structures are observed and assessed by the Chief of EEEA, the DPFE, Title I Coordinator, the DOI leadership team and the Title I principals and school based leadership teams as well as the other DOI directors during quarterly meetings and school observations. Meetings may occur more often as needed.

C. Targeted Assistance Programs

Using the table below, please provide the information regarding Targeted Assistance Programs. Refer to the Grant Information Guide for additional information.

Describe the written process for transitioning a Targeted Assistance Program to a Schoolwide Program. Provide a list of schools, school ID number, and Targeted Assistance Schools as part of the description	St. Mary's County Public Schools has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program. There will be ongoing review and monitoring of the school's Title I Targeted Assistance Program (TAP). An end of the year evaluation of the program will be conducted. The principal and school based staff will take a leadership role in analyzing assessment data, including state and national assessments, and formative data from participating students, surveys, interview data, etc. School staff will meet with the Chief of Equity, Engagement, and Early Access (EEEE), the Director of Parent and Family Engagement (DPFE), Title I Coordinator, and other DOI leadership as needed to determine the effectiveness of the program
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	and determine whether the school should request to transition to a Schoolwide Program for the following year or continue with implementing a Targeted Assistance Program. Professional Development will be provided to the TAP leadership team and school staff if the team determines to transition a school to a Schoolwide Program. Parent workshops will also be held to provide information about the transition process as well as to gather input from families regarding the development of the new Schoolwide Plan. Presently, St. Mary's County Public Schools (SMCPS) does not have any schools that will be implementing Title I Targeted Assistance Plans in the 2023-2024 school year. These procedures will be used when and if SMCPS has a school that will implement a Targeted Assistance Program.
The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs in keeping with the requirements stated in the Grant Information Guide	Yes
How does the LEA ensure the implementation of a Targeted Assistance Program includes all seven elements outlined in the Grant Information Guide?	Title I Targeted Assistance Schools (TAS) include the required seven components of a TAS program in their plans. Each Title I school develops their Targeted Assistance Plan using the Seven Components of a TAS Program checklist that is included in the MSDE Title I, Part A guidance document. Each Title I school submits their Targeted Assistance Plan to the Chief of Equity, Engagement, and Early Access (EEEE) for review and feedback. Upon approval, the Chief, the Director of Parent and Family Engagement (DPFE), and/or the Title I Coordinator monitor the Title I schools' implementation of their plans throughout the school year. Implementation of Targeted Assistance Plans are monitored to ensure that they include all seven components and strategies that are evidence-based and designed to meet the needs of students. Implementation of plans is monitored, minimally quarterly, onsite (unless local circumstances require virtual) at Title I TAS schools. These visits include observation of the implementation of the Targeted Assistance Plan and Title I staff to ensure that strategies are aligned with the four components. Data charts, tools, and tables within the Targeted Assistance Plan are reviewed with the school leadership team during quarterly meetings. Further, during these minimally quarterly, meetings, strategies, initiatives, and professional development are being reviewed for effectiveness. Revisions or adjustments to the Targeted Assistance Plan are made at this time.

How does the LEA ensure that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?	The school administration and leadership team take a leadership role in gathering data regarding student performance. Data is gathered in an ongoing manner throughout the school year, using multiple measures. Adjustments to the instructional plan, the master schedule, and group structure may occur as needed as a result of the data. The Title I team meets minimally quarterly to discuss the student data and to confirm adjustments. Meetings may occur more frequently than quarterly depending on need. School staff prepare individual student reports that are included in quarterly report cards but reviewed by the principal of the Targeted Assistance School, prior to distribution. The final information is collected and correlated with the year in review to provide a comprehensive analysis of progress with Title I services during the academic year for individual students. This data collection and correlation begins in the third marking period for the final report. Typically this occurs in late winter or early spring. Data is reviewed and analyzed by the school staff with the Instructional Resource Teacher and then again with the Instructional Resource Teacher, the Chief of Equity, Engagement, and Early Access, the Director of Parent and Family Engagement, and/or Title I Coordinator. This information is then reviewed in late May and discussions relative to adjustments or revisions in programming are appraised and occur at that time. Revisions and adjustments to academic programming, based on a thorough review of student performance and student achievement data, occur during the quarterly meetings. This process is also utilized for determining if additional students need to be added to the Targeted Assistance Program throughout the school year.

D. Parent and Family Engagement

Using the table below, please provide the information regarding Parent and Family Engagement. Refer to the Grant Information Guide for additional information.

Provide the written process to ensure that the LEA monitors the implementation of Parent and Family Engagement requirements specified in Section 1116, including the requirements for Parent and Family Engagement Plan and School-Parent Compact.	SMCPS has a written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. The Director of Parent and Family Engagement (DPFE), Chief of Equity, Engagement and Early Access, and/or Title I Coordinator closely monitor Parent and Family Engagement (PFE) at the district and school levels. A District Parent Advisory Council (DPAC) has been established and parents, community members and staff from Title I schools jointly develop and give input on the implementation of the District Level Parent and Family Engagement plan. Title I schools develop PFE plans and Home-School Compacts jointly with the input of parents and stakeholders. These required documents are reviewed to ensure that they are aligned with the MSDE PFE checklist and requirements. PFE meetings and trainings are held with parents and documented using the SAN or SANE documentation process. The LEA provides coordination, technical assistance, and other support as necessary to build the capacity of Title I schools with PFE. School PFE plans are translated for non-English speaking families and in formats accessible to families. Monitoring meetings occur a minimum of quarterly at both the district and school levels. An annual evaluation of the content and effectiveness of the District-wide PFE Plan occurs at the end of the school year. Schools convene an annual Title I meeting at the end of the school year to involve parents in the decision-making process for the school's Title I program. See Written Process - Appendix I.1.
The LEA ensures that district policy/plans complies with all requirements, including parent outreach, written policy, reservation, annual evaluation, and building capacity.	Yes

The LEA ensures that all Title I Schools comply with all requirements, including general requirements, reservation, annual evaluation, and building capacity.	Yes
The LEA ensures that the Title I Office and all Title I Schools build capacity of parent/family, community, and school personnel for effective involvement of parents and family members in improving student academic performance.	Yes
The LEA ensures that all Title I Schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Yes
The LEA ensures that it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I Schools.	Yes

Title I Part A, E-J Specific Student Populations

E. Participation of Children in Nonpublic Schools

This section should be completed in the Equitable Services portion of this application.

F. Education for Homeless Children

Using the table below, please provide the information regarding the Education of Homeless Children. Refer to the Grant Information Guide for additional information.

How does the LEA ensure that Title I funds provide educationally-related support services in a coordinated effort in the LEA to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act?	The Supervisor of PPWs, and the Director of Student Services, will meet minimally quarterly with the Chief of Equity, Engagement, and Early Access (EEEEA), the Director of Parent and Family Engagement (DPFE) and the Title I Coordinator to review the needs of homeless students and to coordinate services, in accordance with the McKinney-Vento Homeless Education Act. There are multiple funding sources available to meet the needs of Homeless students in SMCPs. Meetings focus on addressing the needs of educationally disadvantaged students, specifically targeting Homeless students, by examining the individual needs of the whole child. Braiding of funds is also discussed during these meetings due to multiple funding sources available to support the physical, social/emotional and academic needs of students. Meetings may occur more frequently than quarterly if needed. The PPWs are responsible for notification of upcoming Title I Parent and Family Engagement events to homeless students and their families. At each quarterly (i.e., October, December, February, April) meeting, the following will be determined: -Review of student needs (i.e., tutoring, materials, supplies, equipment) -Review of community needs assessment; summarized and analyzed by Homeless Liaison -Review of grades, attendance, and discipline -Homeless enrollment trends -Spending patterns -Concerns or issues from the Homeless community -Upcoming events that Title I can support -Parent and Family Engagement support -Status of tutoring through Student Services -Other
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	Meetings may occur more often if needed. See Written Process - Appendix O. , Section #1 in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A
Provide a written process and ensure that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.	Title I funds are not allocated to support the salary of the Homeless Liaison. The Supervisor of Pupil Personnel Workers (PPW) assumes this role. The Supervisor of PPWs, the Director of Student Services, the Chief of Equity, Engagement, and Early Access (EEEE), the Director of Parent and Family Engagement (DPFE), and the Title I Coordinator meet to consult about the homeless set aside prior to the Title I Application completion and throughout the school year. Using this information from the previous year, the Title I Reservation will be based on the percentage of homeless students from the previous year as compared to the total student population. Historical trends will also be considered and discussed as a result of the pandemic to determine the set aside. Transportation needs are also considered as part of this process. The 2023-2024 cost breakdown per student and mutually agreed upon with the aforementioned staff for each schooling level is as follows: Elementary - \$250.00 Middle - \$300.00 High - \$300.00 Purchases are made based on individual student needs. Needs are revisited quarterly or more frequently as needs change. Examples of items/services to be purchased include: clothing, student fees - general education program, school supplies, medical services - eye exam/glasses, fees for AP and SAT testing. See Written Process - Appendix O., Section #2

Using the table below, please provide the name of the LEA's Homeless Education Coordinator or Liaison as well as the identified information on any participating shelters. You may add more rows if needed.

Coordinator Name	Kate Weaver		Coordinator Title	Supervisor of PPW	
Shelter Name	Address	Shelter Contact	Phone	Email	Population Served
Housing Authority of St.	21155 Lexwood Court,	Shawn Kingston (Acting	(301) 880-	skingston@stmaryshousing.	Homeless

G. Support for Foster Care Students

Using the table below, please provide the information regarding the Support for Foster Care Students. Refer to the Grant Information Guide for additional information.

The LEA has a written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Yes
If applicable, the LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.	Yes
If applicable, The LEA ensures it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process	Yes

that process.

H. English Learners

Using the table below, please provide the information regarding English Learners. Refer to the Grant Information Guide for additional information.

Provide a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline.	St. Mary's County Public Schools has a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline. The Chief of Equity, Engagement, and Early Access (EEEA), Director of Parent and Family Engagement (DPFE), Title I Coordinator, the EL Supervisor, and the Chief Academic Officer meet minimally quarterly. During these meetings, discussions occur regarding program placement, the parent notification process, and timeline to ensure SMCPs has provided timely and meaningful communication to parents whose children qualify for EL services. See Written Process - Appendix S.2. in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A
The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	Title I schools follow the SMCPs process for informing parents about the ESOL placement through sending the Parent Notification Letter. Letters are sent regarding the child's status within two weeks of a child's eligibility, per the timeline established by the SMPCS EL office within the Department of Instruction (DOI). The Title I office collaborates with the EL office on the status of ESOL program placement during quarterly meetings.
The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	There are deliberate collaborative efforts to implement effective outreach opportunities for parent participation in the educational process as outlined in the written process. The Chief of Equity, Engagement, and Early Access (EEEA), Director of Parent and Family Engagement (DPFE), Title I Coordinator, the EL Supervisor, and the Chief Academic Officer meet minimally quarterly. During these meetings, discussions regarding intentional practices for outreach include braiding and coordinating funds, maximizing resources, and reviewing planned parent and family engagement events. Additional discussions occur regarding supports or accommodations needed for EL families, translation services, support for teachers and administrators of EL, achievement data.
The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can	St. Mary's County Public Schools makes the Maryland Report Card available to families and students through the SMCPs website and school newsletters. The report card is available in multiple languages. The Maryland Report Card is also shared at public Board of Education Meetings

understand; and accessible to the public.

I: School Improvement: Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvements

Using the table below, please provide the information regarding Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvements (ATSI). Refer to the Grant Information Guide for additional information.

Describe the LEA's written process for how it will carry out responsibilities under Section 1111(d)(TSI)(Section 1112(b)(1)(3)) for Title I Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement Schools (Section 1111(d)(2)).

The school improvement process for CSI schools include the completion of a Needs Assessment, Root Cause Analysis and implementation of evidence-based interventions. A detailed CSI template provided by MSDE is used by the CSI identified school to develop a CSI plan in collaboration with all stakeholders and central office support.

See CSI Written Process - **Appendix S.1.3. in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A**

Schools that have been identified as a Targeted Support and Improvement School or TSI schools were required to attend the webinar hosted by MSDE and analyze the data for the subgroup(s) that made this ATSI identification.

All identified TSI schools were required to have a plan to correct their identified area of struggle overseen by the local school system. The plan to remedy the ATSI deficit area was addressed within the schools' School Improvement Plan due September 30th

Along with school-wide data and goal setting, identified schools were required to include TSI information, goals, plans, and measures in the following portions of the SIP:

Tab 1 - Introduction:

Added TSI information to the "Introduction to your SIP/School Profile"

Added TSI information to the "Areas of Continual Growth for Upcoming Years"

Tab 2- Metrics

Highlight/color the cell for any TSI metrics

Tab 3 - Strategies

Highlight/color responses for any TSI strategies noted

Tab 4 - Explanation

All four fields were required to be completed in regard to your TSI strategies

ALONG with any other goals that the school wished to focus on as part of their SIP.

Provide a list of all schools participating in Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvements (ATSI). For each school identified, describe the development and implementation of school level ATSI outcomes for each student group identified in the improvement. Address all items listed in the Grant Information Guide.

School Name	CSI/ATSI Outcome Development and Implementation (by student group)
George Washington Carver Elementary School (GWCES)	GWCES has been identified as a CSI school for the student groups of SPED, EL and Two or More Races. A CSI plan for Low-Performing Student Group School has been developed and submitted to MSDE. Goals addressed in the CSI plan include Reading, Math and Wholeness. Reading and Math goals focus on improving MCAP scores over the next three years. Wholeness goals focus on increasing overall attendance. The plan is rooted in the evidence-based strategies of Data-Driven Instructional Cycles and Interventions during the school day. Quarterly school visits from MSDE and SMCPs staff are being scheduled and will begin in November.
ATSI Schools	St. Mary's County Public Schools (SMCPs) follows any MSDE requirements and guidelines established for identified A-TSI Schools. Once Hollywood Elementary, Town Creek Elementary, and White Marsh Elementary were identified as A-TSI schools, SMCPs worked to support the identified ATSI schools develop plans to mitigate their identified deficit area(s). To do this, a comprehensive review of existing data occurred. This meeting involved the Chief Academic Office, Director of Special Education, Director of Student Services, members of the Department of Assessment and Accountability, content supervisors, and school leadership. The departmental directors for the areas that resulted in the schools' A-TSI designation (for example, special education) established on-going communication and worked in direct collaboration with the school stakeholders to develop the A-TSI school plans. The A-TSI school principal then worked with school staff and stakeholders such as their leadership team, School Improvement Team, and parent and community support groups through the process to finalize and submit their plan to the Office of Strategic Planning. The Office of Strategic Planning convened a panel comprised of the Division of Instruction directors to review the A-TSI plans submitted and provide feedback for either revisions needed or approval of their plans. All plans were approved as submitted with no requested revisions. SMCPs is committed to providing support to A-TSI schools so that these schools can effectively carry out the activities and strategies as outlined in their A-TSI School Improvement Plans. SMCPs has made a commitment to support these A-TSI plans by giving specialized guidance and support through the planning and then plan implementation process as described previously. Plans are reviewed on a monthly basis (typically the first

Wednesday of each month) throughout the year with the A-TSI principal. If goals are not being met the LEA support team assists the A-TSI schools to determine the rationale, make adjustments and reset milestones, and deploy personnel and other supports as needed to achieve the set exit goal.

SMCPS monitors all schools throughout the year as state and local required assessment data and meetings such as monthly leveled principal meetings, instructional resource teacher meetings, and IEP chairpersons meetings are held. Additional A-TSI schools monitoring occurs through use of their A-TSI plans to ensure that the milestones and goals are achieved within their established timelines. During this review process, the Chief Academic Office, Director of Special Education, Director of Student Services, members of the Department of Assessment and Accountability, content supervisors, and school leadership meet with the schools to review the status of the A-TSI plans and to monitor the schools' growth toward meeting their established goals. Adherence to the written plan and progress on set goals is also a part of the A-TSI schools principal's evaluation.

Although we have full confidence that all three of our A-TSI schools will exit in the next 2 years (White Marsh is a 5 star school and both Hollywood and Town Creek are 4 star schools this year), if they should not be successful or not exit A-TSI status, we would put additional targeted supports in place for those schools as well as additional monitoring checks and balances. For example, if attendance is the targeted issue, we would, as a next step, deploy Student Services staff as an active part of the school team: attending PST meetings, School Improvement Team meetings, helping develop and facilitate communications with staff and parents, and providing on-site professional development.⁷

SMCPS has thoughtfully worked to identify and address any resource inequities that may exist for A-TSI schools. If a resource is identified as a need for an A-TSI school, SMCPS works to utilize funding from multiple resources to support A-TSI schools in their implementation of their A-TSI Plans. For example, we have used Federal Title II funds giving an additional allocation to these schools for collaborative planning to address their A-TSI identified deficit. These meetings are also an integral part of the progress monitoring as

Title I Part A: Fiscal Assurances

J. Fiscal Assurances (Part Two)

Using the table below, please provide the information regarding Financial Guidance. Refer to the Grant Information Guide for additional information.

The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.	Yes
The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.	Yes
The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.	Yes
The LEA ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.	Yes

Title I, Part A: Progress Monitoring

The LEA must provide a table (s) for analyzing State-Level and District-Level area(s) of academic growth measures, which must include the following criteria for Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and districtwide Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) activities (Table 7-9.2/7-9.4). Note: Goals must be measurable. Refer to the Grant Information Guide for additional information.

Area of Growth for the Title I, Part A Needs Assessment driven for English Language Arts

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) activities related to English Language Arts?		No					
Districtwide Strategies and Evidence-based interventions	Goals	Provide rationale-through an equity lens.	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A	Metric used to measure growth	What measures will be used at intervals to check?	Baseline and final outcome measures. Were goals met? Was strategy effective?

Area of Growth for Title I, Part A- Needs assessment driven for Mathematics							
Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Mathematics?		No					
Districtwide Strategies and Evidence-based interventions	Goals	Provide rationale-through an equity lens.	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A	Metric used to measure growth	What measures will be used at intervals to check?	Baseline and final outcome measures. Were goals met? Was strategy effective?

Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?		Yes - See Appendix: Q in St. Mary's_Appendices ALL_Ed Equity_Equitable Services_Title I Part A					
Districtwide Strategies and Evidence-based interventions	Goals	Provide rationale-through an equity lens.	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A	Metric used to measure growth	What measures will be used at intervals to check?	Baseline and final outcome measures. Were goals met? Was strategy effective?

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement							
Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?		No					
District-wide Parent and Family Engagement Activities	Goals	Provide rationale-through an equity lens.	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A	Metric used to measure growth	What measures will be used at intervals to check?	Baseline and final outcome measures. Were goals met? Was strategy effective?

Title II, Part A, Section 1

Please answer all questions related to the Title II, Part A, Section 1. Refer to the Grant Information Guide for additional information.

Priority Areas	Priority Area 1	
To ensure that every student has access to highly-qualified teachers, LEAs must work to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. Based on the review of equitable access data, which equity gaps are current priorities for your LEA? List up to 5 priority areas and cite specific data points and how you intend to address each priority area . Links to charts and/or graphs may be included.		Support teachers in their efforts to work collaboratively to identify and address student needs by providing time during and after the school day for teachers to meet in collaborative teams to participate in professional development opportunities, plan instruction, and monitor student progress. The current school system calendar includes designated Two-Hour Early Dismissal Days and Professional Days where teachers report to work but there are no students in the buildings. This time is provided to support teachers as they complete their professional responsibilities, collaboratively plan instruction, and participate in staff development. There are currently four Professional Days in the SMCPs calendar that occur after schools open for students. One of these days is designated for staff development and collaborative planning. Two of these days are designated for staff development and professional responsibilities. The last day occurs after the school year ends for students and is designated for professional responsibilities. In addition to the professional days, a two-hour early dismissal day occurs almost monthly to support staff in the completion of their professional responsibilities. Of the eleven scheduled early dismissal days, only one includes some time designated to support collaborative planning. The currently allotted time for collaborative planning does not meet staff needs and promote ongoing collegial conversations that support student learning. Additional support and funding is needed in order to provide educators with more frequent, ongoing opportunities to collaborate with colleagues for the purpose of improving instruction and increasing student achievement. To provide students

		from low-income families and minority students greater access to effective teachers, principals, and other school leaders, educators working in Title I, CSI or TSI schools will be provided additional time, above and beyond that typically provided, to participate in professional learning, collaboratively plan instruction, and monitor student progress. Equity gaps have been noted in student academic performance on the required county assessments listed below. See St. Mary's Title II Part A_1_Required County Assessments Secondary Math Diagnostic Data https://drive.google.com/file/d/1su4B4u7y38Vjhik7Sy-c8e_ItK0ZW7JV/view?usp=sharing Secondary Math Formative 1 Data https://drive.google.com/file/d/15C16u688F5YlwS0GFd2j3IEy5drOlPq2/view?usp=sharing Secondary Math Mid-Course Data https://drive.google.com/file/d/1arVaupwmmtk-UoURmUbWZKNZKwB22AGV/view?usp=sharing Secondary ELA Formative 1 PBA Data https://drive.google.com/file/d/12W45acO5Rhjm3zT3V9cSL2QG5msN1sHK/view?usp=sharing Secondary ELA Formative 2 PBA Data https://drive.google.com/file/d/1Xsp7N_tjhPACBzp1AFIA9Af-l-vmO9ld/view?usp=sharing Secondary History and Social Studies Formative Assessment https://drive.google.com/file/d/1kniG8rtSIHA0p4IfjkjL7BAtgF8Zn-ON/view?usp=sharing Secondary Quarter 2 Science Assessments https://drive.google.com/file/d/1U3En3fRzcEKfeZSU_6h_TXoOI4WGjvcq/view?usp=sharing Elementary Math Unit 2 Data https://drive.google.com/file/d/1HcPl6DiwC8ztVy65EOe3epfzrl_5871T/view?usp=sharing Elementary Math Number Corner Checkpoint 2 https://drive.google.com/file/d/1GBCBpn_mgHasN4BXKFhalhKDvAjXSwk0/view?usp=sharing Elementary Math Unit 5 and 6 Data
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		https://drive.google.com/file/d/1cyWLMCb7K-3BeZEqXEt-VzGzIXbCIBJR/view?usp=sharing Elementary ELA Quarter 2 Standards Based Assessment https://drive.google.com/file/d/1pn3Bf3QXplq49wBZpEK3uTR_De0CQXJQ/view?usp=sharing Elementary Science Unit 2 https://drive.google.com/file/d/16kslLM6gMfOmpTbyJPN_w9MxU3i9VjqK/view?usp=sharing Multiple student groups including students with disabilities, economically disadvantaged, and African-American are performing below average on county assessments when compared to grade level peers. Staff will review student subgroup performance as they meet in collaborative teams to monitor student progress and plan instruction to target identified areas of need.
	Priority Area 2	Support teachers in their efforts to work collaboratively to identify and address student needs through the hiring of a Secondary Literacy Coach. The Literacy Coach will focus on assisting 9th and 10th grade teachers to improve MCAP and MISA scores, reduce failure rates, and support the successful implementation of Disciplinary Literacy Standards and Maryland College and Career Ready Standards. Although SMCPs (69%) scored above the state level (53.5%) overall on the the 22-23 Grade 10 ELA MCAP, students with disabilities (State: 14.7%, SMCPs: 9%), African American students (State: 41.1%, SMCPs: 35%), white students (State: 69.4%, SMCPs: 60%) and Multi-racial students (State: 61.6, SMCPs: 55%) scored below state averages for each subgroup. The Literacy Coach will work with the English 9 and 10 PLCs to identify struggling students and provide focused instruction to individual and small groups. On the 2023 MCAP Government assessment, the overall student performance was 50%. 25% of African American students earned proficiency; there was a 35-point gap between the African American student group and the

white student performance. The special education students earned a 15% proficient score on the MCAP, causing a 39-point gap between the special education and average student performance. 34% of economically disadvantaged students and 40% of English Learners achieved proficiency. There is a 26% knowledge and disciplinary literacy gap for economically disadvantaged students. The Literacy Coach will provide support to the U.S. History and Government PLCs to help close the disciplinary literacy gap for all student groups.

On the LS-MISA, 46% of SMCPs students scored distinguished or proficient. The subgroups of African-American (20%), Economically disadvantaged (27%), IEP carriers (9%), and EL (11%) students scored below the district (46%) and state (34%) averages. The Literacy Coach will work with Earth/Space Science and Biology teachers to increase disciplinary literacy skills and MISA scores for all student groups.

