



St. Mary's County Public Schools

Local Consolidated ESSA Program Application Fiscal Year 2025

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 2025 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:

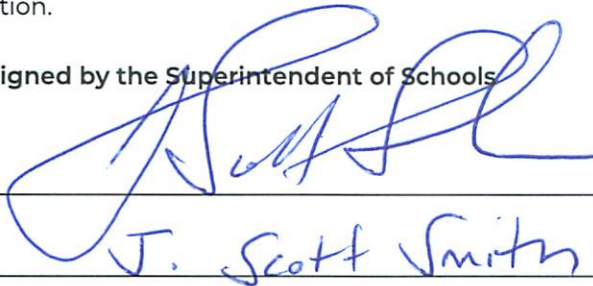
To the best of my knowledge and belief, all information and data included in this application are true and correct. This application accurately represents St. Mary's County Public Schools's plans to meet the requirements of ESEA, as amended by ESSA, MD Code, Education § 7-203 and all requirements set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


J. Scott Smith

2/21/25

ST. MARY'S COUNTY PUBLIC SCHOOLS

23160 Moakley Street
Suite 109
Leonardtown, MD 20650:

MSDE

This application and appendices identified within have been approved by MSDE for the Fiscal Year 2025. The approval will remain in effect until the grant period ends on September 30, 2025 unless otherwise amended in accordance with the Recipient Assurances signed and submitted by the authorized LEA representative as a condition of this application.

Sign

Mary L. Gable

Date

2-20-2025

Print

Mary L. Gable

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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 2025. 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	
School Improvement	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

Each LEA will designate a primary point of contact for the application, who will submit an intent to apply by completing the Consolidated Application Intent to Apply form. The primary point of contact will then receive access to the LEA's unique SharePoint folder where they will upload their Local Consolidated ESSA Programs Application and all supporting documents. LEAs must complete the application and submit all required components for every relevant program as a complete and uniform submission on or before 5:00pm on the deadline.

Please, be sure to utilize the specific naming conventions identified in the GIG for each document that is saved or uploaded for sharing with MSDE.

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_Appendix Title (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:

localessaconsolidated.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

School Improvement

Timothy Norfleet
410-767-0300
timothy.norfleet@maryland.gov

Title II & Teacher Induction

Dr. Elise Brown
410-767-0503
elise.brown@maryland.gov

Title II & Teacher Induction

Jennifer Wojcik
410-767-0574
jennifer.wojcik@maryland.gov

Title III

Dr. Teresa Timmons-Parrott
410-767-6756
teresa.timmons-parrott@maryland.gov

Title III

Ilhye Yoon
410-767-0714
ilhye.yoon@maryland.gov

Title IV

Donald Corbin
410-767-0792
donald.corbin@maryland.gov

Title V

Renee Neely
410-767-0294
renee.neely@maryland.gov

Educational Equity & Gifted and Talented

Anthony Vargas
410-767-0114
anthony.vargas@maryland.gov

Fine Arts

Lizzie Devereux
410-767-1036
elizabeth.devereux@maryland.gov

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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.

Over the last several years, St. Mary's County Public Schools (SMCPS) has worked to align its efforts with the pillars of the Blueprint for Maryland's Future. For our school system of approximately 17,000 students across 28 schools, our work begins with a focus on our mission:

"Know the learner and the learning, expecting excellence in both. Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships."

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. With this mission as our north star, our Commitments align with the laudable goals of the Blueprint and bring focus to our system's strategic planning: Our Commitment to Students (BP Pillars 1, 3, 4): At the center of all the work of SMCPS are our students. They enter our schools as toddlers and leave as young adults - and we are responsible for their preparation for adulthood - to succeed and contribute meaningfully to their community. Our Students Are Our Future - and when we fully grasp this, commitment to action and excellence must define our work. This commitment has equity at its core and ensures that programs and learning experiences are engaging, rigorous, and aligned to College and Career Readiness standards. Additionally, it demonstrates our commitment that students are safe and supported in their academic, social, and emotional growth.

Our Commitment to Staff (BP Pillar 2): The employees of SMCPS are dedicated to making a difference in children's lives. They support children and, in return, must be supported by the school system. To fulfill this commitment, we know we must have staff that are highly qualified, effective, and diverse. Further, we understand the importance of professional development and supporting our staff - teachers, leaders, support staff, and all others - as they grow and learn, meeting the needs of students.