Secondary School Literacy coaches will work collaboratively with both students and staff in The Freshman Academy to support student achievement. The Freshman Academy program provides direct supports, with a focus on students who have struggled academically. The program focuses on 9th grade students at risk academically, which have included disproportionate numbers of students from identified student groups. At Chopticon High School, the SY24 students are 7.7% African American, 9.2% Multi-Racial, 9.2% Hispanic, 21.5% IEP carriers, 4.6% 504 carriers, and 43.1% economically disadvantaged. At Leonardtown High School, the SY24 Freshman Academy students are 15% students with disabilities, 4% English learners, 42% economically disadvantaged, 3.8% Multi-Racial, 5.7% Hispanic, and 25% African American. The support of the Academy and Literacy Coach is designed to mitigate the transition issues that many students have traditionally struggled to overcome.

Please see attachment in St. Mary's Title II Part

A 2 Title II Priority Area 2 Data Graphs

		A_2_Title II Priority Area 2 Data Grapns https://docs.google.com/document/d/1OHLZMXoSd2H6Er1lozTiUqdBiZ3EecEHEA9zstgBJhg/edit?usp=sharing																									
	Priority Area 3	Provide opportunities for lead mentors to work with mentor teams and new hires to help build staff capacity and retain effective teachers. Schools with a large number of new hires need additional mentor support. The effectiveness of mentor support can vary when there are a limited number of available mentors or there is a lack of collaboration between mentors. Lead mentors will work to improve the mentoring experiences for mentors and new hires. Lead mentors will be identified to facilitate school-based ongoing mentor-mentee meetings in buildings, including Title I and TSI schools, with a large number of new hires. Lead mentors will also participate in monthly Induction Seminars, providing new hires with ongoing support throughout the school year. School Year 23 New Hire Count <table><tr><td>CSI School</td><td>Number of Nontenured Staff</td></tr><tr><td>George Washington Carver Elementary</td><td>25</td></tr></table> TSI Schools <table><tr><td></td><td>Number of Nontenured Staff</td></tr><tr><td>Hollywood Elementary</td><td>6</td></tr><tr><td>Town Creek Elementary</td><td>3</td></tr><tr><td>White Marsh Elementary</td><td>1</td></tr></table> Title I Schools <table><tr><td></td><td>Number of Nontenured Staff</td></tr><tr><td>George Washington Carver Elementary</td><td>25</td></tr><tr><td>Green Holly Elementary</td><td>13</td></tr><tr><td>Greenview Knolls Elementary</td><td>8</td></tr><tr><td>Lexington Park Elementary</td><td>10</td></tr><tr><td>Park Hall Elementary</td><td>7</td></tr></table> All Remaining Schools* <table><tr><td></td><td>Number of Nontenured</td></tr></table>	CSI School	Number of Nontenured Staff	George Washington Carver Elementary	25		Number of Nontenured Staff	Hollywood Elementary	6	Town Creek Elementary	3	White Marsh Elementary	1		Number of Nontenured Staff	George Washington Carver Elementary	25	Green Holly Elementary	13	Greenview Knolls Elementary	8	Lexington Park Elementary	10	Park Hall Elementary	7	
CSI School	Number of Nontenured Staff																										
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Greenview Knolls Elementary	8																										
Lexington Park Elementary	10																										
Park Hall Elementary	7																										
	Number of Nontenured																										

All Remaining Schools		Number of Nontenured Staff*
Benjamin Banneker Elementary	12	
Captain Walter Francis Duke Elementary	6	
Chesapeake Public Charter School	20	
Dynard Elementary	2.5	
Evergreen Elementary	9	
Leonardtwn Elementary	11	
Lettie Marshall Dent Elementary	1	
Mechanicsville Elementary	2	
Oakville Elementary	1	
Piney Point Elementary	7	
Ridge Elementary	8.5	
Esperanza Middle School	18.5	
Leonardtwn Middle School	17	
Margaret Brent Middle School	15	
Spring Ridge Middle School	25.5	
DJAFCTC	0	
Chopticon High School	25	
Great Mills High School	27.5	
Leonardtwn High School	32.5	
Fairlead I	7	
Virtual Academy	4	
*The average number of nontenured staff in all other elementary schools (not designated as CSI, TSI or Title I) is 7. During school year 2023-2023, eighty-nine non-tenured staff were conditionally certified and required additional mentor support. In the 2023-2024 school year there are currently 105 conditionally certified staff. Student data from CSI schools. Please refer to St. Mary's Title II Part A_3_Student data_CSI school George Washington Carver Elementary School https://drive.google.com/drive/folders/1plwU4PVa-RBp-YG-8W08KJ0H2Gte5STh?usp=share_link Student data from TSI schools. Please refer to St. Mary's Title II Part A_3_Student data_TSI schools Hollywood Elementary School		

		https://drive.google.com/drive/folders/1UGU8FQAUMiN8mOSHz9AYaqh6tu3UHxtZ?usp=sharing Town Creek Elementary School https://drive.google.com/drive/folders/1Ct993C04iEzv1zuhts4AiFdcl_xuz19I?usp=sharing White Marsh Elementary School https://drive.google.com/drive/folders/1dSHSr9yVKlu91lim_QfiT0sLSpe3bLhO?usp=share_link Student data from Title I schools. Please refer to St. Mary's Title II Part A_3_Student data Title I schools Green Holly Elementary School https://drive.google.com/drive/folders/1GvtzgCjpSFSGNt2xUywezZKZ4DzNGNBw?usp=sharing Greenvew Knolls Elementary School https://drive.google.com/drive/folders/1bJUmjH0MGQyZMbowX1_vM_Se-khl0Yzj?usp=share_link Lexington Park Elementary School https://drive.google.com/drive/folders/1zvafiQJunPTzYN6t4oKjLh69iqvPGw0?usp=share_link Park Hall Elementary School https://drive.google.com/drive/folders/14SXErY2Uut-A4_G4XVZmGxE0gOoyxW9v?usp=sharing
	Priority Area 4	Support the professional learning of staff through participation in national and state conferences and learning experiences. As a small, rural school district, providing all staff with access to local expert content knowledge that addresses all needs can be challenging. Access to specialized professional development opportunities that occur at the state and national level can address this area of need by connecting SMCPs staff with experts in their field. These experiences promote professional collaboration and networking that can be used to expand SMCPs access to resources and support for identifying and addressing student and staff needs. Funding will allow identified staff to participate in professional learning experiences selected to support identified areas of need.

		Participation will be monitored to ensure equitable representation in selected experiences. Upon completion, participants will be expected to share learned information and resources with appropriate stakeholders. SMCPS staff utilizes PowerSchool Performance Matters (PM) to identify unfinished learning and to accelerate learning progress for all students. All state, district, and even classroom assessments can be available in one report, disaggregated. With PM, teachers can administer assessments that provide real-time insights to inform instruction. The data that is produced from administering these assessments is disaggregated by mastery standard as well as by race, service group and gender and then used to determine instructional next steps for students and professional learning needs for staff. Professional development is ongoing throughout the calendar year and is focused on data analysis to determine learning gaps and how to remedy those gaps through accelerated learning approaches and in-the-classroom Tier I, Tier II, and Tier III interventions. Student academic performance, staff self-assessments, and staff observation data are used to inform professional learning plans. When identified needs can best be met through external professional learning experiences, those opportunities are provided, once approved by school system leadership through the submission of Request to Attend A Professional Conference forms. 2022-2023 Professional Learning. Please refer to St. Mary's Title II Part A_4_2022-2023 Professional Learning https://docs.google.com/spreadsheets/d/1AFWDB274uLh8mUSaCoxvX73s23heEBsC/edit?usp=sharing&oid=101841834770361620186&rtpof=true&sd=true 2022-2023 Staff Summative Evaluation Data. Please refer to St. Mary's Title II Part A_5_2022-2023 Staff
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		refer to St. Mary's Title II Part A_5_2022-2023 Staff Summative Evaluation Data https://drive.google.com/file/d/1KTa-mFNRS-J6ko3smoYkGMcrbR2J0BcD/view?usp=sharing Request to Attend a Professional Conference Form.
	Priority Area 5	
Goals and Outcomes List the overarching measurable goals and outcomes of the LEA Title II, Part A program. The goals and outcomes should be aligned to the priority areas identified by the needs assessment. They should also align to the overarching purpose of Title II, Part A, which is to increase student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA. (See the GIG for more information completing this section and writing measurable goals and outcomes.)	Goal 1: Increase student achievement by providing educators with peer collaborative opportunities for the purpose of engaging in professional learning, collaboratively planning instruction, and monitoring student achievement by analyzing data from a variety of sources. Outcomes: 100% schools will provide staff with time to engage in collaborative planning and data analysis with their professional learning communities. 90% of completed staff surveys will indicate they were satisfied with their PLC experience as evidenced by a rating of 4 or 5 on the survey. 90% of completed staff surveys will indicate that they acquired the intended knowledge or skills or produced the desired product during their PLC as evidenced by a rating of 4 or 5 on the survey. 90% of completed staff surveys will include a written explanation of how the staff member applied what they learned from their PLC experience in their classroom. Student performance on the 2024 MCAP assessments will increase by 3% for each grade-level and content when compared to SY 2022-2023 performance. Goal 2: Model and provide coaching for staff and school mentor teams focusing on areas identified by the system leadership and/or the school site to support increased student achievement in both literacy and disciplinary literacy through the hiring of Secondary Literacy Coaches. Outcome: ● Increase ELA 10 MCAP, Government MCAP, and MISA scores by 1% by 2024. ● 100% of 9th and 10th grade core subject teachers will participate in job-	

	embedded PD facilitated by literacy coaches by June 2024. ● 80% of teachers will apply universal design for learning strategies by June 2024. ● 80% of 9th and 10th grade core subject teachers will receive instructional feedback from informal observations or walkthroughs by June 2024. Goal 3: Provide opportunities for teachers in their first three years teaching in ELA 10, Biology, and Government to observe, co-plan, and co-teach with Literacy Coaches and/or highly qualified teachers who have demonstrated a highly effective rating during observations and significantly higher scores on county/state assessments. Outcome: ● The achievement of students taught by new teachers will be within an 10% range of proficiency to the schools average scores on county mandated assessments. ● 100% of nontenured teachers will participate in job-embedded PD and/or collaborative planning with their PLC
Plan of Operation CSI and ATSI Schools Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement (CSI) activities and additional targeted support and improvement (ATSI) activities.	St. Mary's County Public Schools is committed to the following priorities: ● Support literacy skill development across content areas in secondary schools through teacher coaching and student support. ● Providing personalized professional learning, including collaborative planning, conferences, workshops, and courses, to all staff that educate our children, that is focused on improving teaching, student learning, and achievement. ● Support new teacher induction and mentoring programs designed to improve classroom instruction and student learning and achievement while increasing retention of effective teachers. ● Support teachers in critical shortage areas and that teach economically disadvantaged children, children with disabilities and English Language Learners. ● Support identified CSI and TSI schools by providing stipends and substitutes for CSI/TSI Assistance Teams to meet, review data throughout the year as it is collected, and plan the next steps for identified students. ● Support identified CSI/TSI Assistance Team members with the Professional Development needs to be identified through the data review and reflection process.

Plan of Operation Consultation with Stakeholders Please provide a description of how the local education agency consults meaningfully with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II, Part A.	The Title II core stakeholder group stretches across multiple school divisions and community groups. Information about the Title II, Part A Grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Supplemental School Programs, Assessment and Accountability), and instructional supervisors. In addition to working with their department and school-based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs. School-based leadership also works with community agencies, staff, parents, and students to identify and address school-based needs through avenues such as School Improvement Team (SIP) and Parent Teacher Association (PTA) / Parent Teacher Organization (PTO) meetings. A Title II need assessment survey was distributed to all building administrators and school system staff. This needs assessment survey was also shared with community partners. Department Directors and Instructional Supervisors in the Department of Curriculum and Instruction work collaboratively with local organizations such as the St. Mary's County Early Childhood Advisory Council (ECAC), St. Mary's Citizens' Advisory Committee for Special Education (CACSE), St. Mary's County School Health Council, and St. Mary's County Public Libraries. Each of these groups meets multiple times throughout the school year and are provided with opportunities to offer input that informs our participation in Federally Funded Grant programs. St. Mary's County Public Schools does the following to ensure that meaningful consultation with school system leaders, principals, teachers, and paraprofessionals occur to address the identified priorities: Weekly ● Superintendent's Cabinet Meetings ● Division of Instruction Meetings with Instructional Directors ● Department of Curriculum and Instruction Meetings with Instructional Supervisors and members of the Office of Assessment and Accountability Monthly ● County-wide Administrator and Supervisor meetings with all facets of the school system represented ● New Teacher Seminars ● Site based staff meetings at all schools ● Instructional Resource Teacher meetings
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	● ~~Instructional Resource Teacher Meetings~~ ● ~~Special Education IEP Chair meetings~~ Ongoing ● ~~Joint meetings of the Department of Curriculum and Instruction, the Department of Special Education, and the Office of Assessment and Accountability~~ ● ~~Professional Learning Communities at work throughout the year~~ ● ~~Joint committee meetings held in collaboration with the educational associations as well as community groups such as Patuxent Partnerships and NAACP~~ ● ~~Ongoing, regular communication and feedback collection with all staff through multiple sources~~ ● ~~CSI/TSI Assistance Teams Meetings~~
Plan of Operation Continuous Improvement Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.	St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another in regard to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title II, Part A funds. These include but are not limited to: ● ~~Use of Schoology and Google Docs to document both meeting agendas and meeting minutes for Cabinet, Division of Instruction, and Department of Curriculum and Instruction Meetings.~~ ● ~~Use of Schoology and Google Sites to document meeting agendas and provide needed resources and support for Administrator/Supervisor Staff, Instructional Resource Teacher meetings, and participants in designated grant activities.~~ ● ~~Use of surveys to provide feedback after Administrator and Supervisory meetings, New Teacher Seminars, Instructional Resource Teacher meetings, and designated grant activities to determine next steps to meet identified needs.~~ ● ~~Ongoing analysis of student data from multiple sources to determine system supports and professional development needed, as well as what support and training are needed for individual schools and teachers based on the data.~~ ● ~~Use of Performance Matters to monitor student achievement data.~~ ● ~~Use of School Improvement Plans to determine supports and resources schools and their staffs need~~ ● ~~Data analysis throughout the year of professional learning experiences provided; evaluation ratings of both professional and support staff; and use of professional development funds at individual schools.~~ ● ~~CSI/TSI Assistance Teams– School, district, and community members work together to review data charts and multiple assessment measures, redacted when necessary, to determine the root cause interfering with student achievement, and to develop a CSI/TSI plan. The CSI/TSI plan will be shared~~

	with stakeholders and approved for any TSI school. The school's CSI/TSI plan will include growth targets, the schedule and process for progress monitoring, responsible staff, and an implementation schedule. The Equity Analyst will also review the plan to ensure there are no resource inequities. The schools designated as CSI or TSI are obligated to work with the district team to implement their CSI/TSI plans.
Plan of Operation Educational Equity Please provide a description of how the local education agency ensures that the application was developed in alignment with the requirements of the Educational Equity regulation and provides low-income and minority students greater access to effective teachers, principals, and other school leaders.	The purpose of the St. Mary's County Public Schools Educational Equity Policy is to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction. Title II activities are designed to build teacher capacity so that they are better prepared to meet the diverse needs of students in their classrooms. Title II funding provides opportunities for staff to engage in ongoing professional learning from Literacy Coaches, Lead Mentors, and through Professional Learning Communities. Professional Learning Communities work collaboratively to use disaggregated data to plan instruction that addresses disparities. To support the requirements of the Educational Equity regulation and provide low-income and minority students greater access to effective teachers, principals and other school leaders, additional funding and resources will be used to support designated grant activities that support this targeted audience. Examples of these activities include hiring Literacy Coaches that will help support identified student groups and providing additional funding to support professional learning communities in designated schools.

Title II, Part A, Section 2

Recruiting, Preparing and Training Effective Teachers and Principals

Provide a description of the activities in each section below.
Include and number the categories below in your responses.

1. anticipated measurable outcomes;
2. implementation plans;
3. alignment with challenging State academic standards;
4. intended audience;
5. specific timeline;
6. evidence tier; and
7. brief plan for evaluation.

Refer to the Grant Information Guide for additional information.

Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and students who do not meet the State academic standards, to improve equitable distribution of teachers

Section/Item Number	U.S. Department of Education Allowable Activities	Please provide a brief description of the seven (7) components listed above for each activity. Please indicate the # or name of the component at the beginning of each description. Refer to the Grant information Guide for additional information. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
1.1.1	Provide help in screening candidates and enabling early hiring.	N/A
1.1.2	Provide differential and incentive pay in high-need academic subject areas and special areas.	N/A
		Anticipated Measurable Outcome Goal: Improve the quality of the administrative, teaching, and paraeducator force through payment of test fees for staff who take and pass the appropriate content area tests required to become certificated or highly qualified. Examples include but are not limited to the PRAXIS exams, Principal tests (SLLA), and ParaPro assessments.

1.1.3

Provide teacher, paraprofessional, principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.

Measurable Outcome:

SMCPS Staff will successfully complete at least 30 educators assessments and earn a passing score by June 2024 as they work towards becoming certified or career advancement.

Implementation Plan

The Human Resources Department, in collaboration with the Department of Curriculum and Instruction, will publicize that this financial support is available and work with individuals who are seeking certifications. Additional support in the form of training or tutoring will be made available upon request.

Alignment with Challenging State Academic Standards

The Maryland College and Career Ready Mathematics Standards define what students should understand and be able to do in their study of mathematics. The Maryland College and Career Ready ELA Standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. In order to ensure educators have the needed content knowledge to instruct students, they must demonstrate knowledge and understanding of these challenging State academic standards in order to achieve certification.

Target Audience

Any administrator, teacher, or paraeducator that works directly with students.

		Specific Timeline These funds will be made available throughout the 2023-2024 school year until exhausted. Evidence Tier This is a level 4 program. While no empirical studies have been conducted for the reimbursement of test fees associated with obtaining teaching certifications, there is a rationale that reimbursement of test fees for needed certifications is likely to improve relevant outcomes based on the high-quality research findings listed below. US Department of Education, Office of Postsecondary Education. (2009). The secretary's sixth annual report on teacher quality: A highly qualified teacher in every classroom. https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&ft=on&pg=2&id=ED513872 This report addressed the teacher shortage, particularly in Maryland, and various research-based avenues that states have employed in order to increase the number of Highly Qualified Teachers. Maryland is specially referenced in this paper citing the "Quality Teacher Incentive Act." State assessments such as the PRAXIS and National Board Certification are specially referenced in this document. Evaluation Plan Information about staff performance on assessments will be collected to determine what certifications were obtained given the funds allotted to ensure that they foster the certification and retention of highly qualified teachers. Activity Cost \$5,000
1.1.	Other Activities/ Initiatives Related to Section 1.1.	N/A

Total Title II, Part A Funds Allocated to Section 1.1	\$5,000
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1.2	Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.	N/A
Total Title II, Part A Funds Allocated to Section 1.2	0	
1.3	Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.	N/A
Total Title II, Part A Funds Allocated to Section 1.3	0	

2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.		
Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
2.1.1	Help all students develop skills essential for learning readiness and academic success.	N/A
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	N/A
2.1.3	Engage parents, families, and community partners.	N/A
2.1.4	Integrate technology into curricula and instruction.	N/A
2.1.5	Provide opportunities for experiential learning through observation.	N/A

	Anticipated Measurable Outcome Goal: Increase MCAP scores by 3% by 2024 by providing funding for substitutes and stipends so that school-based staff can meet together in Professional Learning Communities to review student data and collaboratively plan instruction designed to address identified areas of need. Measurable Outcomes: 100% of schools will utilize available funds to support teacher collaborative planning, the incorporation of Universal Design for Learning strategies into lesson plans, and the review of student data. 90% of completed staff surveys will indicate they were satisfied with their PLC experience as evidenced by a rating of 4 or 5 on the survey. 90% of completed staff surveys will indicate that they acquired the intended knowledge or skills or produced the desired product during their PLC as evidenced by a rating of 4 or 5 on the survey. 90% of completed staff surveys will include a written explanation of how the staff member applied what they learned from their PLC experience in their classroom. County averages on each of the required district assessments during school year 2023-2024 will increase by 3% when compared to student performance in school year 2022-2023. Implementation Plan The Department of Curriculum and Instruction (DCI) will inform schools of available PLC funds and how these funds can be accessed and utilized to support teacher collaboration for the purpose of building teacher capacity and increasing student achievement. Funds for this activity will be made available to all schools based on a per pupil allocation. Title I schools, CSI schools, and TSI schools will receive additional allocations to support this work and help meet the needs of the targeted student populations in their school communities. Schools will utilize available funds to support staff participation in site-based professional learning communities that meet
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2.1.6

Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.

throughout the school year.

While engaged in PLCs:

- Teachers will collaboratively plan instruction and incorporate Universal Design for Learning (UDL) strategies into their lesson plans.
 - Teachers will use assessment data to identify and track deficit standards.
 - Teachers will use assessment data to determine student specific intervention, support, and enrichment needs.
 - Teachers will collaboratively design and implement formative and/or summative assessments based on identified needs.
 - Teachers will collaboratively review student work samples to determine instructional next steps.
 - Teachers will become more experienced with standards-based grading.
 - Teachers will collaboratively review content standards and curricular resources to plan standards based instruction.
- The DCI will monitor schools' use of funds throughout the year. Additional guidance and support will be provided to schools as needed to promote the use of PLC funds in all school buildings to support increased student achievement.

Alignment with Challenging State Academic Standards
The Maryland College and Career Ready Mathematics Standards define what students should understand and be able to do in their study of mathematics. The Maryland College and Career Ready ELA Standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature. Science instruction in Maryland schools aims for all students to successfully achieve the ambitious vision of Maryland's Next Generation Science Standards (NGSS). The standards include rigorous performance expectations for each level of school and seamlessly incorporate the practices of science with the content of science. PLCs will reference the appropriate grade level and content standards when planning instruction,

designing assessments, monitoring student progress, and providing student feedback.

Target Audience

All schools in SMCPs with additional support provided to Title I, TSI and CSI schools.

Specific Timeline

These funds are to be used for stipends or substitutes for the 2023-2024 school year or until exhausted.

Evidence Tier

This is a level 4 program. While no empirical studies have been conducted for the support of the work of Professional Learning Communities (PLCs) and student achievement, there is a rationale that the funding of support for PLCs is likely to improve relevant outcomes based on the high-quality research findings cited below.

Crow, T. (2015). Pieces of the learning puzzle. The Learning Professional, 36(2), 10.

<https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/>

“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive leadership, and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”

2022. Learning Communities | Learning Forward. [online] Learning Forward.

<https://standards.learningforward.org/>

“Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional

		learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.” Evaluation Plan Survey a random sample of PLC participants monthly to determine the impact the PLC experience had on their own professional learning and the impact it had on the achievement of their students. Collect sample artifacts for activities undertaken by school PLC teams to validate the use of funds as well as create models for other schools. Example artifacts could include PLC agendas, notes, lesson plans, data analysis charts/results, and formative assessments. Survey feedback and sample artifacts will be reviewed to determine if this activity achieved the identified outcomes. Student performance on local and state assessments will also be reviewed. Activity Cost \$185,719
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	N/A
2.1.	Other Activities/Initiatives Related to Section 2.1.	N/A
Total Title II, Part A Funds Allocated to Section 2.1	\$185,719	

2.2 Developing programs and activities that increase teachers' ability to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma.		
Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	N/A
2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	N/A
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	N/A
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	N/A
2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	N/A
2.2.6	Increase training to support identification and support of gifted and talented students.	N/A
2.2.7	Increase training of all school personnel on how to prevent and recognize child sexual abuse.	N/A
2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	N/A

	Anticipated Measurable Outcome Goal: Increase ELA 10 MCAP, Government MCAP, and MISA scores by 1% by 2024 by funding the salary and fringe benefits for two Secondary School Literacy Coaches (FTE), who will work with school staff to model, guide, and enhance the delivery of instruction to students. The Literacy Coaches will also work with individual and small groups of students to provide focused instruction. Measurable outcomes: ● ~~100~~0% of 9th and 10th grade core subject teachers will participate in job-embedded PD facilitated by literacy coaches by June 2024 ● ~~80~~0% of teachers will apply universal design for learning strategies by June 2024 ● ~~80~~0% of 9th and 10th grade core subject teachers will receive instructional feedback from informal observations or walkthroughs by June 2024 Implementation Plan Human Resources will work with the building principal to hire highly qualified individuals for these positions. The Secondary School Literacy Coach will facilitate collaborative team discussions and other data-based decision-making sessions including PLC and Department Meetings, quarterly in their assigned school during the 2023-2024 school year. The Secondary School Literacy Coach will provide instructional coaching for staff and school mentor teams focusing on areas identified by the system leadership and/or the school site to support increased student achievement during the 2023-2024 school year. The Secondary School Literacy Coach will provide focused instruction to individual and small groups of students as identified by the collaborative team discussions during the 2023-2024 school year. Alignment with Challenging State Academic Standards The Literacy Coach will focus on assisting teachers in 9th and 10th grade core subjects (U.S. History, ELA 9, Earth/Space Science, Government, Biology, and ELA 10)
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2.2.9	Other Activities/Initiatives Related to Section 2.2.	to provide support for the successful implementation of Disciplinary Literacy Standards and Maryland College and Career Ready Standards (MCCRS) for ELA into instruction. These standards are designed to prepare students for life outside of the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. In order to ensure educators have the needed content knowledge to instruct students, they must demonstrate knowledge and understanding of these challenging State academic standards in order to achieve certification. Target Audience Secondary school teachers, administrators, and students, with a focus on 9th and 10th grade core subjects (U.S. History, ELA 9, Earth/Space Science, Government, Biology, and ELA 10). Specific Timeline The Secondary School Literacy Coaches (FTE) will be employed for the 2023-2024 school year. Evidence Tier This is a level 4 program. While no empirical studies have been conducted on the role of a Literacy Coach, there is a rationale that the funding to support a Literacy Coach is likely to improve relevant outcomes based on the research findings cited below. Di Domenico, P. M., Elish-Piper, L., Manderino, M., & L'Allier, S. K. (2018). Coaching to support disciplinary literacy instruction: Navigating complexity and challenges for sustained teacher change. <i>Literacy Research and Instruction</i>, 57(2), 81-99. https://eric.ed.gov/?id=EJ1170283 This study investigated how a high school literacy coach provided coaching to support teachers' understanding
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and implementation of disciplinary literacy instruction. Findings suggest when the coach situated herself as a collaborator, rather than an expert, and positioned the teacher as the disciplinary expert, the coach and teacher were able to foreground the discipline and plan meaningful disciplinary literacy instruction.

Hinton, K., & Suh, Y. (2019). Foregrounding collaboration in disciplinary literacy: Implications from JAAL, 2008–2017. *Journal of Adolescent & Adult Literacy*, 63(3), 279-287.

<https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.986>

In this review, the authors examined articles on collaboration within the context of disciplinary literacy that appeared in the *Journal of Adolescent & Adult Literacy* between October 2008, when Moje published "Foregrounding the Disciplines in Secondary Literacy Teaching and Learning: A Call for Change," and December 2017. Findings suggest that collaboration is important for both teacher and student learning.

Evaluation Plan

Session sign-in sheets and meeting agendas and/or notes will be collected to document collaborative team opportunities. The Secondary School Literacy Coaches will keep a log of instructional coaching that occurred during the 2023-2024 school year. The Secondary School Literacy Coaches will keep a log of student support provided and each students' progress towards the identified goal.

SMCPS will evaluate the effect of the Secondary School Literacy Coaches on student achievement by reviewing student progress noted on support logs and staff progress toward the staff identified Student Learning Objective(s) (SLOs). The building administrator, English Language Arts Supervisor, and Title II Grant Manager will all have roles in reviewing the effectiveness of the Secondary School Literacy Coach.

The Secondary School Literacy Coaches will monitor student progress on SMCPS county assessments to

		evaluate progress towards the goal of increasing ELA 10 and Government MCAP and MISA scores by 1%. The Secondary School Literacy Coaches will keep a log of PD sessions and teacher attendance to monitor teacher participation in job-embedded PD. The Secondary School Literacy Coach will keep track of teacher utilization of UDL strategies during walkthroughs and through use of surveys. The Secondary School Literacy Coach will record the date and time of walkthroughs and informal observations and indicate when feedback was provided to the staff members. The Secondary School Literacy Coach will request and collect teacher feedback after coaching sessions and/or job-embedded professional development or collaboration.
Total Title II, Part A Funds Allocated to Section 2.2	\$226,088	

3.1 Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students		
Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
		Anticipated Measurable Outcome Goal: Support and retain new staff through induction activities that include mentor support provided by Lead Mentors. Measurable outcome: ● 100% of new teachers will participate in monthly site-based new teacher meetings during SY24 ● 90% of new teachers will indicate in the January and June surveys that they have found the support of mentors helpful to their professional learning ● 90% of mentors participating in professional

development will indicate that the training was helpful to their mentoring practice

● 100% of monthly seminars will include professional development opportunities facilitated by lead mentors

Implementation Plan

The Department of Strategic Initiatives will identify lead mentors in collaboration with building principals, the Department of Curriculum and Instruction, and the Department of Special Education. Training for mentors will occur during the summer as well as throughout the school year as needed. Mentor training includes participation in the Skills for Coaching and Mentoring Course offered twice a year in the fall and spring. Additional training includes 2-3 in-person professional development and quarterly virtual professional development opportunities. Lead mentors will participate in monthly Induction Seminars and assist at school sites by working with mentor teams. Lead mentors participate in professional development focusing on supporting non-tenured teachers through facilitating collaboration and professional development opportunities. Professional development offered by lead mentors concludes with the collection of feedback data that is shared with facilitators.

Alignment with Challenging State Academic Standards

The lead mentors will contribute to the increase of non-tenured teacher efficacy to improve retention of teachers to address the current state-wide teacher shortage. While the work of the lead mentors does not target specific state curriculum standards, their work will have an effect on teacher success and student achievement across multiple contents and grade levels.

Target Audience

Select highly-qualified lead mentors that will work to support non-tenured staff.

Specific Timeline

These funds will provide stipends to pay eight system-based lead mentors, including a lead mentor

3.1.1	Provide new teacher, principal, or other school leader induction and mentoring programs.	...site-based lead mentors, including a lead mentor representing special education, for their work in facilitating sessions throughout the year at SMCPS Induction Events. Site-based lead mentors will be identified in August by principals of schools with five or more mentors supporting teachers in their building. Evidence Tier This is a level 4 program. While no empirical studies have been conducted for the support of highly qualified lead mentors and student achievement, there is a rationale that the funding of support for highly qualified lead mentors is likely to improve relevant outcomes based on the high-quality research findings cited below. Runyan, C. K. (2013). Mentoring for New-Hire Success in Any Profession. <i>Research in Higher Education Journal</i>, 19. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ1064631.pdf This paper shares the process school systems can put into place that ensure a robust mentor program is being delivered to their new staff. The paper has multiple references providing research that supports the concepts in the paper and directly link to the components of our leader mentor training and facilitating that we deliver. Shanks, R. (2017). Mentoring beginning teachers: professional learning for mentees and mentors. <i>International Journal of Mentoring and Coaching in Education</i>. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://aura.abdn.ac.uk/bitstream/handle/2164/12456/PDF_Proof.PDF?sequence=1 Evaluation Plan Weekly mentor log data is used to determine non-tenured teachers participation in site-based mentoring and professional learning. A survey is sent to mentors and non-tenured teachers in January and May to determine the effectiveness of professional learning
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	during site-based professional learning opportunities and the level of support provided to participants. In addition, all mentor training concludes with the collection of feedback that includes data about the effectiveness of the training and requests for future training and support. Lead mentors offering professional development to non-tenured teachers at system-based opportunities are provided feedback from the participants and future professional development sessions and resources are provided based on the feedback. Data for induction program participant retention will be tracked through resignation postings. Activity Cost \$19,008
	Anticipated Measurable Outcome Goal: Facilitating and encouraging attendance at professional conferences for teacher leaders, school leadership, and system leaders to learn new practices or find solutions to issues that they are facing in order to meet their goals and provide training to others in the school system. Measurable Outcome: 100% of staff that participate in Title II funded professional conference experiences during the 2023-2024 school year will reflect on their professional learning experience by providing information about their learning, their resulting action steps, and the impact on student learning outcomes. Implementation Plan The Department of Instruction in collaboration with building principals, the Office of Assessment and Accountability, the Department of Special Education, and the Department of Human Resources, will identify professional conferences that will address our system and school needs. Attendance at conferences will occur throughout the school year as experiences are offered. It is expected that conference attendees will bring back the information learned and share it with others in forums such as content newsletters;

3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.	staff/department/PLC meetings; and county-led workshops. Alignment with Challenging State Academic Standards Selected professional learning experiences will align with challenging State academic standards and increase educator capacity to provide instruction in their respective grade levels and content areas. Target Audience Highly-qualified lead teachers such as Literacy Coaches and Instructional Resource Teachers; Principals and Assistant Principals Specific Timeline Instructional leaders and lead teachers will attend selected professional learning experiences throughout the 2023-2024 school year. Evidence Tier This is a level 4 program. While no empirical studies have been conducted for correlating professional conference participation and student achievement, there is a rationale that increasing teacher knowledge and capacity through participation in quality professional learning experiences is likely to improve relevant outcomes based on the high-quality research findings cited below. Crow, T. (2015). Pieces of the learning puzzle. The Learning Professional, 36(2), 10. https://learningforward.org/journal/april-2015-issue/pieces-of-the-learning-puzzle/ “The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.” 2022. Standards for Professional Learning Learning Forward. [online] Learning Forward. https://standards.learningforward.org/standards-for-
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		professional-learning/ “Learning Forward presents Standards for Professional Learning to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators.” Evaluation Plan Participant surveys will be collected. Participants will be expected to reflect on the information learned, how it will be shared with relevant SMCPs stakeholders, and how it will be used to positively impact student achievement.
3.1.3	Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	N/A
3.1.4	Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	N/A
3.1.5	Support instructional services provided by effective school library programs.	N/A
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	N/A
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	N/A
		Anticipated Measurable Outcome Goal: Provide 16 educators with access to The Art of Education during the 2023-2024 school year to build teacher capacity and positively impact student achievement in visual arts. Measurable Outcome: 100% of elementary students of participating teachers will demonstrate partial command or better the 2nd and

3.1.8

Other Activities/Initiatives Related to
Section 3.1

will demonstrate partial command or better the 2nd and 4th marking periods of SY23-24. SMCPs art students only receive report card markings during the 2nd and 4th marking periods.

100% of secondary students of participating teachers will receive a grade of B or better each marking period of SY23-24.

100% of participating teachers will score "effective" or "highly-effective" for "Content Knowledge and Pedagogy" on formal observations.

Implementation Plan

The Department of Curriculum and Instruction will identify SMCPs visual arts staff that would benefit from access to The Art of Education. Staff development will be provided to train teachers that will be implementing the software. Monthly collaborative opportunities will be provided for teachers during the 2023-2024 school year.

Alignment with Challenging State Academic Standards

The purpose of the Art of Education is related to the preparation, training, recruitment, retention, and/or professional development of elementary and secondary education teachers. The Art of Education is aligned with both the National Core Arts and MD Fine Arts curriculum, making it appropriate for all grades at different levels - beginner, intermediate, and advanced. Through the incorporation of evidence based theories and resources aligned to standards, students gain proven experience with ideation, researching, planning, and revising to express ideas, and assessing the work of self and others. The Art of Education also includes 21st century skills support, project based-based learning, and STEAM activities. Through this, students will learn skills that transfer to other disciplines, and teachers gain access to resources that support cross-curricular collaboration. The Art of Education also provides teachers with access to engaging, contemporary technology-infused instruction for students.

Target Audience

		K-12 Visual Arts Teachers Specific Timeline Selected teachers will utilize The Art of Education during the 2023-2024 school year. Evidence Tier This is a level 4 program. While no empirical studies have been conducted to support the use of The Art of Education, there is a rationale that this personalized professional learning will positively impact student achievement based on the information cited below. Art Ed PRO is the only on-demand, personalized learning platform designed exclusively for K-12 art educators. PRO provides its users with access to a comprehensive, relevant library filled with hundreds of expert trainings, hands-on tutorials, and rich-printable resources. https://theartofeducation.edu/ Evaluation Plan The Department of Curriculum and Instruction will review evaluation data of participating teachers to determine if staff are demonstrating “effective” content knowledge and pedagogy during formal classroom observations. Student performance data will also be reviewed. Activity Cost \$16,784
Total Title II, Part A Funds Allocated to Section 3.1	\$45,792	

4.1 Improve equitable access to effective teachers and principals for all students.		
Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
4.1	Activities/Initiatives Related to Section 4.1.	N/A
Total Title II, Part A Funds Allocated to Section 4.1	0	

Title III, Part A, English Language Acquisition

Using the table below, please answer all questions related to Title III strategies. Refer to the Grant Information Guide for additional information.

Strategy #1: To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 1.1	Renew ELlevation software. ELlevation will be used as a tool to display the most pertinent information regarding ELs' academic results, program decisions, and student demographics. ELlevation supports critical monitoring processes, enables accurate reporting, and supports instructional planning. Teachers can review how students are performing against their goals and in turn, plan instruction accordingly, applying techniques to help ELs acquire language and master grade-level content.	To improve academic achievement and increase the percentage of ELs demonstrating growth in English language proficiency.	Pillar 4, Rec 3.3c	Oct-23
Key Activity 1.2	Supplemental academic language and content tutoring support to ELs in grades 6-12. Tutoring needs are made and prioritized based on annual state assessment data, student weekly progress reports of core classes, quarterly report card grades, and targeted literacy or math needs. Tutoring may occur during, before, or after school.	To increase student performance in science, social studies, English language arts, and mathematics—thus ultimately increasing graduation rates. To reduce the number of long-term ELs.	Pillar 4, Rec 7	September 2023-June 2024
	Bilingual Family Coordinator. SMCPs will allocate Title III funds for a bilingual family	To increase parental involvement in the	Pillar 4, Rec 2	School year 2023-24

Key Activity 1.3	coordinator. The coordinator will work alongside principals and district administrators to develop programs and events designed to engage our multilingual families in improving student achievement. He/she will also serve as a liaison between families and school staff to develop partnerships and enhance communication.	education of English Learners.		
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Strategy #2: To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 2.1	Registration fees for conferences such as WIDA, MELLFIN, and TESOL for family engagement, best instructional practices, latest research pertaining to ELs and literacy development. The county has a formal process for selecting teachers to attend conferences. Those teachers who attend will be expected to share information with grade level/content teachers upon their return	To increase teachers' knowledge of practices that support ELs in language and content development and ultimately to increase the literacy and academic achievement of our ELs.	Pillar 4, Rec 5.5a	October 2023- June 2024
Key Activity 2.2	Provide professional development courses that lead to ESOL certification. Self-paced courses address differentiation, scaffolding, and integrating academic language instruction into content-area teaching. The courses will include a variety of instructional strategies to effectively integrate language and content instruction. This activity addresses Recommendation #4 (Teacher Pipeline) in MSDE's Workgroup on English Learners in Public Schools Final Report, which states that school systems expand grow-your-own	To increase teachers' foundation of theoretical and practical knowledge of the research and best practices for educating ELs and to increase the number of certified ESOL teachers in SMCPs.	Pillar 4, Rec 5.5a	October 2023- June 2024

	programs to increase the number of certified ESOL teachers.			
Key Activity 2.3				

Strategy #3: To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which [section 3115 (c)(3)] shall include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 3.1	Multiple County-Wide EL Parent Information Family Nights. These events are designed to provide parents with information about language and literacy development, attendance, high school credits and graduation requirements. Rising Freshmen Night hosted in Spanish is another activity that takes place in the spring. These events provide opportunities for EL parents to build positive relationships with their students' teachers and administrators. Title III funds will be used to provide supplies and refreshments. This activity addresses recommendation #7 (Equitable Communication with Multilingual Families) in MSDE's Workgroup on English Learners in Public Schools Final Report	To increase parental involvement in the education of English Learners.	Pillar 4, Rec 2	Fall 2023 and Spring 2024
Key Activity 3.2				
Key Activity 3.3				

LEAs may use the funds to achieve any of the authorized optional strategies, please refer to the Grant Information Guide for additional information. You may add more rows if necessary.

Strategy #4: Upgrading program objectives and effective instructional strategies. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 4.1				
Key Activity 4.2				
Key Activity 4.3				

Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 5.1				
Key Activity 5.2				
Key Activity 5.3				

Strategy #6: Providing tutorials and academic or career and technical education and/or providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 6.1				
Key Activity 6.2				
Key Activity 6.3				

Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 7.1				
Key Activity 7.2				
Key Activity 7.3				

Strategy #8: Improving the English language proficiency and academic achievement of ELs. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 8.1				

Key Activity 8.2				
Key Activity 8.3				

Strategy #9: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs and/or in helping their children to improve their academic achievement. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 9.1				
Key Activity 9.2				
Key Activity 9.3				

Strategy #10: Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 10.1				
Key Activity 10.2				
Key Activity 10.3				

Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 11.1				
Key Activity 11.2				
Key Activity 11.3				

Strategy #12: Carrying out other activities that are consistent with the purposes of this section. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 12.1				
Key Activity 12.2				
Key Activity 12.3				

Title III, Part A, English Language Acquisition Grant Evaluation

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities. Complete the chart below with a specific target and how success will be measured.

Goal	Target and Measure
Increase the percentage of ELs demonstrating growth in English language proficiency.	58% of ELs will demonstrate growth toward attaining English language proficiency as measured by the 2023 MCAP ELP assessment--ACCESS for ELLs (Pillar 4, Rec 3.3c)
Increase the academic achievement of ELs.	100% of 9th grade ELs will earn enough core credits to become 10th graders by fall 2024 as measured by their final 4th quarter report cards. (Pillar 4, Rec 3.3c)
Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Professional learning opportunities funded by this grant will be for core secondary content teachers. The effectiveness of this PD will be determined by the percentage of ELs who successfully pass and earn credit in their classes for SY 2023-24. (Pillar 4, Rec 5.5a)
Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Attendance at family engagement events, particularly the rising Freshmen Night in Spanish, will increase by 20% in SY 2023-24 compared to SY 2022-23. Sign in sheets will determine if target was met. Effectiveness will be measured by cohort achievement data (ex. percentage of 9th grade ELs who obtain enough credits to move on to 10th grade at end of the year). (Pillar 4, Rec 2)
Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	By July 2024, 10 more secondary content teachers will become certified ESOL teachers upon completion of professional development. Effectiveness of the PD will be measured by the number of teachers passing the ESOL Praxis. (Pillar 4, Rec 5.5a)

Lower instances of long-term ELs.	58% of the secondary ELs receiving direct tutoring services (and with two or more ACCESS scores) will demonstrate growth in English proficiency as measured by the MSDE Growth to Target Model in 2024.(Pillar 4, Rec 3.3c)
Increase attendance rates for ELs.	Student accountability established by having a direct tutor will result in 100% of the secondary ELs to miss less than 10 days total for school year 2023-24. Daily attendance is taken at the schools.(Pillar 4, Rec 2)
Increase graduation rates for ELs.	100% of the high school ELs receiving direct tutoring services will earn enough credits to move on to the next grade level by the end of SY 2023-24 as measured by their final report card. (Pillar 4, Rec 7)

Title IV, Part A Narratives

Using the table below, please answer all questions related to the Title IV, Part A Narratives. Refer to the Grant Information Guide for additional information.

A variety of activities have been planned to support well-rounded educational opportunities for students and schools.

Our planned system music activities promote authentic opportunities for engagement in the creative process that allow students to create a portfolio of their work while tracking achievement and growth. Opportunities, such as the District IV Solo and Ensemble Festival, allow all instrumental and vocal students from every school an opportunity to perform and receive feedback from professional musicians. Additional opportunities for performance and collaboration occur through our partnership with the St. Mary's County Arts Council.

Planned robotics activities will promote the use of STEM-related technologies that are currently underutilized by diverse populations. Activities can be modeled after successful STEM opportunities and experiences that have occurred locally in previous years. Robotics clubs could occur in conjunction with other site-based afterschool program offerings. Additional STEM for All experiences will be conducted in partnership with local organizations.

Activities have been planned to support safe and healthy students.

School staff will work collaboratively with the Supervisor of Library/Media and her staff when planning and implementing summer library hours at local public schools. School staff will also work collaboratively with local public libraries when planning summer opportunities.

School-based Wellness Coordinators work in collaboration with the Supervisors of Science and Health to offer school-based activities that support the physical and mental well-being of students. School-based Wellness Coordinators attend School Health Council meetings with community partners.

Partnerships related to Well-Rounded activities include: The Patuxent Partnership, The Naval Air Station Patuxent River, the St. Mary's County Arts Council, St. Mary's County Public Libraries, Early Childhood Advisory Council, University System of Maryland at Southern Maryland, and the St. Mary's County

Demonstration of Consultation: Describe how consultation with all stakeholders that may be located in the region served by the LEA, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart will occur and continue throughout the grant period.

University System of Maryland at Southern Maryland, and the St. Mary's County Airport.

The Patuxent Partnership is a non-profit member organization that works with government, industry and academia to advance education through STEM (science, technology, engineering and math) based initiatives, to advance technology through speaker programs and networking, to advance science and technology transfer through the exchange of ideas, information and data related to technologies, and to foster workforce development through an array of initiatives. The Patuxent Partnership has worked collaboratively with SMCPSS to support STEM initiatives including Robotics, mentor opportunities, and STEAM Festival community events. These activities and events were made available to all students in order to increase equitable student participation in STEM.

The Naval Air Station Patuxent River, also known as NAS Pax River, is a United States Naval Air Station located in St. Mary's County, Maryland, on the Chesapeake Bay near the mouth of the Patuxent River. The Naval Air Station has worked collaboratively with St. Mary's County Public Schools to promote the development of Science, Technology, Engineering, and Mathematics (STEM) opportunities for local students and teachers.

The St. Mary's County Regional Airport, also known as Captain Walter Francis Duke Regional Airport, is a public airport located in St. Mary's County, Maryland. A partnership has been formed to provide local elementary school students with real world STEM experiences through site visits to the airport. Part of the site visit includes a tour of the University System of Maryland at Southern Maryland SMART Building. Students get to see the many different kinds of lab spaces engineers use. Students also engage in a hands-on activity facilitated by SMART Building staff.

The St. Mary's County Arts Council is active in community events, public art projects, local schools, providing scholarships to students of the arts, and more. The vision of the council is to provide leadership to arts organizations and artists, encourage new creative endeavors by artists and arts organizations in St. Mary's County, and invest in cultural treasures specific to St. Mary's County. The council has worked collaboratively with St. Mary's County Public Schools to promote the development of authentic opportunities for engagement in the creative process with teachers and students.

Partnerships related to Safe and Healthy Student activities include: School Health Council, St. Mary's County Health Department, Healthy St. Mary's

	Partnership, and St. Mary's County Public Libraries. The Supervisor of Library Media and Accountability and the school-based media specialists have ongoing contact with the St. Mary's County Public Libraries. The SMCPs library/media staff collaborates with the public libraries to host events, organize materials, and publicize community events. Through coordinated efforts, public library cards are distributed to students through the public schools. Both St. Mary's County Public Schools and the St. Mary's County Public Libraries are members of the St. Mary's Early Childhood Advisory Council (ECAC) and collaborate at their regularly scheduled meetings. The St. Mary's County School Health Council represents a cooperative venture between the St. Mary's County Public Schools and the St. Mary's County Health Department and is based on the ten components of the "Whole School, Whole Community, Whole Child" model. The Council acts in an advisory capacity to the St. Mary's County Board of Education on health issues that potentially impact students, their families, and employees of the St. Mary's County Public Schools.
Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).	Representatives from St. Mary's County Public Schools, NAWCAD, the Naval Air Station Patuxent River, St. Mary's Regional Airport, and University System of Maryland at Southern Maryland currently work together to identify ways to promote and advance STEM opportunities for students and teachers. By using some existing knowledge and experience, this group will be able to reach out and support students and schools in STEM initiatives including coding and robotics. Community partners such as the St. Mary's County Library and community groups such as the Early Childhood Advisory Council work together to improve student readiness for school and work to support/provide opportunities for students to be in safe and healthy environments. The collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allow a variety of community members to work together to advance initiatives regarding the safety and wellness of the community.

Describe how the LEA will prioritize the distribution of funds in keeping with 4106(e)(2)	The distribution of funds will be prioritized among the schools with the greatest need, as determined by the LEA.
Describe how the LEA will promote the involvement of parents and in the activity or program; [Section 4108](3)]	Information is shared with parents through newsletters, phone messages, and email updates from building administrators. Parents are part of the stakeholder group that is asked to provide feedback on the Title IV Needs Assessment Survey. In addition to attending school-site specific events, parents are also encouraged to be active participants on site-based School Improvement Teams and on district-wide/community collaborations such as the School Health Council, the Educational Equity Advisory Citizens' Committee, and the Citizens' Advisory Committee for Special Education. Examples of parent collaboration in relation to specific Title IV activities are listed below. School-based summer library hours enable students and families to stay connected to the school community and promote family engagement in literacy and learning activities outside of normal school hours. School Wellness Coordinators encourage parent participation in school wellness initiatives. They can also provide parents with information and support in how to implement the wellness initiatives at home.

Using the table below, please provide your management plan. Additionally, be sure that all assigned responsible persons also appear in the Key Personnel tab under the appropriate program. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Management Plan		
Core Management Activities	Person Responsible	Date Completed
Conduct needs assessment	Jessica Cotugno	6/30/2023
Contact local nonpublic schools to determine participation interest and equitable shares budget	Jessica Cotugno	7/6/2023
Draft application in collaboration with activity leaders	Jessica Cotugno	10/23/2023
Draft budget narrative and C-125	Jessica Cotugno and Jennifer Shaffer	10/23/2023

Conduct ongoing consultation with nonpublic participants	Jessica Cotugno	November 2023; March 2024; Ongoing monthly, as needed
Implementation Activities	Person Responsible	Date Completed
Music Activities	Todd Burroughs	6/7/2024
Robotics Club Advisors	Jason Hayes	6/7/2024
STEM Field Trips	Colleen Gill	10/19/23 and 5/30/24
Breakout EDU	Heather Wysokinski	6/7/2024
Courses for FARMS Students	Heather Wysokinski	7/31/2024
Literacy Coaches	Jessica Cotugno	6/14/2023
Summer Media Centers	Heather Wysokinski	7/31/2024
School Wellness Coordinators	Jason Hayes and Wendy Zimmerman	6/7/2024
Vision Screeners	Tammy Metcalf	6/7/2024
Schoology Liaisons	Christen Ganley	6/14/2024
Evaluation Activities	Person Responsible	Date Completed
Monitor the progress of activities in relation to the identified goals and objectives	Activity Leaders	Monthly
Collect information about activities completed and the progress towards the goals	Jessica Cotugno	October 2023, January 2024, April 2024, June 2024
Draft and submit Interim Progress Reports	Jessica Cotugno Jennifer Shaffer	10/31/23, 1/31/24, 4/30/24, 7/31/24
Draft and distribute a needs assessment	Jessica Cotugno	Spring 2023

Review needs assessment data and activity reflections to inform FY25 grant planning	Title IV Key Personnel School System Leadership	May - August 2024

Needs Assessment

A comprehensive needs assessment in support of specific population and schools/programs served and related educational services must be completed every three years. Below provide the date of the most recent Title IV, Part needs assessment and include the needs assessment as an appendix to this application.

Date of Last Needs Assessment 6/30/2023

Well Rounded Education

Using the table below, please provide a description of the selected Well Rounded Education activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Activity 1

Title	Music Enrichment (SmartMusic, Sight Reading Factory)
	Level IV - Logic Model/Rationale? Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past few years demonstrating the effectiveness of computer aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program. http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&context=education_etd https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1 Buck, Michael William, "The Efficacy of SmartMusic® Assessment as a Teaching and Learning Tool" (2008). Dissertations. 1136. https://aquila.usm.edu/dissertations/1136

Level of Evidence	The music enrichment software is designed to provide instant feedback for students when practicing or completing assignments. It offers students a higher level of differentiation, shows exact notes or measures that need additional work, and can be used as assessment tools. Over the past few years, these resources have provided SMCPs students with additional scaffolding and have motivated them to practice more and develop self-analytical/critical listening skills. Buck's (2018) mixed methods study provided evidence demonstrating the efficacy of SmartMusic as a teaching and learning tool. During the study, students were split into two groups; one group received teacher-led instruction and the other received teacher-led instruction using SmartMusic (Buck, 2018). The group that received instruction through SmartMusic, demonstrated larger mean score gains in all technical and lyrical etudes when performed for a panel of three independent adjudicators (Buck, 2018). Overall, the data suggested that the SmartMusic program positively affected music performance skills (Buck, 2018). SMCPs will attempt to replicate these findings through increased classroom and district assessment performances. Similar to the Buck (2018) student, during the SMCPs District IV Solo and Ensemble Assessment, students perform for independent adjudicators.
Evaluation Methods	Review District IV Solo and Ensemble performance assessments to determine if 75% of participating students achieved a rating of II "Excellent" (comparable to an 80%) or better. Review usage data to determine if middle/high school students in courses using the resources achieve a quarterly grade of 80% or better (secondary schools - quarterly review). Review usage data to determine if elementary students in courses using the resource achieve a semester outcome demonstrating "Partial Command" or better (elementary school - 2nd and 4th quarter review). Final data will be available by June 24, 2024.
Objective	Provide additional scaffolding for instrumental and vocal music students and motivate them to practice more and develop self-analytical skills.

Measurable Goal	75% of students participating in the District IV Solo and Ensemble Assessment Festival will earn a rating of II “Excellent” (comparable to 80%) or better. The assessment will be held on February 10, 2024. All middle/high school students of teachers using the resources will achieve a quarterly grade of 80% or better in the course the resource is being used. All elementary students of teachers using the resources will achieve a semester outcome demonstrating “Partial Command” or better. Culminating data and evidence will be available by June 24, 2024.
Milestone	Review student performance on quarterly assessments. Review student performance on quarterly coursework.
Implementation Timeline	August - September 2023 Teachers will be selected from each level (elementary , middle, high school) to participate in this activity. Staff development will be provided to train teachers that will be implementing the software. August 2023 - June 2024 Implement music enrichment platforms in all three levels of schools during the 2023-2024 school year. September 2023 - May 2024 Collaborative opportunities will be provided for teachers. These meetings will also include technical training and the continued development of lesson plans. Solo and ensemble literature will be selected and used for differentiation purposes. Based on teacher feedback, additional training can be scheduled with the software representative, if needed.
Cost of Activity	\$11,407
Activity 2	
Title	Music Enrichment (Quaver Music)
	Level IV - Logic Model/Rationale Quaver Music is based around online instruction and geared specifically toward

Level of Evidence	general music teachers. Quaver Music focuses exclusively on elementary and middle school general music teachers. This focus provides teachers with a broad set of learning options for their general music students. Quaver Music offers an incredibly diverse selection of meaningful and relevant general music lesson opportunities. Quaver Music https://www.quavered.com/music/ Foster, S. D. (2017). A Case Study of the Impact of Quaver's Marvelous World of Music on an Elementary School Music Program (10582880) [Doctoral dissertation, Union University] https://drive.google.com/file/d/1tE-p7xwUHLs47dlbPb4usIVoyNSVaOjA/view This software is designed to provide interactive content that encompasses all general music teaching pedagogies, provide music-based teaching resources, and can be used as an assessment tool. Over the past few years, this resource has provided SMCPs teachers and students with general music content that has been used in elementary music classrooms. As articulated by Foster (2017), some general music educators find it difficult to cover all standards with their classes throughout the year (p. 2). This problem is due in part to the limited time students are in music class, and in part to the inadequate amount of time for music specialists to prepare for the extreme range of classes they teach daily (Foster, 2017, p. 2). The Quaver program helps to alleviate these issues through a curriculum that focuses on musical self-efficacy and interactive engagement. Foster's (2017) qualitative case study presented evidence demonstrating how the Quaver curriculum elevated participation in the creative process. Data collected through survey results offered evidence of how Quaver improved teacher capacity in teaching general music, elevated student interaction and engagement, improved student musical self-efficacy, and increased retention of knowledge (Foster, 2017). Through usage in SMCPs, our hope is to demonstrate similar gains through the use of Quaver Music.
	Review SMCPs General Music grade data for all students of participating teachers to determine if they achieved a score of at least 75% in the course

Evaluation Methods	teachers to determine if they achieved a score of at least 75% in the course (middle school - quarterly review) or “Partial Command” (elementary school - 2nd and 4th quarter review). Review “Content Knowledge and Pedagogy” observation ratings to determine if participating teachers scored in the “effective” range or higher.
Objective	Provide music educators with an additional resource to assist in increasing student achievement in the general classroom during the 2023-2024 school year.
Measurable Goal	All middle school students of participating teachers will achieve a quarterly score of 80% or better. All elementary school students of participating teachers will achieve a 2nd and 4th semester outcome demonstrating “Partial Command” or better. Culminating data and evidence will be available by June 24, 2024. During formal observations of participating teachers, the ratings for “Content Knowledge and Pedagogy” category will be “effective” or higher. 80% of participating teachers will demonstrate this criteria by June 24, 2024.
Milestone	Review student performance on quarterly coursework. Conduct formal observations and provide feedback to staff in regard to “Content Knowledge and Pedagogy.” Formal observations with tenured educators on a summative cycle occur once a year or as requested by building-level administration. Each observation includes the content supervisor and a school-based administrator. This allows feedback from two administrators. Formal observations of non-tenured educators occur through a similar process; however, the observations occur twice a year.
	August - September 2023 Teachers will be selected to participate in this activity. Staff development will be provided to train teachers that will be implementing the software. August 2023 - June 2024

Implementation Timeline	Implement music enrichment platform in selected elementary schools during the 2023-2024 school year. September 2023 - May 2024 Monthly collaborative opportunities will be provided for teachers. These meetings will also include technical training and the continued development of lesson plans.
Cost of Activity	\$34,200
Activity 3	
Title	Robotics Club Advisors
	Level IV - Logic Model/Rationale Afari, Ernest & Khine, Myint. (2017). Robotics as an Educational Tool: Impact of Lego Mindstorms. International Journal of Information and Education Technology. 7. 437-442. 10.18178/ijiet.2017.7.6.908. Anwar, S., Bascou, N. A., Menekse, M., & Kardgar, A. (2019). A systematic review of studies on educational robotics. Journal of Pre-College Engineering Education Research (J-PEER), 9(2), 2. https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1223&context=jpeer Aris, N., & Orcos, L. (2019). Educational robotics in the stage of secondary education: Empirical study on motivation and STEM skills. Education Sciences, 9(2), 73. https://www.researchgate.net/publication/332334330_Educational_Robotics_in_the_Stage_of_Secondary_Education_Empirical_Study_on_Motivation_and_STEM_Skills Fojtik, R. (2017). The Ozobot and education of programming. New Trends and Issues Proceedings on Humanities and Social Sciences. [Online]. 05, pp 08-16. https://un-pub.eu/ojs/index.php/pntsbs/article/view/2666 Huang, W. Y., Hu, C. F., & Wu, C. C. (2018, April). The use of different kinds of robots to spark student interest in learning computational thinking. In 2018 International Conference on Learning and Teaching in Computing and Engineering (LaTICE) (pp. 11-16). IEEE.

Level of Evidence

<https://ieeexplore.ieee.org/abstract/document/8753395>

Körber, N., Bailey, L., Fraser, G., Sabitzer, B., & Rottenhofer, M. (2020). An Experience of Introducing Primary School Children to Programming using Ozobots. CoRR.

https://www.researchgate.net/profile/Nina-Feifel/publication/344012962_An_Experience_of_Introducing_Primary_School_Children_to_Programming_using_Ozobots/links/5f5f7d06a6fdcc116410c515/An-Experience-of-Introducing-Primary-School-Children-to-Programming-using-Ozobots.pdf

Mardhiah Masril et al (2019). The Effect of Lego Mindstorms as an Innovative Educational Tool to Develop Students' Creativity Skills for a Creative Society. J. Phys.: Conf. Ser. 1339 012082.

<https://iopscience.iop.org/article/10.1088/1742-6596/1339/1/012082>

Nugent, G., Barker, B., Grandgenett, N., & Welch, G. (2016). Robotics camps, clubs, and competitions: Results from a US robotics project. Robotics and Autonomous Systems, 75, 686-691.

<https://drive.google.com/file/d/1KuPMKgMQgQg1VRf1hFokn3g0e7MoYT6q/view?usp=sharing>

Souza, I. M., Andrade, W. L., Sampaio, L. M., & Araujo, A. L. S. O. (2018, October). A Systematic Review on the use of LEGO® Robotics in Education. In 2018 IEEE Frontiers in Education Conference (FIE) (pp. 1-9). IEEE.

https://www.researchgate.net/publication/328410916_A_Systematic_Review_on_the_use_of_LEGOR_Robotics_in_Education

Xia, L., & Zhong, B. (2018). A systematic review on teaching and learning robotics content knowledge in K-12. Computers & Education, 127, 267-282.

https://www.researchgate.net/publication/327706366_A_systematic_review_on_teaching_and_learning_robotics_content_knowledge_in_K-12

Current research supports the use of robotics technologies with students. According to Afari and Khine (2017), the use of robotics such as Lego Mindstorm (EV3) as an educational tool improves students' problem solving and algorithmic skills. Mardhiah Masril et al (2019) noted that the use of Lego Mindstorms influences the enhancement of student's creativity. According to Fojtik (2017), Ozobots is an appropriate tool for teaching the basics of algorithms and programming. Körber et al (2020) noted Ozobots are small and can be

programmed without a computer, making them advantageous for setting up first

	programmed without a computer, making them advantageous for setting up first encounters with programming for primary students. Huang et al (2018) found that female students showed a definite preference for using Dash & Dot robots. In SY22-23, twelve Robotics Club advisors facilitated experiences in ten school buildings (five elementary schools, two middle schools, three high schools). With the help of club advisors, students learned how to program a variety of robotics technologies such as Lego EV3, Dash and Dots, Cubelets, and Ozobots. Students learned basic computer programming and used robotics technologies to complete specific missions, tasks, and problem solving activities. Over 200 students participated in STEM opportunities outside of the normal school day as a result of this activity. This opportunity successfully increased student exposure to STEM opportunities outside of the normal school day. Research supports the continuation of this grant activity.
Evaluation Methods	Collect participant demographic data to determine if the target audience has participated. The target audience refers to the students who participate in robotics for the 2023-24 school year. Survey facilitators to determine the impact (academic, social-emotional, etc.). Review data of participants to determine if there was an impact on overall school performance. Specific data that will be reviewed includes student academics and attendance.
Objective	Recruit school-based Robotics Club Advisors and pay them a stipend to facilitate Robotics experiences for students before or after school during the 2023-2024 school year.
Measurable Goal	SMCPS will increase the % of students who participate in robotics clubs by 10% by the end of the 2023-2024 school year, or 15 students. In 2023-24, 151 students participated in robotics programs. Our goal of increasing participation will be accomplished through recruitment at the schools. In addition, we are planning on holding a Robotics Showcase event, where students can come see

	the various robotics programs happening across the county.
Milestone	Survey facilitators mid-year to determine status of clubs, student participation, and plans for winter/spring activities. Survey data will be reviewed, focusing on student participation, to see if there was an increase in line with our goal of 10% increase.
Implementation Timeline	August 2023 - October 2023 Use the Extra Pay for Extra Duty (EPED) contract process for recruiting school-site based Robotics Club Facilitators. September 2023 - October 2023 Host collaborative planning session for EPED Robotics Club Facilitators September 2023 - May 2024 Conduct site-based Robotic experiences for students. January 2024 and June 2024 Collect survey feedback from Robotics Club Facilitators.
Cost of Activity	\$9,684
Activity 4	
Title	STEM Field Trips
	Level IV - Logic Model/Rationale Alcena-Stiner, D. C. & Markowitz, D. G. (2020). The life sciences learning center: An evolving model for a sustainable STEM outreach program. Journal of STEM Outreach, 3(2), 1-11. https://www.jstemoutreach.org/article/14516-the-life-sciences-learning-center-an-evolving-model-for-a-sustainable-stem-outreach-program Bush, S. B., Cook, K. L., Edelen, D., & Cox Jr, R. (2020). Elementary students' STEAM perceptions: extending frames of reference through transformative learning experiences. The Elementary School Journal, 120(4), 692-714.

Level of Evidence	learning experiences. <i>The Elementary School Journal</i>, 120(4), 672-714. https://www.journals.uchicago.edu/doi/abs/10.1086/708642 Kennedy, Michaela D., "The Benefit of Field Trips" (2014). University Honors Program Theses. 60. https://digitalcommons.georgiasouthern.edu/honors-theses/60/ Mills, L. A., & Katzman, W. (2015). Examining the Effects of Field Trips on Science Identity. International Association for Development of the Information Society. https://files.eric.ed.gov/fulltext/ED562134.pdf Seage, S. J., & Türegün, M. (2020). The Effects of Blended Learning on STEM Achievement of Elementary School Students. <i>International Journal of Research in Education and Science</i>, 6(1), 133-140. https://files.eric.ed.gov/fulltext/EJ1231349.pdf Stern, M. J., & Powell, R. B. (2020). Field trips and the experiential learning cycle. <i>Journal of Interpretation Research</i>, 25(1), 46-50. https://journals.sagepub.com/doi/10.1177/1092587220963530 According to Stern and Powell (2020), experiential learning enhances meaningful outcomes. Kennedy (2014) found that field trips can have a profound impact on students as they can expose them to new environments, enhance social skills, and enhance information developed in the curriculum. Kennedy (2014) reports that well-planned field trips can create strong episodic memories that relate to the desired curriculum and are beneficial to students' learning and long-term memory. Mills and Katzman (2015), found that students report a greater desire to become scientists and participate in science after attending a field trip. Additionally, when field experiences feature focused STEM content, students are encouraged to further their studies in STEM fields (Alcena-Stiner & Markowitz, 2020). Through this grant activity, SMCPs intends to enhance community partnerships and promote student exposure to real-world STEM experiences through collaborative efforts with local organizations.
Evaluation Methods	Collect activity documentation including transportation invoices, participation counts and participant feedback. Student and teacher feedback will be collected via Google Forms. The results will be shared with field trip coordinators during debrief meetings that will occur after the field trip takes place.

Objective	Increase student exposure to real-world STEM experiences through visits to community STEM partners. In 2022-23, 152 fifth graders from two elementary schools went on STEM field trips. That equates to 13% of total fifth graders (1,175). In 2023-24, four elementary schools will get to go on STEM field trips. This will equate to 215 students (17% of all fifth graders).
Measurable Goal	Provide field trip transportation that allows four schools to send ~400 students from one grade-level (grade 5) to visit a local community STEM partner by June 2024.
Milestone	Quarterly review of the number of field trips conducted and participant feedback.
Implementation Timeline	Schedule field trips Two field trips to the St. Mary's County Regional Airport. Two field trips to the Patuxent River Naval Air Museum. Two trips will occur in Fall 2023 Two trips will occur in Spring 2024 Review participation and participant feedback quarterly.
Cost of Activity	\$3,375
Activity 5	
Title	Virtual STEM Experiences (Breakout EDU)
	Level IV - Logic Model/Rationale? Using Breakout EDU allows students to use inference skills, communication skills and critical thinking skills. Hacıoğlu, Y. & Gülhan, F. (2021). The Effects of STEM Education on the Students' Critical Thinking Skills and STEM Perceptions. Journal of Education in Science Environment and Health , 7 (2) , 139-155 . DOI: 10.21891/jeseh.771331 https://dergipark.org.tr/en/pub/jeseh/issue/68051/771331 Duggins, Ben. "Innovation and problem solving teaching case: The breakout

Level of Evidence	Duggins, Ron. "Innovation and problem solving teaching case: The breakout box—a desktop escape room." Journal of Organizational Psychology 19.4 (2019): 73-77. http://m.www.na-businesspress.com/JOP/JOP19-4/6_DugginsR_19_4_.pdf Breakout EDU promotes and encourages teamwork and problem solving through physical Breakout kits and online Breakout rooms. As noted in "The Effects of STEM Education on the Students' Critical Thinking Skills and STEM Perceptions" (Hacıoğlu, Y. & Gülhan, F. (2021), "In order to develop critical thinking, one of the four basic skills (4C) of STEM education, students must be allowed to evaluate the relevant subject area, designs they make, and their own opinions and as well as their group members' opinions at each stage of the process with an inquisitive perspective during the STEM activities." Breakout EDU provides the critical thinking and hands-on lessons that engage students in real world problem solving. Breakout Edu experiences have continued to prove valuable in increasing student interest, engagement, and peer collaboration in STEM activities in face-to-face and virtual learning experiences.
Evaluation Methods	In 2022-2023 all but 6 SMCPs schools used Breakout EDU with students. From July 1, 2022- June 30, 2023. The teacher play count (games played) was 1,175 and the student play count (games played) was 22,220.
Objective	Increase student participation in STEM experiences by providing access to a virtual resource (Breakout EDU) that can be used in grades K-12.
Measurable Goal	Increase Breakout EDU usage by 6 schools to achieve 100% of schools using the resource by June 2024. The increase in school usage should increase the total games played by students by approximately 6,000 games. We will poll teachers who accessed Breakout EDU at the end of the year to get feedback on how they feel Breakout EDU contributes to increased student problem solving skills.
Milestone	Monitor school usage of Breakout EDU quarterly. Contact schools that are not utilizing the resource to determine if additional support is needed. Placed messaging in our county wide newsletter for staff in November with detailed information about the platform and who to contact to get registered and login. We will look at how many teachers/staff sign up after the messaging is sent to staff.

Implementation Timeline	October 2023 Set up access to the resource by completing purchase, identifying a site administrator, and notifying sites of login directions and credentials. October 2023-June 2024 Schools will access the Breakout EDU's digital platform. November 2023 Met with Breakout EDU representatives on November 8th to discuss usage and ideas to get more schools signed up on the platform. November 2023 Created a one pager with details about Breakout EDU to be sent in an all staff online newsletter (Signal).
Cost of Activity	\$24,284
Activity 6	
Title	Online and Summer Coursework for FARMS Students in the areas of Computer Science, Spanish 1 & 2, Algebra, Geometry and any other summer course editions for original credit.
Level of Evidence	Level IV - Logic Model/Rationale? Wyatt, J. N., & Mattern, K. D. (2011). Low-SES Students and College Outcomes: The Role of AP® Fee Reductions. Research Report No. 2011-9. College Board. https://files.eric.ed.gov/fulltext/ED561029.pdf Theokas, C., & Saaris, R. (2013). Finding America's Missing AP and IB Students. Shattering Expectations Series. Education Trust. https://files.eric.ed.gov/fulltext/ED578802.pdf Warne, R. T., Larsen, R., Anderson, B., & Odasso, A. J. (2015). The impact of participation in the Advanced Placement program on students' college admissions test scores. The Journal of Educational Research, 108(5), 400-416. https://www.tandfonline.com/doi/pdf/10.1080/00220671.2014.917253 During SY 22-23, 13 FARMS students participated in this activity. The courses offered in the summer are college pathway graduation completers, providing that

	Offered in the summer are college pathway graduation completers, providing that access to the summer courses allows students to further their coursework during the school year to move onto higher level sequencing of courses. According to Wayatt and Mattern (2011), "nationally, students from low-income households enroll in college at lower rates than do students from middle- or high-income families (Aud et al., 2010). Specifically, in 2007, 58.4 percent of high school graduates from low-income families' enrolled in a two- or four-year college immediately after high school, compared to 63.3 percent of students from middle-income families and 78.2 percent of students from high-income families."
Evaluation Methods	Participant demographic data will be collected to determine if the target audience has participated. Participant performance data will also be collected.
Objective	Fund online and/or summer course costs for FARMS students to facilitate access across all three high schools by August 30, 2024.
Measurable Goal	The percentage of FARMS students participating in online coursework in SMCPS summer school, will increase by 5% by August 30, 2024.
Milestone	Monitor FARMS student enrollment and academic performance in online and/or summer coursework.
Implementation Timeline	March 2024-June of 2024 Advertise online and/or summer learning opportunities for FARMS students. Create online flyers and distribute them to the high schools to advertise online/summer credit coursework offered in the county. April 2024 - June 2024 Monitor FARMS student enrollment in online and/or summer coursework. The form used to have students register for courses includes a checkbox to indicate if

	they are a student that has a free and reduced meal status. August 2024 Review FARMS student academic performance in online and/or summer coursework.
Cost of Activity	\$2,000

Safe and Healthy Schools

Using the table below, please provide a description of the selected Safe and Healthy Schools activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Activity 1

Title	Summer Media Centers
Level of Evidence	Level IV - Logic Model/Rationale? Alexander, K., Entwistle D., & Olsen L (2007). "Lasting Consequences of the Summer Learning Gap." American Sociological Review. no. 72, 167-180. https://drive.google.com/file/d/1B1a0qTcy1puPDouFUBYwMGffCunhKpaE/view Allington, R. L., & McGill-Franzen, A. (2017). Summer reading loss is the basis of almost all the rich/poor reading gap. In The achievement gap in reading (pp. 170-184). Routledge. Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., & Nowak R. (2010). "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students." Reading Psychology, (31) 5, 411-427 https://drive.google.com/file/d/1Jd9tujccdeVrUSiz13u9kF-VsbGn3CaT/view Bell, S. M., Park, Y., Martin, M., Smith, J., McCallum, R. S., Smyth, K., & Mingo, M. (2020). Preventing summer reading loss for students in poverty: a comparison of tutoring and access to books. Educational Studies, 46(4), 440-457. https://eric.ed.gov/?id=EJ1260407 Lara-Cinisomo, S., Taylor, D. B., & Medina, A. L. (2020). Summer reading program

LEVEL OF EVIDENCE	with benefits for at-risk children: Results from a Freedom School program. Reading & Writing Quarterly, 36(3), 211-224. https://www.tandfonline.com/doi/abs/10.1080/10573569.2019.1627968?journalCode=urwl20 According to Allington et al (2010) ensuring easy and continuing access to self-selected books for summer reading is one potential strategy for addressing summer set-back and the reading gap that exists between students from less economically advantaged families. During the summer of 2022, 7 school sites hosted summer media sessions. Over 200 people visited these Summer Media Centers. Summer Media Centers were effective in maintaining a home/school connection during the summer months. Students, families, and staff enjoyed the available summer media experiences and requested that this activity continue in the future. Summer Media activities included book check out, storytime, engineering makerspace activities, programming robots, book clubs, and other makerspace activities. According to Bells et al (2020), "Results add modestly to the growing evidence that access to books is a cost-efficient means to address summer reading loss."
Evaluation Methods	Collect information about the number of open media centers, the days/hours of availability, the kinds of activities planned, and the number of community participants.
Objective	Open a minimum of 7 school media centers to students and families between June 2024 -August 2024. Offer programming at those sites for 10-15 hours per week.
	In the summer of 2021, 15 schools were opened with limited hours. Site hours and days varied based on media center availability. In the summer of 2022, 7 school sites hosted summer media sessions. Over 200 people visited these Summer Media Centers. This activity did not occur during the summer of 2023. In 2024, we will establish a summer media center in at least seven school sites

Measurable Goal	that are accessible to students and families between June 2024- August 2024. Encourage student summer reading and academic engagement through a 10% student participation increase in advertised summer media center activities that will be held June 2024 - August 2024. That is an increase of 20 students in 2024 from 2022.
Milestone	Meet with school based staff during the spring of 2024 to plan SMCPs summer media opportunities.
Implementation Timeline	January 2024 - March 2024 Discuss summer media activity with school based staff. April 2024 - May 2024 Collect site specific information regarding summer media plans. *Identify sites open for summer school to ensure those sites are covered as a priority site *Send out Google Forms to gauge days and times of availability at each site *Spread the word to schools via school newsletters and school messaging platforms to advertise media center availability once the school year ends June 2024 - August 2024 *Implement summer media activities in identified schools *Continue to advertise on school websites, newsletters and other means of school side messaging platforms
Cost of Activity	\$48,880
Activity 2	
Title	School Wellness Coordinators
	Level IV - Logic Model/Rationale Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., & Nilsson, M. (2015). Effects of a curricular physical activity intervention on children's school performance, wellness, and brain development. Journal of School Health, 85(10), 704-713. https://drive.google.com/file/d/1LRO126fabrxMxLS14skutj3FpsuUxYHc/view

Level of Evidence	Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., & Schwartz, A. E. (2017). School Wellness Programs: Magnitude and Distribution in New York City Public Schools. <i>Journal of School Health</i>, 87(1), 3-11. https://drive.google.com/file/d/1_cIGL1kr6w68HWgYwbAhWHJMnjb-Bq8y/view Story, M., Nanney, M. S., & Schwartz, M. B. (2009). Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity. <i>The Milbank Quarterly</i>, 87(1), 71-100. https://drive.google.com/file/d/1e9TmMTf2QUYTDP9ndiSKfAri9Oo5E9dW/view SMCPS continues its efforts to improve student health and wellness by hiring a School Wellness Coordinator in each building. These individuals serve on the School Health Council where they collaborate with community partners on student health and wellness initiatives. They also establish school site wellness goals to improve student health and wellness. Many of these goals focus on limiting the use of food as rewards or incentives for students. According to Story, M., Nanney, M.S., & Schwartz, M. B. (2009), competitive foods (foods sold outside of federally reimbursed school meals) are widely available in schools, especially secondary schools. Studies have related the availability of snacks and drinks sold in schools to students' high intake of total calories, soft drinks, total fat and saturated fat, and lower intake of fruits and vegetables; physical activity can be added to the school curriculum without academic consequences and also can offer physical, emotional, and social benefits. School Wellness Coordinators are putting in place practices to limit the use of food for incentives and offering more physical activity. Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., & Nilsson, M. (2015), find that curriculum-based physical activity in school may improve the academic achievement and psychological health of children, particularly for girls.
Evaluation Methods	Collect information regarding site-based goals and the types of wellness activities initiated by the school Wellness Coordinators. Review data of participants to
Objective	Recruit a Wellness Coordinator at each local school and pay them a stipend to facilitate school wellness initiatives for students during and before/after school.

Measurable Goal	Promote wellness initiatives by establishing and implementing site-based student-centered wellness goals in at least 25 schools by June 2024. 100% of schools will achieve their self-selected site-based student-centered wellness goal by June 2024.
Milestone	Ongoing consultation with Wellness Coordinators will occur at School Health Council Meetings and by surveys completed by Wellness Coordinators.
Implementation Timeline	August 2023 - September 2023 Recruit School Wellness Coordinators September 2023 - October 2023 School Wellness Coordinators establish site based goals September 14, 2023, February 15, 2024 December 14, 2023, April 18, 2024 (executive committee) School Wellness Coordinators attend School Health Council Meetings May 2024 - June 2024 School Wellness Coordinators complete an end of year reflection
Cost of Activity	\$22,076
Activity 3	
Title	Spot Vision Screeners
	Level IV - Logic Model/Rationale Research finds that 1 in 4 school-aged children experience a vision disorder requiring treatment. Vision screenings help to ensure that vision disorders are identified, thereby aiding students to succeed academically, athletically, and socially. Amblyopia is the most common cause of preventable visual loss in

Level of Evidence	children. As children get older, the primary screening focus shifts from preventing amblyopia to detecting visual disturbances. Research indicates that the Spot Vision Screener provides good specificity and sensitivity in detecting amblyopia risk factors and is also an acceptable method of detecting additional visual disturbances. https://journals.healio.com/doi/abs/10.3928/01913913-20200331-02 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4507562/ https://www.sciencedirect.com/science/article/abs/pii/S1091853115005157 https://nationalcenter.preventblindness.org/think-of-vision-fact-sheets-for-teachers/ SMCPS continues its efforts to accurately and efficiently provide quality periodic vision screening of school-age children to identify potential visual disorders. The National Center for Children's Vision and Eye Health reports early referral for diagnosis and treatment of visual impairment is paramount in preventing interference with academic performance and the possibility of permanent damage. Research identifies the Spot Vision Screener as an acceptable method to efficiently (capture time of less than one second) screen children, including those with special needs, for unrealized visual disturbances (Mendez et al., 2015; Peterseim et al., 2014 & 2020). Therefore, utilizing the Spot Vision Screener throughout SMCPS will ensure accurate screening results, foster early detection of visual disturbances, minimize missed classroom instruction for screening, and promote academic success.
Evaluation Methods	Review school nurse documentation of vision screening data to determine if >75% of elementary students that require vision screening received the screening within the first four months of entering the school system.
Objective	Provide modernized vision screening equipment to all school sites by the end of the 2024-2025 SY to minimize loss of students in class time, provide accurate student screening results, and foster early referral for diagnostic testing and necessary treatment.

Measurable Goal	>75% of elementary students attending SMCPs for the first time at 12 targeted schools where a Spot Vision Screener was used in place of traditional screening methods will receive initial vision screening within the first four months of entering the school system.
Milestone	The activity leader will review school nurse site-based documentation of vision screenings monthly to ensure we are on track for meeting the 75% goal.
Implementation Timeline	September 2023 At least twelve SMCPs elementary sites will be identified to use the Spot Vision Screener as the primary tool for vision screening rather than traditional vision screening equipment. October 2023 All SMCPs full time school nurses will have documented training and competency of Spot Vision Screener use. September - December 2023 Vision screening data from identified sites will be monitored monthly.
Cost of Activity	\$41,950

Effective Use of Technology

Using the table below, please provide a description of the selected Effective Use of Technology activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Activity 1

Title	Schoolology Liaisons
	Level IV - Logic Model/Rationale?

Level of Evidence	Key Characteristics of Teacher Leaders in Schools Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research, v4 n2 p59-67 2014 https://files.eric.ed.gov/fulltext/EJ1058520.pdf Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2 https://learningforward.org/wp-content/uploads/2015/04/pieces-of-the-learning-puzzle.pdf Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. Journal of research on Technology in Education, 42(3), 255-284. https://files.eric.ed.gov/fulltext/EJ882506.pdf According to Ertmer and Otterbreit-Leftwich (2010), despite increases in computer access and technology training, technology is not being used to support the kinds of instruction believed to be most powerful. Lumpkin, Flaxton, & Wilson (2014) indicate that teacher leaders who share their specialized knowledge, expertise, and experience with other teachers broaden and sustain school and classroom improvement efforts. Muhtia, Suparno, & Sumardi (2018) note that using Schoology has potentials and challenges. Potentials include ease of use, security for student safety, increased student motivation, critical thinking, and teacher-student interactions. Challenges could include lack of infrastructure or training. Since implementing Schoology in 2020, SMCPs has continued to support staff with ongoing Schoology support. During the 21-22 school year, 39 Schoology Liaisons were hired to provide teachers with ongoing support as they utilized the district's learning management platform. These individuals meet monthly to discuss the Schoology roadmap, implementation of Educational Technology as well as collaborate on best practices for instructional use of the purchased platforms. Research supports the continuation of this activity during the 2023-2024 school year.
Evaluation Methods	Document information shared at Schoology Liaison meetings to include; agenda, Google meet analytics Google Meets, evaluations through Google Forms, and informal conversations. Collect information about the site-based coaches and the kind of support they provide to staff. Site-based support is documented and provided through; meeting with teachers during PLC meetings, grade level planning meetings, whole group staff meetings or 1:1 meetings with the Liaisons.

	Data will be collected to measure student usage throughout the school year. We will use the Schoology analytics to gather data on usage.
Objective	Establish Schoology Liaisons in every school to provide teachers with ongoing support as they utilize the district's learning management platform.
Measurable Goal	Recruit a liaison at 100% of school sites and provide one-hour bi-monthly training for ongoing support in the use of the district's learning management platform by implementing site-based coaches in all schools by June 2024. By doing so, we will increase student achievement by 3% as demonstrated on MCAP when comparing average scores to the previous school year. Through the use of Schoology, we will increase blended learning in our seven secondary schools by 20% (compared to SY22-23) as demonstrated on Schoology Analytics by June 2024. Additionally, all secondary students will use the Schoology learning management system to access coursework, grades, and digital feedback during the 2023-2024 school year.
Milestone	Meet bi-monthly with Schoology Liaisons to determine staff needs and provide support. Conduct mid-year and end-of-year Schoology analytics checks for student usage, for grades usage, and digital feedback.
Implementation Timeline	August 2023 Recruit Schoology Liaisons Bi-Monthly: September 2023 - June 2024 Schoology Liaisons attend district meetings and share information/training with site-based staff
Cost of Activity	\$38,016

Programs in Fine Arts

Annual Implementation Goals

As stated in COMAR 13A.04.16. Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2023-2024 goals of the LEA to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for dance, media arts, music, theater, and visual art. Please refer to the Grants Information Guide for additional information. Add more rows as necessary.

Dance

Goal	Objectives	Strategies	Methods for Measuring Progress
Explore dual enrollment opportunities for a dance program with the College of Southern Maryland.	Create dual enrollment dance opportunities for SMCPS students through the College of Southern Maryland.	Ongoing discussions and meetings with the College of Southern Maryland.	The creation of authentic dance dual enrollment opportunities.
Continued exploration of dance opportunities that can be embedded into our already-created music and theatre courses.	Creating opportunities for authentic dance experiences embedded into our already existing music and theatre courses.	Ongoing curriculum review and revisions throughout the 23-24 school year.	Additional incorporation of authentic dance experiences into our existing music and theatre courses.

Media Arts			
Goal	Objectives	Strategies	Methods for Measuring Progress
Continued exploration of cross-curricular opportunities between media arts and CTE.	Continue creating opportunities for authentic media arts experiences embedded into already created CTE courses.	Ongoing discussions with the CTE supervisor to determine if any cross-curricular opportunities are present that would allow additional alignment with the MSDE Fine Arts Standards.	Ongoing incorporation of authentic media arts experiences into our existing courses.

Music			
Goal	Objectives	Strategies	Methods for Measuring Progress
Continue offering our elementary school students experiences in jazz.	Provide an honors jazz experience to all interested students.	Two Elementary All-County Jazz Band conductors	Elementary All-County Jazz Band concert in April.
Continue offering elementary band and strings students a solo and ensemble assessment.	Provide an authentic assessment experience to all interested students.	Five Elementary Solo and Ensemble Assessment Adjudicators	District IV Elementary Solo and Ensemble Assessment in May.
Continue offering our elementary students an all-county chorus experience.	Provide an honors chorus experience to all intererested students.	One Elementary All-County Chorus accompanist	Elementary All-County Chorus concert in November.

Continue offering our elementary and middle school students summer experiences in band, chorus, and orchestra.	Provide authentic opportunities to engage in the creative process after the school year ends.	Planning meetings for the Summer Arts Academy	The SMCPs Summer Arts Academy to be held the last week in June.
Continued refinement of our General Music curriculum that aligns with current state and national standards.	Provide all students opportunities to meaningfully engage in the arts.	Update our elementary General Music curriculum for the 24-25 school year	Completed revisions by June 2024.
Provide guest artists for the Academy of Visual and Performing Arts	Provide opportunities to work with a professional artist.	One guest artist to work with students by February, 2024	Qualitative data to include student/teacher/guest artist feedback and evidence of students engaging in the creative process.
Competitive performance opportunities for our marching bands and combined indoor guard and percussion ensemble.	Provide authentic opportunities for students to experience the marching arts.	USBands/KIDA membership and championship fees for Chopticon, Great Mills, and Leonardtown High Schools	Participation in the USBands championships, November 2023, and KIDA Championships, April 2024.

Theatre			
Goal	Objectives	Strategies	Methods for Measuring Progress
Continue offering our elementary and middle school students summer experiences in theatre.	Provide authentic opportunities to engage in the creative process after the school year ends.	Planning meetings for the Summer Arts Academy	The SMCPS Summer Arts Academy to be held the last week in June.
Continued refinement of our Performance Troupe curriculum that aligns with current state and national standards.	Provide all students opportunities to meaningfully engage in the arts.	Updated Performance Troupe curriculum with a completed scope and sequence and exemplar lesson plan seed examples by summer, 2024	Completed revisions by June, 2024.
Provide guest artist to work with our Academy of Visual and Performing Arts theatre students.	Provide opportunities to work with a professional artist.	One guest artist to work with students by February, 2024	Qualitative data to include student/teacher/guest artist feedback and evidence of students engaging in the creative process.

Visual Arts			
Goal	Objectives	Strategies	Methods for Measuring Progress
Continue offering our elementary and middle school students summer experiences in theatre.	Provide authentic opportunities to engage in the creative process after the school year ends.	Planning meetings for the Summer Arts Academy	The SMCPS Summer Arts Academy to be held the last week in June.
Provide guest artist to work with our Academy of Visual and Performing Arts arts students.	Provide opportunities to work with a professional artist.	One guest artist to work with students by February, 2024	Qualitative data to include student/teacher/guest artist feedback and evidence of students engaging in the creative process.

Gifted and Talented Education

Process for identifying gifted and talented students

Describe the LEAs process for identifying gifted and talented students. Be sure to include:

1. Documentation of early evidence of advanced learning behaviors (Prek-2).
2. Equitable policies that ensure inclusions of all students.
3. A universal screening process at grades Prek-2, 3-5, and 6-9.
4. An outline of how the identification process is reviewed for effectiveness.
5. An outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.

In Pre-Kindergarten through grade 2, all students participate in Elementary Engineering for All Challenges. These activities are used to document early evidence of advanced learning behaviors. SMCPs staff observe primary students during the completion of these activities. Staff use the rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors. The rubric includes the following levels: not demonstrating, readiness, emergent, progressing, and independent. All students in PreK through grade 2 receive ratings for their demonstration of creativity during the completion of their challenge. This allows SMCPs to examine student creativity data trends over time. Additional information regarding one other advanced learning behavior is collected each year (Communicative-PreK; Perceptive-Kindergarten; Persistent- Grade 1; Leadership-Grade 2).

A universal screening is conducted in third grade. All third-grade students complete an online assessment (Naglieri Nonverbal Ability Test, 3rd Edition). Additional achievement data including, but not limited to, district content area assessments, i-Ready, Access, and MCAP data are collected. All data collected are reviewed first by instructional supervisors in the Department of Curriculum and Instruction and then by school-based teams to determine gifted and talented student identifications.

Additional screenings occur in grades 4 and 5 as new students arrive to the district and returning students need to be reconsidered for gifted identification. In grades 6-8, gifted screenings are conducted upon request by the guardian, teacher, and/or student. Grade 6-8 screenings include a review of MCAP data, InView results, and district content area assessments.

The Department of Curriculum and Instruction, school-based teams, and the GT COMAR committee review the identification process and demographic data annually to determine its effectiveness. St. Mary's County Public Schools also participates in the peer review process as scheduled by MSDE.

LSS Peer Review Feedback- St. Mary's County

<https://drive.google.com/file/d/14zKHvi4QvzXyJOwYhuxCIDMuHERgS-1q/view?usp=sharing>

Ongoing professional learning regarding the identification procedures, gifted programming, and characteristics/academic/social-

emotional needs of gifted learners is available through system-wide professional learning days, monthly meetings with school-based instructional resources teachers, and external professional learning opportunities such as the Maryland State Conference on Gifted and Talented Education. Technical assistance sessions are also provided to individual teachers and school-based teams based on identified areas of need. A specific area of need can be identified at the system or school level. Staff are also encouraged to self-identify areas of need. Technical assistance is then provided based on the identified area of need. Technical assistance topics have included, but are not limited to, understanding the gifted identification process, examining data trends in local gifted identification, the effective use of gifted programming resources to meet student needs, and the implementation of talent development opportunities in primary classrooms.

The table below includes the percentage of gifted and talented students identified in the local school system in grades 3-12.

Number of gifted and talented students identified in each school

The number of gifted and talented students identified in each school and LEA will be derived from attendance data provided to MSDE Office of Accountability. The LEA does not need to include this information.

Percentage of gifted and talented students identified in the local school system

Indicate the overall and disaggregated percentage of students that qualify for GT programs.

Student Group	Gifted Students	Total Student Population
% of students participating in programming	8.60%	100%
% Asian	5.40%	<5%
% African American	<5%	18.90%
% Hispanic	6.80%	8.70%
% Pacific Islander	<5%	<5%
% White	75.80%	61%

% 2 or more	8.30%	8.70%
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% American Indian / Alaska Native	<5%	<5%
% Economically Disadvantaged	8.90%	35.50%
% FARMS	8.90%	35.50%
% EL	<5%	<5%
% SWD	<5%	12.30%

Exempt Schools

List the schools that have been exempted from identification of a significant number of gifted and talented students and the rationale. Add additional rows as needed.

School Name	Rationale for Exemption
No schools in SMCPS have been exempted from identification of a significant number of gifted students.	

Continuum of programs and services		
Identify the evidence-based programs and delivery models for each grade band.		
Grade Band	Programs (Curriculum/Enrichment)	Services (Model of Delivery)
Prekindergarten	In Prekindergarten, all students participate in an Elementary Engineering for All Challenge. Elementary Engineering for All Challenges are designed to cultivate giftedness by nurturing and supporting the development of advanced learning behaviors.	PreK teachers observe students during the completion of the Elementary Engineering for All Challenge. Teachers use the rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors. The rubric includes the following levels: not demonstrating, readiness, emergent, progressing, and independent. In PreK, evidence of student creativity and communicative skills is collected.
K - 2	In Kindergarten through grade 2, all students participate in Elementary Engineering for All Challenges. Elementary Engineering for All Challenges are designed to cultivate giftedness by nurturing and supporting the development of advanced learning behaviors. Enrichment opportunities are also available for students in grades K-2 who require a different level of challenge beyond that typically provided during grade-level instruction. Enrichment reading materials could include, but are not limited to, Junior Great Books, William and Mary Units, and novel studies. Enrichment materials for mathematics could include, but are not limited to, Project M2, Challenging Word Problems, Origo Think Tanks, and Concept Quests.	SMCPS teachers observe primary students during the completion of the Elementary Engineering for All Challenges. Teachers use the rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors. The rubric includes the following levels: not demonstrating, readiness, emergent, progressing, and independent. All students in Kindergarten through grade 2 receive ratings for their demonstration of creativity during the completion of their challenge. Additional information regarding one other advanced learning behavior is collected each year (Perceptive-Kindergarten; Persistent- Grade 1; Leadership-Grade 2). Enrichment opportunities are provided in addition to regular classroom instruction and may be delivered as part of flexible grouping, guided reading/math, or as a pull-out program. Enrichment opportunities can be provided by classroom teachers or

		provided by classroom teachers or instructional resource teachers. Each school determines which staff will provide enrichment opportunities and which model of delivery will be used.
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3 - 5	Students in grades 3, 4, and 5, that have been identified as Gifted and Talented in the area(s) of reading and/or mathematics, begin receiving instruction using supplementary materials. Supplementary reading materials include William and Mary Units and novel studies. Supplementary materials for mathematics include Challenging Word Problems and Concept Quests.	Gifted instruction is provided in addition to regular classroom instruction and may be delivered as part of flexible grouping, guided reading/math, or as a pull-out program. Gifted programming can be provided by classroom teachers or instructional resource teachers. Each school determines which staff will provide gifted programming and which model of delivery will be used.
6 - 8	Instruction in accelerated ELA is supported by strategies and tools students need to engage in active, fast-paced learning to develop the skills, habits of mind, and concepts necessary to succeed in advanced English courses. Supplementary materials for accelerated ELA include the College Board's Springboard as well as specific novels specifically selected for their rigor that are taught in OGL courses in higher grade levels (e.g. To Kill a Mockingbird is in the 8 ACC curriculum and the Freshman English OGL curriculum). The content in the accelerated mathematics courses is designed to provide students with higher-level problem-solving skills and to engage them in fast-paced learning to meet their academic needs. Students will examine ratios, proportions, geometry concepts, and statistics and probability to best prepare them for Algebra 1 and advanced mathematics courses as they advance to high school. Middle school students can also continue to apply to participate in the Science, Technology, Engineering, and Mathematics (STEM) Academy. Acceleration in math courses is accomplished through compacting the state standards, that is, 1.5 years in one year. Supplementary materials include Desmos Curriculum, Carnegie Learning Middle School Math Solutions, and Delta Math.	In grades 6-8, the Accelerated English/Language Arts (ELA) classes address the needs of students who require instructional experiences beyond the regular grade-level curriculum. Students are provided with appropriate levels of challenge through accelerated pacing and advanced content. The content in the accelerated ELA courses is differentiated to provide students with higher-level, more complex texts. In grades 6-8, students who demonstrate high levels of achievement in mathematics take accelerated courses. Under the Common Core Curricula for Mathematics, students may be placed in 6th Grade Accelerated Math, 7th Grade Accelerated Math, and 8th Grade Algebra I. High school credit is earned for completion of Algebra I.

9 - 12	In addition to advanced coursework, students can apply to participate in a specialized pathway. These include: The Science, Technology, Engineering, and Mathematics (STEM) Academy - Grades 6-12 The Academy of Visual and Performing Arts (AVPA)- Grades 9-12 The Academy of Global and International Studies (GIS) - Grades 9-12 The Academy of Finance (AOF) - Grades 9-12 Dual enrollment with the local community college Supplementary materials include Desmos Curriculum, Carnegie Learning, and other programs.	In grades 9-12, a variety of Honors, Pre-AP, and AP level courses exist for students who are motivated within a particular academic discipline. These courses are designed to develop the study skills, rigor, and academic knowledge necessary to succeed in advanced studies. Courses are planned to include more rigorous materials including novels and AP Springboard.
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Goals, targets, strategies, and timelines

Identify the goals, targets, strategies, and timelines for implementing gifted talented education. Add additional goals as needed.

Goal	Target	Strategies	Timeline
Increase the number of elementary gifted identifications for students from underrepresented populations.	Explore the use of local norms and determine the impact their use could have on identifying more students from underrepresented populations.	Administer gifted screening measures Review student performance on screening measures Calculate local norms for all schools that have less than 5% of students identified for gifted programming Compare student identifications using national norms to the number of identifications made using local norms. Determine if the use of local norms has a significant impact on increasing the number of students from underrepresented populations that are identified for gifted programming.	September 2023 - December 2023 September 2023 - January 2024 January 2024 January 2024 January 2024

		If local norms are utilized, determining programming implications (if any)	January 2024 - May 2024
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Use a universal screener to equitably identify gifted students in grades 6 - 8.	Explore the possibility of adopting a universal screener for middle school students. Identify assessments currently employed in SMCPs middle schools (6th grade) that could be adapted into universal screening measures for students beginning in the 2024-2025 school year.	Establish periodic (monthly/quarterly) meetings that include representation from a variety of school system stakeholders. Review current SMCPs assessments to determine feasibility in measuring ELA and math GT potential.	October 2023 - June 2024 December 2023 - February 2024
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Comprehensive Teacher Induction Program

Mentoring Program

List the LEA personnel responsible for administering and supervising the LEAs CTIP.

CTIP Personnel

Name	Title	Responsibilities
Dr. Jeffrey Maher	Chief Strategic Officer	Supervising the Comprehensive Induction Program
Heather Husk	Instructional Resource Teacher	Support mentors, provide professional development for non-tenured teachers, monitor participation in CIP

Describe the training that mentors receive BEFORE their tenure as a mentor. Include the timeline of when training occurs and the content of the training.

Mentors complete the Skills for Coaching and Mentoring course that is offered twice a year in the fall and spring for 1 CPD credit (15 hours). During the course, potential mentors learn about the role of a mentor, communication skills for providing feedback and building relationships, and use of tools for supporting new teachers. The course includes the opportunity to participate in a coaching cycle experience with a colleague with a pre-walkthrough conference and a post-walkthrough conference. Potential mentors reflect on their strengths and determine areas for growth as a teacher leader.

Describe the training that mentors receive DURING their tenure as a mentor. Include the timeline of when training occurs and the content of the training.

Once mentors are assigned to support a non-tenured teacher, they are provided with a biweekly update that includes guidance for topics to discuss with their mentees and support resources in areas of potential need. Each mentor is also included in a Schoology group that allows mentors to share ideas and collaborate with mentors outside of their buildings. Mentors are also placed in teams at schools to collaborate and support each other provide professional development opportunities for non-tenured teachers in their schools. At least twice a school year, in-person professional development is offered to mentors at the system level on topics such as goal-setting with mentees. Quarterly virtual professional development is offered to mentors at the district level on topics such as communication or leading mentor meetings. In addition, system support is available to mentors as requested for individual guidance and assistance as needed.

Describe how school system administrators are trained in the roles and responsibilities of mentors to include the timeline of

...when training occurs and the content of the training.

Each spring during system-level meetings, administrators are provided guidance to encourage experienced teachers to apply to be mentors and complete the mentor training. In the summer, administrators are provided guidance on matching mentors with the non-tenured teachers in their building based on content, grade-level, experience, and personality. New administrators are offered one-on-one introduction training to the CIP during the summer before teachers return. In the fall, all administrators are offered training on the CIP and how they can support the non-tenured teachers and mentors in their building. Throughout the school year, administrators are offered support and opportunities to check in with the CIP team to ensure that the non-tenured teachers and mentors in their building are accessing appropriate resources.

Describe how the district determines and defines probationary teachers.

SMCPS defines probationary teachers as those teachers without tenure including teachers in their first three years with SMCPS or their first year with SMCPS if they were tenured in another Maryland county in the previous school year.

Describe the initial orientation process for professional learning that is offered to probationary teachers.

In their first year with SMCPS, non-tenured teachers participate in a three-day orientation. Orientation activities include school tours, grade-level and content-specific professional development for classroom environment and curriculum, teacher certification expectations and supports, access to content supervisors, human resources benefits, digital resources, performance expectations and goal setting, and choice professional development based on needs and experience. Choice sessions included behavior management, Schoology workshops, lesson planning basics, IEP reading for classroom teachers, NBCT opportunities, and database resources. During the orientation sessions, new teachers also work with model demonstration classroom teachers for their grade level/content area. This provides them another layer of mentoring and support specific to their roles. Demo teachers also provide follow up sessions and coaching throughout the year.

Describe the ongoing professional learning that is offered to probationary teachers throughout the school year.

Non-tenured teachers in their first year with SMCPS participate in monthly seminars for professional development. The seminars include grade-level and content-specific professional development sessions based on needs and experience. Session topics are determined through feedback from participants, mentors, supervisors, and administrators offered from trends in walkthrough and observations of non-tenured teacher classrooms. Non-tenured teachers in their first three years with SMCPS are assigned a mentor. The non-tenured teachers meet with their mentor once a week for approximately 40 minutes and participate in regular mentor team meetings as appropriate. Mentor support topics include classroom management, instructional planning, professional responsibilities, collaboration, communication, and analysis of student work. In addition, mentors offer quarterly walkthrough opportunities for each non-tenured teacher. Additionally, demonstration teacher sessions are held regularly, accompanied with opportunities for content-specific coaching.

Describe what opportunities probationary teachers have for observation with their mentors and skilled teachers.

All non-tenured teachers are provided the opportunity to participate in quarterly instructional walkthroughs. The format can be the mentee viewing a lesson taught by the mentor, the mentor viewing a lesson taught by the mentee, mentor or experienced teacher and mentee co-teaching a lesson, or the mentor facilitating the mentee viewing another experienced teacher during a lesson. The format of the walkthrough is determined by the mentor and mentee based on their need. The walkthrough process includes a pre and post walkthrough conference. During the prewalkthrough conference, the purpose and focus of the walkthrough is determined. In the post walkthrough conference, the purpose is reviewed, what was observed is shared, and next steps are determined for improvement in the non-tenured teacher's classroom. Subsequent weekly mentor meetings provide the opportunity to reflect on the changes and progress of the non-tenured teacher's practice. The district provides funding substitute coverage to facilitate the instructional walkthrough process.

Describe what opportunities probationary teachers have for informal feedback with their mentors and skilled teachers.

Non-tenured teachers participate in quarterly instructional walkthroughs as described above. In addition, during weekly mentor meetings, non-tenured teachers are able to receive feedback on instructional planning, student work, and other professional responsibilities. Non-tenured teachers are also expected to participate in PLCs based on their grade-level or content in which they will collaborate with experienced teachers. Mentors and new teacher partners are expected to engage in mentoring activities for at least 40 minutes per week.

Describe what opportunities probationary teachers have for co-teaching with their mentors and skilled teachers.

Non-tenured teachers are provided the opportunity to participate in quarterly walkthroughs that may include co-teaching with their mentor or an experienced teacher as described above.

Describe how the needs and concerns of new teachers are assessed and addressed through ongoing support, informal feedback, and follow-up.

Mentors submit weekly mentor logs that include information about the topics that are addressed when meeting with their mentees. That information is collected monthly looking for trends in needs and strengths of the non-tenured teachers. In response, resources are provided in the biweekly updates for mentors and non-tenured teachers that support them in the indicated areas. In addition, all professional development sessions include the submission of exit slips that include questions about future needs, areas of confusion, and requested resources. The first-year non-tenured teachers submit exit slips with each monthly seminar. The information from the exit slips is shared with the departments of special education, assessment and accountability, and curriculum and instruction who provide professional development sessions at the seminars. Responses to questions and additional resources are included in the biweekly updates. Mentor professional development exit slips are also used to provide additional support and guidance to mentors. Twice a year - in January and May - all participants in the CIP complete a survey to collect information about their needs, successes, challenges, and recommendations for improvement of the CIP. The information is used to plan professional development, gather resources, and adjust support and guidance.

Data Reporting

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	284	2.581818182
Total Number of Probationary Teachers being served by the LEAs CTIP	284	
Number of Full Time Mentors	0	
Number of Part Time Mentors	0	
Number of Teacher serving as Mentors	110	
Total Number of Mentors	110	

Describe how the LEA reviews probationary teacher performance data to improve the instructional practice. Be specific.
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Each non-tenured teacher is evaluated on a summative process, which includes goal setting, pre-and post-observation conferences, and 4 observations throughout the year. These include 2 observations by school administrators, and 2 by content supervisors. Information from all observations are recoreded through an online platform. At the school and system level, all observation data is reviewed to determine needs of non-tenured teachers as they compare to tenured teachers, as well as by content, grade level, and school. Further, Student Learning Objectives are set at the beginning of the year, and reviewed at multiple points during the year with school administrators. Through this formal process, each teacher is engaged in a cycle of feedback on their professional practice and student learning. Further, each teacher is involved in grade level or content Professional Learning Communities that review ongoing student learning (from state and local assessments) to respond with instructional interventions and designs based on student needs. Additionally, mentors work with mentees to address specific lesson planning or instructional needs as part of the coaching cycle.

Measuring Effectiveness

Program Effectiveness

Complete the chart to explain how the efficacy of the mentoring program is evaluated. Include in the response teacher evaluation data, teacher perception data, and new teacher retention data.

Data Type and Source	Crtieria and Method for Collection	How data is used to inform or improve CTIP	Personnel Responsible
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Bi-annual survey to non-tenured teachers and mentors about the helpfulness of the induction program elements	Non-tenured teachers and mentors submit an anonymous Google Form that is emailed directly to them via their system email address	The responses are used to provide supplemental professional learning for mentors, update guidance and support for non-tenured teachers, and plan professional development for induction seminars.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
Exit Slips for all professional development including orientation and monthly seminars	Non-tenured teacher participants are provided a paper exit slip that is submitted at the end of the professional development sessions.	The data is collected and shared with presenters and supervisors. The information is used to plan upcoming professional development sessions, provide clarification for outstanding questions, and provide guidance to mentors for their one-on-one work with non-tenured teachers	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
Weekly mentor logs	Mentors submit weekly logs via a Google Form to record the amount of time spent with each non-tenured teacher, the topics of need and discussion, and participation in instructional walkthroughs.	The data is gathered quarterly to determine trends in non-tenured teacher needs based on certification, grade-level, and experience. The information guides professional development opportunities for non-tenured teachers. In addition, it allows for the tracking of outliers in data and mentoring participation of non-tenured teachers to determine if additional support is required.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
Non-tenured Teacher Retention Rates	Data is collected through the Human Resources Staffing Reports	The retention rate data is used to determine gaps in support for subgroups of non-tenured teachers and specific schools.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives

Teacher Performance Evaluation	Teacher evaluations are submitted through the online Perform platform when teachers are observed and their end of year evaluation.	The observation data is used to determine professional development needs and gaps in knowledge of non-tenured teachers.	Dr. Jeffrey Maher, Chief Strategic Officer
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Mentor Effectiveness			
Complete the chart to explain how the efficacy of individual mentors is evaluated. Include in the response teacher evaluation data, teacher perception data, and new teacher retention data.			
Data Type and Source	Criteria and Method for Collection	How data is used to improve effectiveness of mentors	Personnel Responsible
Weekly Mentor Logs	Mentors submit weekly logs via a Google Form to record the amount of time spent with each non-tenured teacher, the topics of need and discussion, and participation in instructional walkthroughs.	The data is used to determine gaps in mentor support and needs for mentor professional development.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
Bi-annual survey to non-tenured teachers and mentors about the helpfulness of the induction program elements	Non-tenured teachers and mentor submit an anonymous Google Form that is emailed directly to them via their system email address	The responses are used to provide supplemental professional learning for mentors, update guidance and support for non-tenured teachers, and plan professional development for induction seminars.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
Non-tenured Teacher Retention Rates	Data is collected through the Human Resources Staffing Reports	The retention rate data is used to determine gaps in support for subgroups of non-tenured teachers and specific schools.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives

Teacher Evaluation Data	Data from teacher observation and evaluations are tabulated and shared related to each domain of professional practice.	Observation data is used to determine gaps in non-tenured teacher performance to develop professional development for non-tenured teachers and mentors.	Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Strategic Initiatives
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Carryover and No Cost Extensions

Local Education Agency (LEA)

Phone Number

LEA Unique Entity Identifier (UEI)
Number

Address

LEAs must complete the chart below for each Title program that would be impacted by carryover and/or no cost extension granted through the Tydings Amendment.

NOTE: Section for information purposes only. LEAs are not required to complete this section for Fiscal Year 2023 awards or any year prior.

Title Program	Explanation
Title I, Part A	
Title I, Part C	
Title I, Part D, Subpart 1	
Title I, Part D, Subpart 2	
Title II, Part A	Staff shortages/vacant positions and unused nonpublic balances in SY2022-2023 resulted in FY23 carry-over funds being available in SY 2023-2024.
Title III, Part A, English Language Acquisition	
Title IV, Part A	Staff shortages/vacant positions and unused nonpublic balances in SY2022-2023 resulted in FY23 carry-over funds being available in SY 2023-2024.
Title V, Part B	

Application Index

Use the links below to navigate throughout this document

Instructions

[Instructions](#)[Grant Information Guide](#)

General Application Requirements

[Cover Page](#)[Executive Summary](#)[Key Personnel and Steering Committee](#)[Extend of Need](#)[Evidence of Impact](#)[Evaluation and Dissemination](#)[Budget Narratives Index](#)[Appendices](#)

Blueprint and COMAR Alignment

[Blueprint for Maryland's Future](#)[Educational Equity](#)[Equitable Services](#)[Fine Arts Narrative](#)[Gifted and Talented Narrative](#)[Teacher Induction](#)

Title I, Part A

[Title I, Part A A-D](#)[Title I, Part A E-J](#)[Title I, Part A Progress Monitoring](#)[Title I, Part A Budget Workbook](#)

Title I, Part C

[Title I, Part C Narrative](#)[Title I, Part C Budget](#)

Title I, Part D, Subpart 2

[Title I, Part D Narrative](#)[Title I, Part D Budget](#)

Title II, Part A

[Title II, Part A Narrative](#)[Title II, Part A Budget](#)

Title III, Part A, English Language Acquisition

[Title III, ELA Narrative](#)[Title III, ELA Budget](#)

Title IV, Part A

[Title IV, Part A Narrative](#)[Title IV, Part A Budget](#)

Title V, Part B

[Title V, Part B Narrative](#)[Title V, Part B Budget](#)

Carryover and No Cost Extensions

[Tydings Amendment](#)

St. Mary's Consolidated ESSA Program Review



APPROVED

Category and Criteria	Rating	Remarks	Date
	SCORING RUBRIC		Received
	EXCEEDS CRITERIA	Expectations exceeded	03/08/25
	MEETS CRITERIA	Expectations met	Returned
	DOES NOT MEET CRITERIA	Revisions required	
	MISSING OR INCOMPLETE	Insufficient information for evaluation	Approved
			04/08/24
General Application Requirements	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	Date Reviewed
1. Cover Page	Rating		
LEA provides identification information for agency	Meets criteria		12/22/23
LEA provides contact information for Superintendent, Fiscal point of contact, and Primary point of contact	Meets criteria		12/22/23
LEA provides contact information for a point of contact for each participating Title and COMAR reporting program	Meets criteria		12/22/23
2. Executive Summary	Rating		
Executive Summary clearly and succinctly articulates all focus areas, the rationale for selecting each focus area, the root causes of identified issues, and explicitly addresses disparities in equity to improve outcomes for all students.	Meets criteria		12/22/23
Serves as a standalone document that can be understood without the rest of the report.	Meets criteria		12/22/23
Writing is clear and makes complex ideas easily understood by relevant stakeholders and the school community.	Meets criteria		12/22/23
3. Key Personnel	Rating		
Title I, Part A: The key staff employed by the LEA are responsible for monitoring and implementing the program, as well as steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). The 'Time Devoted' column reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e., a full-time employee who devotes half of their time appears as 0.5).	Meets criteria		
Title II, Part A: The LEA includes the name, title, responsibilities, and time devoted for each Title IIA key personnel.	Meets criteria		12/08/23
Title III, Part A: The LEA has provided the following components:			
Title III, Part A: Key Personnel information	Meets criteria		
Title III, Part A: Steering Committee information	Meets criteria		
Title IV, Part A: Key Personnel are identified for all necessary roles required to implement grant program including reasonable estimates for time and effort. Steering committee of diverse stakeholders is identified (if required).	Meets criteria		12/07/23
4. Extent of Need	Rating		

Category and Criteria	Rating	Remarks	Date
Title I, Part A: The LEA described the needs to be addressed through the Title I Part A program supported by data, efforts to address the needs and how those efforts were or were not successful. They discussed the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs	Meets criteria		
Title II, Part A	Meets criteria		12/15/23
Title II, Part A: The LEA has demonstrated that the Title IIA plan was informed by data from identified needs from a district-wide needs assessment.	Meets criteria		12/08/23
Title II, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist.	Meets criteria		12/08/23
Title II, Part A: The LEA has demonstrated that the needs assessment was based upon multiple sources of district-wide data.	Meets criteria		12/08/23
Title II, Part A: The LEA provided a description of how the needs assessment is aligned to the LEA strategic plan.	Meets criteria		12/08/23
Title III, Part A:			
Title III, Part A: The LEA has demonstrated that the Title III plan was informed by data from identified needs from a district-wide needs assessment.	Meets criteria		
Title III, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist .	Meets criteria		
Title IV, Part A:	Meets criteria		12/12/23
Title IV, Part A: The Needs Assessment makes use of both quantitative and qualitative data from diverse academic and non-academic sources to assess capacity.	Meets criteria		12/07/23
Title IV, Part A: There is a strong connection between the data and the underlying contributing elements that will lead to more equitable schools.	Meets criteria		12/07/23
Title IV, Part A: The unique needs of different student populations are discussed, including those with varying cognitive, social/emotional, and physical needs or ability, ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socioeconomic status, or other individual characteristics. The needs of each group are addressed in full within the context of the LEA along with clear connections to applicable data.	Meets criteria		12/07/23
Title IV, Part A: It is clear and explicit that the needs directly inform focus areas	Meets criteria		12/07/23
5. Evidence of Impact	Rating		
Title I, Part A: The LEA described how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact.	Meets criteria		
Title II, Part A: The LEA has provided a general description of its practices to ensure that its strategies and activities are evidence-based.	Meets criteria		12/08/23
Title III, Part A: The LEA has provided a general description of its practices to ensure that its strategies and activities are effective in assisting ELs to learn English and meet the challenging state academic standards.	Meets criteria		
Title IV, Part A:	Meets criteria		12/15/23
6. Evaluation and Dissemination	Rating		
Title I, Part A:			

Category and Criteria	Rating	Remarks	Date
Title I, Part A: The LEA identified which data will be used to evaluate the program.	Meets criteria		
Title I, Part A: The LEA completed evaluation timeline including what and how data collected, person(s) responsible.	Meets criteria		
Title I, Part A: The LEA described the dissemination plan.	Meets criteria		
Title II, Part A	Meets criteria		12/15/23
Title II, Part A: The LEA has identified the activities that they plan to include on the FY24 evaluation report.	Meets criteria		12/08/23
Title II, Part A: The LEA has included the data and how it will be collected.	Meets criteria		12/08/23
Title II, Part A: The LEA has identified the persons responsible.	Meets criteria		12/08/23
Title II, Part A: The LEA has identified the timeline.	Meets criteria		12/08/23
Title II, Part A: The LEA has described the dissemination plan.	Meets criteria		12/08/23
Title III, Part A:			
Title III, Part A: The LEA has included the evaluation in the Title III ELA tab.	Meets criteria		
Title III, Part A: The LEA has described the dissemination plan.	Meets criteria		
Title IV, Part A:	Meets criteria		12/15/23
Budgets and Budget Narratives	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. Title I, Part A, J. Fiscal (Part One) See Fiscal Tables Workbook	Meets criteria		
4. Title II, Part A	Meets criteria		01/02/24
C-1-25	Yes		12/15/23
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		12/08/23
The LEA budget narrative includes a description, calculation, requested use of funds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/08/23
All calculations are accurate.	Meets criteria		12/08/23
All formulas provided and appropriate and accurate	Meets criteria		12/08/23
Clear descriptions are provided for all line items.	Meets criteria		12/08/23
All line items are in appropriate categories	Meets criteria		12/08/23
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		12/08/23
5. Title III, Part A, English Language Acquisition	Rating		
C-1-25			
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria	C-1-25 needs to be checked against the budget narrative.	
All calculations are accurate.	Meets criteria		
All formulas provided and appropriate and accurate.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
Clear descriptions are provided for all line items.	Meets criteria		
All line items are in appropriate categories.	Meets criteria		
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria	C-1-25 needs to be checked against the budget narrative.	
6. Title IV, Part A	Meets criteria		12/15/23
C-1-25	Meets criteria		12/06/23
The LEA has provided a complete itemized budget narrative that includes separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		12/06/23
The LEA budget narrative includes a description, calculation, requested use of funds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/06/23
The budget narrative does not exceed to the total amount of the allocation and is compliant with the Title IV, Part spending rules (i.e., for any allocation ≥\$30,000 the LEA must not spend less than 20% of funds under the well-rounded education opportunities content area, not spend less than 20% of funds under the safe and healthy schools content area, and spends a portion of funds under effective use of technology content area that does not exceed 15% of the portion on expenditures for technology (e.g., devices, software, hardware, etc.).	Meets criteria		12/06/23
Blueprint	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. Educational Equity	Rating		
The LEA has provided information on how Educational Equity is addressed in their Blueprint Implementation plans.	Meets criteria		12/11/23
2. Title I, Part A	Rating		
The LEA described how the Title I, Part A program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
5. Title II, Part A	Meets criteria		01/02/24
The LEA has provided information on how Title II funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		12/08/23
6. Title III, Part A English Language Acquisition	Rating		
The LEA has provided information on how Title III funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		
7. Title IV, Part A	Meets criteria		12/15/23
The LEA has provided information on how Title IV funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		12/06/23
9. Fine Arts	Rating		
The LEA has explained how their Fine Arts supports the Blueprint for Maryland's Future.	Meets criteria	Moving forward, please share specifics on the ways in which the referenced pathways and dual enrollment programs in arts align to the Blueprint (ie, its alignment to Pillar 3), and please plan to share how fine arts align with other Pillars of the Blueprint as well, especially in Pillars 1 (arts programs in expanded Early Childhood and Pre-K programs), 2 (Blueprint-aligned professional learning opportunities and hiring and recruitment efforts) and 3 (defining arts pathways and how the arts will support literacy and numeracy achievement).	12/22/23
10. Gifted and Talented	Rating		

Category and Criteria	Rating	Remarks	Date
The LEA has explained how their Gifted and Talented Education supports the Blueprint for Maryland's Future.	Meets criteria		12/07/23
11. Teacher Induction	Meets criteria		01/02/24
The LEA has explained how their CTIP supports the Blueprint for Maryland's Future.	Meets criteria		12/08/23
Educational Equity	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Implementing the Equity Policy	Rating		
The LEA provides a description of how the LEA's equity policy has been implemented.	Meets criteria		12/11/23
The LEA demonstrates the application of an equity lens.	Meets criteria		12/11/23
The LEA cites relevant disaggregated data.	Meets criteria	Moving forward, cite relevant disaggregated data that aligns with the implementation of your equity policy.	12/11/23
Equity Initiatives	Rating		
1. Title I, Part A	Rating		
The LEA described how the evidence-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of the Title I, Part A program.	Meets criteria		
4. Title II, Part A	Meets criteria		01/02/24
The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders. (This should be the same as the Educational Equity section in the Plan of Operation.)	Meets criteria		12/08/23
5. Title III, Part A	Rating		
The LEA has demonstrated a commitment to providing ELs equitable access to educational rigor, resources, and support. The description may reflect an analysis of disaggregated data within the EL population and having an equity lens in choosing activities of supplementary language development, professional learning, and supplementary instructional materials.	Meets criteria		
6. Title IV, Part A	Meets criteria		12/15/23
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		12/15/23
8. Fine Arts	Rating		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria	In the future, we may ask for more clearly-defined metrics to track Educational Equity in fine arts programming.	12/22/23
9. Gifted and Talented	Rating		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		02/12/24
10. Teacher Induction	Meets criteria		01/02/24
The LEA has explained how evidence-based equity initiatives are part of their CTIP.	Meets criteria		12/08/23
Analysis of Accountability Measures	Rating		

Category and Criteria	Rating	Remarks	Date
The LEA identifies at least one equity goal as their current focus.	Meets criteria		12/11/23
The LEA identifies clear and measurable objectives toward achieving each goal.	Meets criteria	Moving forward, each goal should align to obstacles and barriers for student student groups based on disaggregated data. Be sure to develop explicit goals that are measureable and time-bound. The methods for measuring progress should demonstrate a direct correlation to each objective.	04/11/24
The LEA identifies relevant and practical strategies to implement for each objective.	Meets criteria		12/11/23
The LEA has identified the data-driven methods used to measure progress toward objectives.	Meets criteria	Clearly specify the measurement tools and techniques that will be utilized for each objective. Outline a systematic plan for data collection, including frequency, methods, and research- based sources.	04/11/24
The LEA has identified a reasonable timeline for implementing strategies and achieving objectives.	Meets criteria		12/11/23
The LEA has provided a data-driven analysis of prior years' successes and challenges and includes an explanation of any new or modified goals for this year and how they were developed.	Meets criteria		12/11/23
Equitable Services	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Consultation Timeline	Rating		
The LEA has included a consultation timeline.	Yes		02/06/24
Initial and Ongoing Consultation	Rating		
The LEA has provided an ongoing consultation process.	Yes		
Complaint Procedure / Dispute Resolution Process	Rating		
The LEA has provided their complaint procedures.	Meets criteria		02/06/24
Federal Program FY24 Allocations and Equitable Services Proportionate Share	Rating		
The LEA has completed the Federal Program allocations.	Yes		
Title I, Part A E. Participation of Children Enrolled in Nonpublic Schools	Rating		
Assurances: All Title I Part A applicable assurances are completed.			
The LEA included a written process for (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools.	Yes		
The LEA included a written process for (b) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:	Meets criteria		
(i) ordering and storing of materials and equipment for use in the program provided to private school children.	Yes		
(ii) evaluating the Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program.	Yes		
The LEA included a written process for: (c) Developing a formal agreement (MOU) with other LEA(s) to provide services to private school students and timeline for securing signatures.	Yes		
Assurances Delivery of Services (if applicable) The LEA ensured it (checked all that apply):	Meets criteria	Please do not modify the formatted of the application to remove content. Yes/No checkboxes were removed to add narrative for the assurances	

Category and Criteria	Rating	Remarks	Date
Provides services directly to the eligible private school students	Yes		
Enters into a third-party contract to provide services to eligible private school students	Yes		
Enters into a formal agreement (MOU) with other LEA(s) to provide services to private school students	Yes		
The LEA responded yes, ensuring it has a written process for ongoing consultation with private school officials to ensure equitable participation of students, including how the LEA ensures services to private school students start at the beginning of the school year.	Yes		
The LEA responded yes (or N/A if they have no private school students), ensuring that it provides services to private school students in an equitable manner based on the needs of participating private schools.	Yes		
The LEA responded yes (or N/A if they have no private school students), ensuring that families and teachers of the children participate, on an equitable basis, in services and activities pursuant to Section 1116.	Yes		
The LEA responded yes, ensuring it has a written dispute resolution process for resolving disagreements with participating private schools prior to escalation to the State Ombudsman.	Yes		
The LEA provided the names of participating nonpublic schools	Yes		
The LEA provided the number of nonpublic school students (per school)	Yes		
The LEA provided the Title I Part A school allocation (per school)	Yes		
Title II, Part A, Equitable Services Process	Meets criteria		01/02/24
The LEA has provided written processes to invite private schools to consultation meetings and processes for providing on-going consultation.	Meets criteria		12/08/23
The LEA has provided a description of the process for providing equitable participation to private schools, including a needs assessment and professional development action plan.	Meets criteria		12/08/23
The LEA has provided the names of the participating schools; numbers of private school students that will benefit from Title IIA services and the total school allocation.	Meets criteria	Please provide the formula used to determine your per pupil allocation. This could be included here or in the Budget Narrative section.	12/08/23
Title III, Part A Providing Equitable Services to English Learners	Rating		
The LEA has provided written processes to invite private schools to consultation meetings; provide on-going consultation; and manage disputes and/or complaints.	Meets criteria		
The LEA has provided a description of the process for providing equitable participation to private schools.	Meets criteria		
The LEA has provided the names of the participating schools; numbers of private school students; and the calculated cost per pupil that will benefit from Title IIIA services.	Meets criteria		
Title IV, Part A Monitoring Equitable Services	Meets criteria		12/15/23
The LEA has demonstrated that equitable services were provided.	Meets criteria		12/15/23
The LEA has provided the names of the participating non-public schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.	Meets criteria		12/15/23

Category and Criteria	Rating	Remarks	Date
The LEA has provided a process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.	Meets criteria		12/15/23
The LEA has provided a total for all expected non-public transfers.	Meets criteria		12/15/23
Title I, Part A A-D	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
A. Staff Credentials and Certification	Rating		
All applicable assurances (including those that require a yes or no response in the text box) are completed.	Meets criteria	On future applications when there are yes/or no options, please utilize for assurances. Please do not modify the application to remove content.	
LEA provided a written process to ensure all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.	Yes		
Appendix B: LEA included a sample action plan and timeline for teachers with conditional certification to become fully certified.	Yes		
LEA listed the number and percentages of teachers and paraprofessionals who have not met licensure and certification status for the 2023-2024 school year in Title I programs.	Yes		
LEA provided all required disparity data from SY 2022-23. (either in this section or uploaded via Appendix C). (*Appendix C is provided in case the LEA uses a different format; however, all data points are required).	Yes		
LEA identified and addressed any disparities that result in low income and/or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field educators (The MSDE Title I Office uses a 5% threshold for disparities).	Yes		01/29/24
The LEA included a written process with timelines to annually notify parents (for each of the below four bullet items) and responded yes to each of the assurances:	Yes		
•Title I, Part A: The LEA identified which data will be used to evaluate the program.	Yes		02/06/24
•If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet Maryland's certification or licensure requirements at the assigned grade level, a timely notice will be provided to parents	Yes		
That they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services	Yes		02/06/24
•With information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments.	Yes		
B. Schoolwide Programs	Rating		
Assurances			
All applicable assurances are completed.	Yes		
Assurances that require a yes or no response in the text box have been responded to (only the first one could be a no response; all others should be yes).	Yes		
Consolidating Funds in a Schoolwide Program:			
Is the LEA consolidating funds? (The LEA checked Yes or No)	No		

Category and Criteria	Rating	Remarks	Date
If the LEA checked Yes, have they indicated which funds they will consolidate (i.e. by Title or grant name, etc.)?	Not Applicable		
If the LEA checked Yes, did they describe how the LEA will assist schools in consolidating funds for Schoolwide programs, if applicable.	Not Applicable		
If the LEA checked No and is not consolidating funds, did they describe how the system coordinates financial resources to develop Schoolwide programs?	Not Applicable		
Appendix D: If applicable the LEA attached a waiver letter requesting to operate a Schoolwide (SW) program in a school with less than 40 percent poverty. (Cross reference with the allocation worksheet in the Fiscal Tables section to verify whether schools with less than 40% poverty are listed as SW). This waiver letter needs to be submitted annually.)	Not Applicable		
The LEA checked Yes, for their school district having an agreement, such as an MOU, which outlines and coordinates activities between the LEA and Head Start programs and/or other early childhood programs (*all 24 LEAs, not including SEED have Head Start programs. A Head Start agreement is required. Other MOUs for example with Judy Centers etc. are also encouraged)	Not Applicable		01/29/24
Appendix E A LEA provided an agreement, such as an MOU, which outlines the coordination of activities between the LEA and Head Start programs and, if feasible, other early childhood programs (NOTE: Applications can be given conditional approval without signed MOUs. Signed MOUs are due with the final submission, or at minimum a timeline indicating when they will be signed.) A Head Start agreement is required.	Not Applicable		01/29/24
The LEA provided a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools (the LEA should indicate how they ensure that all Schoolwide program plans, and their implementation are regularly monitored based on data including student, PFE and school needs).	Yes		
If applicable, the LEA provided a written process for how the LEA supports programs that coordinate and integrate:	Yes		
•CTE content to be integrated into instructional strategies (This may incorporate experiential learning and promote skill attainment)	Yes		
•work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.	Yes		
The LEA provided a written process for how the LEA supports efforts to reduce the overuse of discipline practices which remove students from the classroom.	Yes		
Appendix F: If applicable the LEA attached an approval letter from MSDE in regard to their request to transition a school(s) from Targeted Assistance status to Schoolwide status for SY 2023-24.	Not Applicable		
Appendix G: If applicable, the LEA attached an approval letter from MSDE in regard to their request for a school to start (or return, if they had fallen out of Title I status) SY 2023-24 status as a Schoolwide school.	Not Applicable		
C. Targeted Assistance Programs	Rating		
Assurances: All applicable assurances are completed or marked N/A (*several LEAs do not have Targeted Assistance Programs)	Not Applicable		

Category and Criteria	Rating	Remarks	Date
The following items are included: *For LEAs without current Targeted Assistance Programs (based on the MSDE Title I Guidance, they only need to respond yes to the assurance that they have a written process for developing, implementing, and monitoring requirements in Targeted Assistance Programs. To verify if they have Targeted Assistance (TA) schools please refer to the Allocation worksheet.)	Yes		
For LEAs with Targeted Assistance Programs each of the below items are needed:	Not Applicable		
The LEA described the written process for transitioning a Targeted Assistance Program to a Schoolwide Program. If applicable a list of Targeted Assistance Schools which will be undergoing planning to transition is provided (a list of schools with school ID number) as part of the description.	Not Applicable		
The LEA has indicated how the LEA ensures the implementation of a Targeted Assistance Program which includes the seven TA components.	Not Applicable		
The LEA has indicated how the LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised, if necessary, to provide additional assistance to eligible children.	Not Applicable		
Appendix H: If applicable the LEA attached a letter of intent to begin the planning process for a school(s) to transition from Targeted Assistance status to Schoolwide status during SY 2023-24, in preparation for SY 2024-25.	Not Applicable		
D. Parent and Family Engagement	Rating		
Assurances: All applicable assurances are completed	Yes		
The LEA provided a written process to ensure that the LEA monitors the implementation of Parent Family Engagement (PFE) requirements specified in section 1116 including the requirements for the Parent and Family Engagement Plan and School-Parent Compact/ Home-School Plan.	Yes		
LEA Level: The LEA responded yes, ensuring it has a District Policy/Plan that complies with all requirements including parent outreach, written policy/plan, reservation, annual evaluation, building capacity and accessibility.	Yes		
School Level: The LEA responded yes, ensuring that all Title I schools comply with all requirements including general requirements, reservation, plan involvement, shared responsibility, and building capacity.	Yes		
Building Capacity for Involvement: The LEA responded yes, ensuring that the Title I Office and all Title I schools build capacity of parent/family, community, and school personnel for effective involvement of parents and family members in improving student academic achievement performance.	Yes		
The LEA responded yes, ensuring that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency (English Learners), parents with disabilities, and parents of migratory children.	Yes		
The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.	Yes		
Appendix I: The LEA submitted their District Level Title I PFE Policy/Plan and it addresses all requirements in the MSDE Parent and Family Engagement School-Level Checklist.	Yes		
Appendix J: The LEA submitted their tool used for the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan which addresses:	Yes		

Category and Criteria	Rating	Remarks	Date
•barriers to greater participation by parents;	Yes		
•the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;	Yes		
•strategies to support successful school and family interactions;	Yes		
•used findings from PFE evaluation to design/revise the policy/plan, incorporating evidence-based strategies for more effective parental involvement (as applicable).	Yes		
Title I, Part A E-J	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
E. Participation of Children Enrolled in Private Schools	Not Applicable	This section is evaluated in Equitable Services.	
F. Education for Homeless Children	Rating		
Assurances: All applicable assurances are completed.	Yes		
The LEA described how the LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.	Yes		
The LEA included a written process ensuring:	Yes		
•how the Title I office will coordinate with the Homeless Education Liaison and/or Office	Yes		
•method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison and/or Office was consulted or involved in that process	Yes		
The LEA completed the table to include:	Yes		
•the name of the LEA's Homeless Education Coordinator or Liaison.	Yes		
•list of all currently active shelter sites in the county that serve homeless children and families.	Yes		
Appendix O: The LEA submitted evidence of their Homeless Education Liaison Cost and Excess Transportation, if applicable.	Yes		
G. Support for Foster Care Students	Rating		
Assurances: All applicable assurances are completed	Yes		
The LEA indicated yes to the assurance regarding the development of a written agreement (MOU) facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including the Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Yes		
Appendix K: A current signed MOU is attached (facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Yes		
The LEA ensured it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.	Yes		

Category and Criteria	Rating	Remarks	Date
If applicable, the LEA ensures it uses a method for determining the (additional Title I Part A) foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process.	Yes		
Appendix P: If applicable, the LEA attached the calculations that the LEA used to arrive at the figure for determining the (additional Title I Part A) foster care transportation set-aside. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.	Not Applicable		
H. English Learners	Rating		
Assurances: All applicable assurances are completed.	Yes		
The LEA provided a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline. (LEAs should have intentional practices to implement effective outreach to English Learner (EL) families and parents of ELs regarding their education.)	Yes		
The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	Yes	Please do not modify the formatted of the application to remove content. Yes/No checkboxes were removed to add narrative for the assurances	
The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	Yes		
The LEA assures it has a report card that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	Yes		
I. School Improvement: Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)	Rating		
The LEA described and included the LEA's written process for how it will carry out responsibilities under Section 1111(d)(Section 1112(b)(1)(3)) for Title I Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement Schools (Section 1111(d)(2)).	Yes		
The LEA provided a list of all schools participating in Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvements (ATSI). For each school identified, they described the development and implementation of school level outcomes for each student group identified for improvement.	Yes		
The LEA addressed all items listed in the Grant Information Guide: For each ATSI school identified, (developed in partnership with stakeholders) the LEA must have included (if this is not included in Component I: School Improvement LEAs may include this in the "Other Appendices"):			03/11/24
•The process for development and implementation of a school-level ATSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B))	Meets criteria		03/18/24

Category and Criteria	Rating	Remarks	Date
•The process for approving school-level ATSI plans (Section 1111(d)(2)(B)(iii))	Meets criteria		03/18/24
•The process for monitoring school-level ATSI plans (Section 1111 (d)(2)(B)(iv))	Meets criteria		03/18/24
•The process for identifying and addressing resources inequities impacting ATSI schools (Section 1111(d)(2)(C)).	Meets criteria		03/18/24
J. Fiscal Assurances (Part Two)	Rating		
Assurances: All applicable assurances are completed, and the LEA indicated yes to each item	Yes		
The LEA ensured that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.	Yes		
The LEA ensured that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.	Yes		
The LEA ensured it is under compliance with the Supplement Not Supplant (SNS) requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school(s) receive all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.	Yes		
The LEA ensured that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.	Yes		
Title I, Part A Progress Monitoring	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Required Attachments and Data Tables	Rating		
The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4): Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or an LEA-level data tracking system that contains all of the requirements above.	Meets criteria		
Areas of Growth for the Title I, Part A Needs Assessment driven for English Language Arts	Meets criteria		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to English Language Arts (if applicable)?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
Areas of Growth for the Title I, Part A Needs Assessment driven for Mathematics	Rating		

Category and Criteria	Rating	Remarks	Date
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Math (if applicable)?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
Areas of Growth for the Title I, Part A Needs Assessment driven for School Quality and Student Success	Rating		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to School Quality and Student Success?	Yes		
If yes, did the LEA complete the appropriate portions of the table?	Meets criteria		
Areas of Growth for the Title I, Part A Needs Assessment driven for Parent and Family Engagement	Rating		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Parent and Family Engagement Activities?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
Annual Program Review (APR) Follow-up Addendum	Rating		
Did the LEA have a finding in the 2022-2023 school year? If not, this section is not applicable. If yes, continue below:	Not Applicable		
For any Local Education Agency that received a "not met" in one or more components during the 2022-2023 Title I, Part A Annual Program Review (APR), the following addendum must be completed and submitted with the Title I, Part A Application. For each component in which an LEA received a "not met", the LEA must complete and submit the following items:	Not Applicable		
1.The LEA provided a copy of the Title I, Part A Annual Program Review letter indicating which components were identified as "not met" and documenting the required actions for non-compliance.	Not Applicable		
2.The LEA provided a written process or action plan describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following: i.Steps taken to address the non-compliance issue, including how the steps are/ will be documented and monitored ii.Timeline to address the non-compliance issue iii.LEA personnel to include name and title involved in addressing the non-compliance issue	Not Applicable		
3.Based on the timeline provided in the Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2023 have been completed. (Note: Documentation to support any required actions mandated to occur after September 1, 2023 should be reviewed at the 2022-2023 Title I, Part A Annual Program Review)	Not Applicable		
Title I, Part A Fiscal Tables	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Allocation Worksheet	Rating		

Category and Criteria	Rating	Remarks	Date
Has the LEA included the Excel Worksheet to demonstrate the ranking of all Title I schools?	Yes		
If the LEA skipped schools, are they included in the Allocation Worksheet with no Title I funds allocated? Note: This applies to "Regular Schools Only". Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools (see the GIG Fiscal section for a description of each code).	Not Applicable		
If the LEA has Skipped schools, was the equitable share for private school students and PPA reported?	Not Applicable		
Were the Notations N (New), C (Charter), S (Skipped) or CSI or ATSI checked (if applicable)? (*Unless a waiver was requested for a new school to enter as Schoolwide (SW) check that new schools are listed as Targeted Assistance (TAS))	Meets criteria		
Is the Notation Schoolwide (SW) or Targeted Assistance (TAS) program completed for each Title I school? (not for Skipped schools (S))	Yes		
Cross-referencing the Maryland Report Card, verify that Columns D, E, and F are accurate. Are the School ID, Name and Grade Span completed correctly? Is the School ID the correct 4-digit MSDE School ID?	Yes		01/29/24
Does the LEA have Community Eligibility Provision (CEP) schools? Are these noted correctly in Column G? *CEP is a non-pricing meal service option for schools and school districts in low-income areas	Not Applicable		
Does the data in Column H & I match MSDE's official numbers for enrollment and FARMS (or an approved FARMS Amendment)?	Yes		
Did the LEA check Column J and K for Community Eligibility Provision (CEP) calculations as appropriate? Is the lesser of columns H or K used in column L (the count in L cannot exceed the school's enrollment).	Not Applicable		
Is column L calculated correctly based on the correct counts in columns I and H.	Yes		
Is column M in descending order of Poverty (rank order)	Yes		
Are the Per Pupil rankings in Column M and P reported as "equal" or in descending order?	Yes		
Are columns N&O completed if the LEA provides Equitable Services and is the count in column N correctly reported in Table 7-8 in 1.a (first block).	Yes		
Are the totals of P and Q calculated correctly and is the total of column Q equal to what is reported on Table 7-10, Line #7?	Yes		
Removed Title I Schools	Rating		
Has the LEA included a list of schools that will no longer be designated Title I?	Not Applicable		
Tables 7-1 and 7-2	Rating		
Table 7.1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES	Yes		
Did the data sources checked for both public and private schools agree with data used to populate the allocation worksheet? As an example, if the LEA chose Free and Reduced, were those the counts used to populate the Allocation worksheet. This is based on the spreadsheet the LEA uses to rank order their schools (original or amended due to amendment request).	Yes		

Category and Criteria	Rating	Remarks	Date
Did the data sources change from the previous year?	Yes		
Table 7.2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS	Yes		
Does the method used to qualify identified attendance areas agree with the Allocation Worksheet? *If grade span is checked is Table 7-4 completed?	Yes		
Tables 7-3, 7-4, and 7-5	Rating		
Table 7.3 District-Wide Percentages of Low-Income Children	Yes		
Does the district-wide percentage of low-income children reported by the LEA agree with the official enrollment and FARMs data?	Yes		
Did the LEA serve any schools below the district-wide poverty level?	Yes		
If the LEA served schools below the district-wide poverty level is this allowable based on the LEA's choice in Table 7-2 regarding the eligible attendance area?	Yes		
Table 7.4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS	Yes		01/29/24
If the LEA identified grade-span poverty averages in Table 7-4, does the sum equal the numbers reported in Table 7-3?	Yes		01/29/24
Table 7.5 Calculating the Minimum Allocation—For LEAs that Serve Schools below 35% Poverty	Not Applicable		
If the LEA is serving schools below 35% poverty, was the minimum per pupil allocation (PPA) reported?	Not Applicable		
If the LEA is serving schools below 35% poverty, do all Title I schools receive a PPA at or above the minimum PPA? (check Allocation worksheet)	Not Applicable		
If the LEA is serving schools below 35% poverty, was the 125% rule applied?	Not Applicable		
Tables 7-6.1 through 7-6.3	Rating		
Table 7.6.1 Continued Eligibility	Not Applicable		
Has the LEA identified schools for continued eligibility this year? (Check if the system is using the 35% rule or district wide poverty for the cut off to determine eligibility for this designation).	Not Applicable		
If yes, then do the schools listed qualify for continued eligibility (for one additional year)? (In order to qualify, schools must have been Title I last year and fall below the items checked on Table 7-2. These must be newly ineligible schools.)	Not Applicable		
Table 7.6.2 High Schools Served between 50%- 75% Poverty	Not Applicable		
Has the LEA identified High Schools to serve out of rank order and listed the schools they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the ranking exception (High Schools served out of rank order)? (Check the allocation worksheet and FARMs data to determine eligibility for this exception.)	Not Applicable		

Category and Criteria	Rating	Remarks	Date
Table 7.6.3 Year of data exception: Newly opened and significantly expanded charter schools Exception: If applicable, list the Charter school the LEA is choosing to serve under this exception. The LEA must determine a newly opened and significantly expanded Charter school's Title I allocation based on current year data and provide the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).	Not Applicable		
Has the LEA identified the newly opened and significantly expanded charter school(s) and listed the school(s) they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the exception (using current year data to provide the school its allocation within five months of the schools opening or expansion)? Check the allocation worksheet and FARMS data to determine eligibility for this exception.	Not Applicable		
Table 7-7 Skipped Schools and Skipped School Allocation Worksheet	Rating		
Number of skipped schools is reported (only for LEAs that are skipping schools) and matches the number on the Skipped School Allocation Worksheet. A full description (in narrative form) of the Title I-like services in each Code 1 Skipped school (A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education) is provided in the Title I Application	Not Applicable		
Appendix L: If applicable, the Skipped School Approval Letter from MSDE is attached	Not Applicable		
Did the LEA complete the Skipped School addendum (*tabs in the Fiscal Tables), including the Skipped School Allocation Worksheet?	Not Applicable		
Did the LEA provide documentation of which additional State or local funding was approved for Code 1 schools in the Title I Application?	Not Applicable		
Did the LEA describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40 in the Title I Application?	Not Applicable		
Were the supplemental LEA funds calculated correctly on the Skipped School Allocation Worksheet?	Not Applicable		
Were all the columns on the Skipped School Allocation Worksheet completed correctly?	Not Applicable		
Were Title I funds calculated correctly for private school equitable share when applicable? Note: Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools. Check to see if non-public students in the regular skipped school's attendance area are receiving LEA supplemental funds that are at least equal to the PPA that they would have received with Title I funds.	Not Applicable		
Table 7-8 Equitable Services	Rating		
Were the reservations requiring equitable services for non-public schools calculated correctly? (i.e., the total reported equals the amount reported in the detailed budget description block for Lines 1a. and/or 1b and 2.)	Yes		
Did the total number of private school children from low-income families reported on table 7-8 equal the total number of private school children from low-income families in the Title I Allocation Worksheet?	Yes		

Category and Criteria	Rating	Remarks	Date
Is the Total # of public and private school children reported equal to the total reported in the allocation worksheet?	Yes		
Is the proportional reservation calculated correctly? (Check the calculation by making sure the correct counts are entered into the first two blocks)	Yes		
Are the total proportional monies for equitable instructional services and parent involvement activities reflected in Table 7-10, Line 2?	Yes		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities, including detailed budget description, calculation, and total?	Yes		
Did the LEA provide a breakdown and sufficient detail to justify that the expenditures are allowable, reasonable, and necessary?	Yes		
Table 7-9.1 Reservations for the Title I, Part A Allocation	Rating		
Has the LEA used the correct line for each reservation?	Yes		
(Line 2) Did the LEA reserve a minimum required 1% for Parent Involvement (after deduction of Equitable Services proportional share)?	Yes		
(Line 3) If the LEA has N (Neglected) and/or D (Delinquent) programs, the LEA has identified each institution's name, the amount of funding, and a description of how the funds will be used.	Not Applicable		
(Lines 4a) The LEA has reserved funds for services to homeless children and youth.	Yes		
(Line 4b) If the LEA has opted to reserve funds for all or a portion of the Homeless Liaison position, the LEA has reported the FTE %, salary, and fringe benefits.	Not Applicable		
(Line 4c) If the LEA has opted to reserve funds for transportation costs, the LEA has attached a description of how it calculated the excess costs and has provided the calculations it used to arrive at the figure in this section.	Yes		
(Line 5) Foster Care: Did the LEA opt to reserve funds for support to children in foster care?	Not Applicable		
Were the reservations calculated correctly? (Were all the required reservations for the LEA completed?)	Yes		
Can the total number in 7-9.1 provided be cross walked to Table 7-10 as appropriate?	Yes		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities, including a detailed budget description, calculation, and total?	Yes		
Did the LEA provide a breakdown and sufficient detail to justify that the expenditures are allowable, reasonable, and necessary?	Yes		
Table 7-9.2 District-Wide Reservations	Rating		
Does the LEA have a district-wide reservation?	Not Applicable		
Has the LEA used the correct line for each reservation?	Not Applicable		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Not Applicable		
Can the total number in 7-9.2 provided be cross walked to Table 7-10 as appropriate?	Not Applicable		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities, including a detailed budget description, calculation, and total?	Not Applicable		

Category and Criteria	Rating	Remarks	Date
Did the LEA provide a breakdown and sufficient detail to justify that the expenditures are allowable, reasonable, and necessary?	Not Applicable		
Did the LEA complete the appropriate Area of Growth chart for the district-wide reservation (in the Progress Monitoring Section, if applicable)	Not Applicable		
Table 7-9.3 Administration	Rating		
Has the LEA used the correct line for each reservation?	Yes		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Yes		
Can the total number in 7-9.3 provided be cross walked to Table 7-10 as appropriate?	Yes		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities, including a detailed budget description, calculation, and total?	Yes		
Did the LEA provide a breakdown and sufficient detail to justify that the expenditures are allowable, reasonable, and necessary?	Yes		
Table 7-9.4 Reservations for CSI and ATSI Schools from Title I, Part A Allocation	Rating		
Does the LEA provide additional Title I Part A funds to support CSI or Title I ATSI Schools? *an additional Title I Part A CSI and ATSI reservation is optional	Yes		
Has the LEA provided the school names and the allocation amount for each school?	Yes		
Has the LEA used the correct line for each reservation?	Yes		
Can the total number in 7-9.4 provided be cross walked to Table 7-10 as appropriate?	Yes		
Did the LEA provide a calculation, and total?	Yes		
Did the LEA provide a breakdown and sufficient detail to justify that the expenditures are allowable, reasonable, and necessary?	Yes		
CSI Schools 7% Set Aside Table CSI School Set Aside 1003 grant (7%) CSI Set aside 1003 grant 2022-2023	Rating		
Does the LEA list CSI Schools from 2022-2023?	Not Applicable		01/29/24
Has the LEA provided the school names and the allocation amount for each school?	Not Applicable		
Has the LEA used the correct line for each reservation?	Not Applicable		
ATSI District-level Set Aside Table ATSI School District-Level Set Aside (not Federal Funds) Local ATSI funds 2022-2023	Rating		
Does the LEA list ATSI Schools from 2022-2023?	Not Applicable		01/29/24
Has the LEA provided the school names and the local funds amount for each school?	Not Applicable		
Has the LEA used the correct line for each reservation?	Not Applicable		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities, including detailed budget description, calculation, and total?	Not Applicable		
Table 7-10 Budget Summary and Calculation of PPA	Rating		
(Line 1) Is the total allocation reported by the LEA correct?	Yes		

Category and Criteria	Rating	Remarks	Date
(Line 2) Does the total reservation requiring equitable services = line 4 of Table 7-8?	Yes		
(Line 3) Does the mandated set-asides total reported in Table 7-9.1 = Line 3?	Yes		
(Line 4) Does the District-wide Reservations total reported in Table 7-9.2 = Line 4?	Not Applicable		
(Line 5) Does the Administration total reported in Table 7-9.3 = Line 5	Yes		
(Line 6) Does the Additional Support for CSI / ATSI schools total reported in Table 7-9.4 = Line 6?	Meets criteria		
(Line 7) Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.	Yes		
LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA. Was table 7-5 completed, if applicable?	Not Applicable		
Table 7-11 Estimate of Title I, Part A Carryover	Rating		
Was the final 2022-23 Title I, Part A allocation reported correctly?	Yes		
Did the LEA report an estimated carryover amount?	Yes		
Was the projected percentage reported and calculated correctly?	Yes		
Was the waiver question answered?	Yes		
Does the LEA intend to request a waiver to carryover more than 15%	Not Applicable		
Has the LEA requested a waiver in the past 3 years? (It is only allowable once in a 3-year span unless there is a statewide waiver, i.e., due to a pandemic etc.)	Not Applicable		
Title II, Part A	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	01/02/24
Priority Areas	Meets criteria		01/02/24
The LEA has reviewed equitable access data and demonstrated that every student has equitable access to excellent educators	Meets criteria		12/08/23
The LEA has demonstrated the prioritization of Title IIA funds to address equity gaps	Meets criteria		12/08/23
The LEA provided data to justify the prioritization of Title IIA funds	Exceeds criteria		12/08/23
Goals and Outcomes	Meets criteria		01/02/24
The LEA has included Goals and Outcomes that are aligned to Title IIA allowable activities	Meets criteria		12/08/23
The LEA has included Goals and Outcomes that are Specific and Measurable	Meets criteria		12/08/23
The LEA has included Goals and Outcomes that are Achievable and Relevant	Meets criteria		12/08/23
Plan of Operation	Meets criteria		01/02/24
CSI and TSI Schools: The LEA has demonstrated strategic prioritization of funds to schools implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities.	Meets criteria		12/08/23

Category and Criteria	Rating	Remarks	Date
Consultation with Stakeholders: The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/08/23
Continuous Improvement: The LEA has demonstrated a plan for ongoing data use and consultation for continuous improvement.	Meets criteria		12/08/23
Educational Equity: The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.	Meets criteria		12/08/23
Recruiting, Preparing, and Training Effective Teachers and Principals	Meets criteria		01/02/24
The LEA has provided anticipated appropriate and measurable outcomes for each activity/initiative.	Meets criteria		12/08/23
The LEA provided a clear, appropriate implementation plan for each activity/initiative.	Meets criteria		12/08/23
The LEA has demonstrated an alignment with Maryland's challenging academic standards	Meets criteria		12/08/23
The LEA has identified the intended audience for each activity/initiative.	Meets criteria		12/08/23
The LEA has provided a clear, specific timeline for each activity/initiative.	Meets criteria		12/08/23
The LEA has demonstrated the use of appropriate evidence-based strategies and programs and identified the levels accurately.	Meets criteria		12/08/23
The LEA has provided an evaluation plan for each activity/initiative that aligned to the outcomes.	Meets criteria		12/08/23
Administrative Costs	Not Applicable		01/02/24
The LEA has provided an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.	Not Applicable		12/08/23
Title III, Part A, English Language Acquisition	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Required Strategies	Rating		
Strategy #1: Increase English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.	Meets criteria		
Strategy #2: Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	Meets criteria		
Strategy #3: Provide and implement other effective strategies and strategies that enhance or supplement language instruction educational programs for ELs.	Meets criteria		
Optional Strategies	Rating		
Strategy #4: Upgrading program objectives and effective instructional strategies.	Not Applicable		
Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.	Not Applicable		

Category and Criteria	Rating	Remarks	Date
Strategy #6: Providing tutorials and academic or career and technical education and/or providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.	Not Applicable		
Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.	Not Applicable		
Strategy #8: Improving the English language proficiency and academic achievement of ELs.	Not Applicable		
Strategy #9: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs and/or in helping their children to improve their academic achievement.	Not Applicable		
Strategy #10: Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks.	Not Applicable		
Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.	Not Applicable		
Strategy #12: Carrying out other activities that are consistent with the purposes of this section.	Not Applicable		
Evaluation	Rating		
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	Meets criteria		
2. Increase the academic achievement of ELs	Meets criteria		
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Meets criteria		
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Meets criteria		
5. Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	Meets criteria		
6. Lower instances of long-term ELs.	Meets criteria		
7. Increase attendance rates for ELs.	Meets criteria		
8. Increase graduation rates for ELs.	Meets criteria		
Title IV, Part A	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	12/15/23
Consultation	Meets criteria		12/06/23
The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/06/23
The LEA has demonstrated a plan for ongoing consultation.	Meets criteria		12/06/23
The LEA has demonstrated a plan to coordinate the implementation of Title IV, Part A activities with other community-based programs.	Meets criteria		12/06/23
Needs Assessment	Meets criteria		12/06/23
The LEA has demonstrated that the necessary and relevant stakeholders are involved.	Meets criteria		12/06/23

Category and Criteria	Rating	Remarks	Date
The LEA has demonstrated that the needs assessment is informed by data.	Meets criteria		12/06/23
The LEA has demonstrated that the needs of the hardest to serve student groups have been captured.	Meets criteria		12/06/23
The LEA has demonstrated the identification of any new inequities in the system that are driving local needs.	Meets criteria		12/06/23
The LEA has demonstrated the prioritization of needs when several needs exist.	Meets criteria		12/06/23
Well-Rounded Education Activities and Programs	Meets criteria		12/06/23
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/06/23
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/06/23
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/06/23
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/06/23
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/06/23
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/06/23
Safe and Healthy Schools Activities and Programs	Meets criteria		12/06/23
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/06/23
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/06/23
The LEA has demonstrated a plan to foster safe, healthy, supportive, and drug-free environments.	Meets criteria		12/06/23
The LEA has demonstrated a plan to promote the involvement of parents and guardians in the activity.	Meets criteria		12/06/23
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/06/23
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/06/23
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/06/23
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/06/23
Effective Use of Technology Activities and Programs	Meets criteria		12/06/23

Category and Criteria	Rating	Remarks	Date
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/06/23
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/06/23
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/06/23
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/06/23
Assurances	Meets criteria		12/06/23
The LEA has demonstrated prioritization of the distribution of funds to schools served by the local educational agency.	Meets criteria		12/06/23
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4107.	Meets criteria		12/06/23
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4108.	Meets criteria		12/06/23
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/06/23
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/06/23
The LEA has agreed to annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).	Meets criteria		12/06/23
The LEA has agreed to abide by the internet safety policy outlined in [ESEA, Section 4121].	Meets criteria		12/06/23
Fine Arts	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Dance	Rating		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for dance, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/22/23
Media Arts	Rating		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for media arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/22/23
Music	Rating		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for music, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/22/23

Category and Criteria	Rating	Remarks	Date
Theatre	Rating		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for theatre, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/22/23
Visual Arts	Rating		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for visual arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/22/23
Gifted and Talented	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Process for identifying gifted and talented students	Rating		
The LEA thoroughly documents early evidence of advanced learning behaviors.	Meets criteria	The document would be improved if the LEA provided details of the identification practices and procedures, more than just a general list of processes.	12/05/23
The LEA thoroughly explains equitable policies that ensure inclusion of all students.	Meets criteria		12/05/23
The LEA thoroughly explains a universal screening process at grades Prek-2, 3-5, and 6-9.	Meets criteria		12/05/23
The LEA thoroughly explains an outline of how the identification process is reviewed for effectiveness.	Meets criteria	Application would be strengthened by describing how the screening measures are weighted.	12/05/23
The LEA thoroughly explains an outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.	Meets criteria		01/12/24
Number of gifted and talented students identified in each school	Rating		
The number of gifted and talented students identified in each school and LEA will be derived from attendance data provided to MSDE Office of Accountability. The LEA does not need to include this information.	Meets criteria		12/05/23
Percentage of gifted and talented students identified in the local school system	Rating		
The LEA accurately includes all data.	Meets criteria		12/05/23
Exempt Schools	Rating		
The LEA includes acceptable rationale for each exempted school.	Meets criteria		12/05/23
Continuum of programs and services	Rating		
The LEA includes a continuum of services.	Meets criteria	Corrections made in the revision	12/05/23
The LEA includes both programming for talent development (potential) and current ability level.	Meets criteria	Corrections made in the revision	12/05/23
All programming and services are evidenced-based.	Meets criteria		12/05/23
Goals, targets, strategies, and timelines	Rating		
The LEA includes at least one evidence-based goal.	Meets criteria	"Explore the possibility of adopting a universal screener", is not a goal. Adopting a universal screener is a strategy that will support a goal to change identification practices and procedures.	12/05/23
The LEA includes at least one goal that is tied to increasing underserved group representation in programming.	Meets criteria	This would be strengthened by including goals relating to specific underrepresented groups. Does the plan aim to increase identification in all underrepresented groups equally or equitably? Which grade bands are included in the goal?	12/05/23
The LEA's goals are measurable.	Meets criteria	The goals are not clearly measurable. It would be improved if the goals were based on evidence based data.	12/05/23

Category and Criteria	Rating	Remarks	Date
Targets, strategies, and timelines are specific to outlined goals.	Meets criteria	The target would be strengthened by including specific data regarding underrepresented students.	12/05/23
Comprehensive Teacher Induction	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	01/02/24
Mentoring Program: Personnel	Meets criteria		01/02/24
The LEA has provided the required information on the CTIP Team supervisors, including names, titles/positions, and responsibilities.	Meets criteria		12/08/23
Mentoring Program: Training Before	Meets criteria		01/02/24
The LEA describes the timeline of training that mentors receive before their tenure..	Meets criteria		12/08/23
The LEA describes the content of the training that mentors receive before their tenure.	Meets criteria		12/08/23
Mentoring Program: Training During	Meets criteria		01/02/24
The LEA describes the timeline of training that mentors receive during their tenure.	Meets criteria		12/08/23
The LEA describes content of the training that mentors receive during their tenure.	Meets criteria		12/08/23
Mentoring Program: School System Administration	Meets criteria		01/02/24
The LEA describes the timeline of how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/08/23
The LEA describes the content of the training on how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/08/23
Mentoring Program: Probationary Teachers	Meets criteria		01/02/24
The LEA has described how they determine and define probationary teachers.	Meets criteria		12/08/23
Mentoring Program: Initial Orientation Process	Meets criteria		01/02/24
The LEA has described the initial orientation process for professional learning that is offered to probationary teachers.	Meets criteria		12/08/23
Mentoring Program: Ongoing Professional Learning	Meets criteria		01/02/24
The LEA has described the ongoing professional learning that is offered to probationary teachers throughout the school year.	Meets criteria		12/08/23
Mentoring Program: Opportunities for Observation	Meets criteria		01/02/24
The LEA has described the opportunities that probationary teachers have for observation with their mentors and skilled teachers.	Meets criteria		12/08/23
Mentoring Program: Opportunities for Informal Feedback	Meets criteria		01/02/24
The LEA has described the opportunities that probationary teachers have for informal feedback with their mentors or skilled teachers.	Meets criteria		12/08/23
Mentoring Program: Opportunities for Co-Teaching	Meets criteria		01/02/24
The LEA has described the opportunities that probationary teachers have for co-teaching with their mentors and skilled teachers.	Meets criteria		12/08/23
Mentoring Program: Addressing Needs and Concerns	Meets criteria		01/02/24
The LEA described how the needs and concerns of new teachers are assessed and addressed through ongoing support, informal feedback, and follow-up.	Meets criteria		12/08/23
Data Reporting	Meets criteria		01/02/24

Category and Criteria	Rating	Remarks	Date
The LEA has provided the total number of probationary teachers	Meets criteria		12/08/23
The LEA has provided the total number of probationary teachers being served by the LEAs CTIP	Meets criteria		12/08/23
The LEA has provided the total number of full-time mentors	Meets criteria		12/08/23
The LEA has provided the total number of part time mentors	Meets criteria		12/08/23
The LEA has provided the total number of teachers serving as mentors	Meets criteria		12/08/23
The LEA has provided the total number of mentors.	Meets criteria		12/08/23
The LEA has described how the LEA reviews probationary teacher performance data to improve their instructional practices.	Meets criteria		12/08/23
Measuring Effectiveness	Meets criteria		01/02/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher evaluation data.	Meets criteria		12/08/23
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher perception data.	Meets criteria		12/08/23
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes new teacher retention data.	Meets criteria		12/08/23
The LEA has provided the data type and source.	Meets criteria		12/08/23
The LEA has provided the criteria and method for collection.	Meets criteria		12/08/23
The LEA has provided how data is used to inform or improve CTIP.	Meets criteria		12/08/23
The LEA has provided the personnel responsible.	Meets criteria		12/08/23
Mentor Effectiveness	Meets criteria		01/02/24
The LEA has explained how the efficacy of the individual mentor is evaluated. It is recommended that the LEA include the following data: new teacher evaluation, new teacher perception data, new teacher retention data.	Meets criteria		12/08/23
The LEA has provided the following information about the data criteria and method for collection.	Meets criteria		12/08/23
The LEA has provided the following information about the data type and source.	Meets criteria		12/08/23
The LEA has provided the following information about how data is used to improve effectiveness of mentors.	Meets criteria		12/08/23
The LEA has provided information about the personnel responsible.	Meets criteria		12/08/23
Appendices	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. General Application Requirements	Rating		12/01/23
Grant Recipient Assurances	Meets criteria		12/01/23
GEPA Section 427 Form	Meets criteria		12/01/23
Other:	Not Applicable		
2. Educational Equity	Rating		
Signed Educational Equity Regulation Attestation	Yes		01/03/24
LEA's Approved Educational Equity Policy	Yes		01/03/24

Category and Criteria	Rating	Remarks	Date
Other:	Not Applicable		
3. Equitable Services	Rating		
Equitable Services Report Attestation			12/01/23
Affirmation of Consultation Title I	Meets criteria		03/01/24
Affirmation of Consultation Title VIII			12/01/23
Complaint Procedures	Meets criteria		03/01/24
Other:			12/01/23
4. Title I, Part A	Rating		
Signed C-1-25 MSDE Budget Form			12/01/23
Are the calculations on the C-1-25 accurate?	Meets criteria		01/24/24
Does the Budget Narrative provide sufficient descriptions of proposed expenditures?	Meets criteria		
Do the numbers by category/object on the Budget Narrative and C-1-25 match?	Meets criteria		
Are signatures and fields completed properly?	Meets criteria		
Appendix A Attestation: All applicable attestation statements are completed and signed by appropriate LEA personnel	Meets criteria		12/01/23
Appendix B: Staff Credentials	Not Applicable		12/01/23
Appendix C: Staff Credentials - Disparities Worksheet	Meets criteria		12/01/23
Appendix D: Schoolwide - Letter to waive a school with less than 40% poverty	Not Applicable		12/01/23
Appendix E: Schoolwide - Early Learning/ Head Start MOU	Not Applicable		12/01/23
Appendix F: Schoolwide - Letter to transition from Targeted Assistance	Not Applicable		12/01/23
Appendix G: Schoolwide - Letter to enter to a new Title I school status	Not Applicable		12/01/23
Appendix H: Targeted Assistance - Letter to begin the Schoolwide planning process	Not Applicable		12/01/23
Appendix I: Parent and Family Engagement - District-level PFE Plan	Meets criteria		12/01/23
Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan	Meets criteria		12/01/23
Appendix K: Support for Foster Care Students - Foster Care MOU	Meets criteria		12/01/23
Appendix L: Fiscal - Skipped School letter with approval from MSDE	Not Applicable		12/01/23
Appendix M: Fiscal - Fiscal Tables (uploaded in Microsoft Excel)	Meets criteria		12/01/23
Appendix N: Fiscal – Title I funded District-level Job Descriptions	Meets criteria		12/01/23
Appendix O: Homeless Education: Liaison Cost and Excess Transportation	Meets criteria		12/01/23
Appendix P: Excess Foster Care Transportation Cost	Not Applicable		12/01/23
Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts •Appendix Q is provided in case the LEA uses a different format/ chart for Progress Monitoring; however, all data points are required.	Meets criteria		12/01/23

Category and Criteria	Rating	Remarks	Date
Appendix R: Follow up from Annual Program Review (if applicable)	Not Applicable		12/01/23
Other Assurances:			
1. The LEA explained in their written process how all parties, inclusive of human resources, finance, school administration, personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A program components.	Meets criteria		
2. The LEA included a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators and with the Title I parents.	Meets criteria		
3. The LEA attested it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program.	Meets criteria		
Other: Job descriptions The LEA attached all Title I Part A district funded Job descriptions for SY 23-24	Meets criteria		12/01/23
•The job descriptions are official (i.e., on letterhead)	Meets criteria		
•There is an indication that (if not split funded with another funding source) that the duties are only related to Title I Part A and (if applicable) Title I Part A schools/ students or families (which may include homeless families).	Meets criteria		
7. Title II, Part A	Meets criteria		01/02/24
Signed C-1-25 MSDE Budget Form	Yes		12/01/23
Supporting Documents (i.e. data, charts, graphs)	Not Applicable		12/01/23
Other:	Meets criteria		12/15/23
8. Title III, Part A	Rating		
Signed C-1-25 MSDE Budget Form	Yes		12/01/23
Signed Section 3115(A) Attestation	Yes		12/01/23
Other:	Yes		12/01/23
9. Title IV, Part A	Meets criteria		12/15/23
Signed C-1-25 MSDE Budget Form	Meets criteria		12/01/23
Signed Internet Safety Attestation	Meets criteria		12/01/23
Other	Not Applicable		12/01/23
11. Fine Arts	Rating		
	Not Applicable		01/03/24
12. Gifted and Talented	Rating		12/01/23
	Not Applicable		
13. Teacher Induction	Not Applicable		01/02/24
	Not Applicable		12/18/23
Carryover and Extensions	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	Not Required for Fiscal Year 2024
1. Title I, Part A	Rating		
	Not Applicable		
2. Title I, Part C	Rating		

Category and Criteria	Rating	Remarks	Date
	Not Applicable		
3. Title I, Part D, Subpart 2	Rating		
	Not Applicable		
4. Title II, Part A	Rating		
The LEA has indicated that they have or do not have carryover funds from the FY23 Title II, Part A grant.	Not Applicable		
5. Title III, Part A, English Language Acquisition	Rating		
	Not Applicable		
6. Title IV, Part A	Not Applicable		12/15/23
	Not Applicable		12/15/23

St Marys County Consolidated Application

Final Audit Report

2024-04-17

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