Our Commitment to Our Schools (BP Pillar 4): Schools that are well maintained, thoughtfully updated, and accommodating to all students and their learning demonstrate our commitment to giving our students the best we can offer - in our classrooms, gymnasiums, theaters, and playing fields. This means that school environments are safe and supportive for all students and the development of the whole child.

Our Commitment to Stakeholders (BP Pillars 1, 2, 3, 4, 5): A public school system serves its community and does so by engaging and involving the adults who have a vested interest in the success of our students. Our stakeholders are parents and guardians,

business leaders, elected officials, and partners in higher education, who are welcomed as supportive partners in our work and actively involved in two-way collaborative communication.

Our Commitment to Sustainability (BP Pillar 5): A school system must live within its means - yet always work for more. We must make wise investments of the resources provided and ensure that what we offer today can be continued into the future. We are accountable to our community, and this commitment ensures that our work is transparent and our resources are aligned with the needs of students and priorities.

These commitments are the foundation of our strategic planning and ensure our efforts and initiatives are focused on and deliberately connected with our mission and the ambitious goals of the Blueprint. This ESSA Consolidated plan includes a detailed review of needs and associated actions aligned with the programs detailed herein. Focused on the Blueprint Pillars, key initiatives are outlined below:

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-Kindergarten 4. 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. Students identified as Multi-Lingual or with a diagnosed disability with family incomes up to 600% are admitted for the 2024-2025 school year. To this end, SMCPs Pre-Kindergarten has 540 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 (NBC). 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, Pillar 3, 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. The Teacher Academy of Maryland (TAM) program is in place at the Dr. James A. Forrest Career and Technology Center. Recently the program was expanded to help address critical teacher shortages. The TAM program can now offer space to 72 students in TAM I and II cohorts. TAM students are placed in schools for practical experiences while completing coursework.

Pillar 4 ensures that resources are in place to support all students' success. To this end, we are supporting our multilingual learners with such resources as tutors and a multilingual family coordinator who is working with our 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.

There are four Schoolwide Title I schools with three of the schools having been identified as Community schools. Two of the Title I schools have operational Community Schools programming with the third school invested in their planning year. Three of the four schools are also Community Eligibility Provision Schools (CEP) with two of the three having 100% poverty and the other at 82%. Additionally, the fourth Title I school is diverse and houses regional special education programs in southern St. Mary's County with a poverty percentage of 56%. Three Title I schools are identified as Judy Center Early Learning Hubs. Each school completes a robust needs assessment where historical and trend data are carefully analyzed that includes summative and formative data. Qualitative data from staff, parents, and stakeholders input drives the development of each Title I Schoolwide Plan. While data indicates that several Title I schools are making some progress, three of the four schools are not achieving at the same rate as non-Title I schools. One Title I school is achieving at the same rate as non-Title I schools. Disparities exist within the aggregate and student group achievement. The school's Comprehensive Needs Assessment details the specifics for each school and is included in their Title I Schoolwide Plans with a plan to address these disparities.. The Title I schools are committed to improving student achievement and providing academic support to students during and beyond the school day. Additional staff, funded through Title I and other grants, provide a lower class size than in non-Title I schools. Priority hiring is provided to Title I schools to ensure licensed, experienced, and highly skilled teachers are assigned to the most challenged schools.

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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	Percentage Time (for personnel paid with Title grant funds)
Dr. Kelly Hall	Chief	Title I, Equitable Services POC, and Equity	0.50
Ms. Charlottis Woodley	Director of Parent and Family Engagement	Title I, Parent Family Engagement	0.60
Ms. Kristin Shields	Title I Coordinator	Title I	1.00
Ms. Martina Green	Administrative Assistant	Title I	0.50
Ms. Sara Renn	Grants Specialist	Title I	0.60
Ms. Subha Mesivener	Grants Accountant	Title I Accounting	0.35
Steering Committee			
Name		Title	Organization Affiliation
N/A		N/A	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.		

School Improvement			
Key Personnel			
Name	Title	Responsibilities	Percentage Time (for personnel paid with Title grant funds)
Ms. Kristin Shields	Title I Coordinator	CSI School Improvement Point of Contact	0.00
Dr. Kelly Hall	Chief	CSI Approval/Oversight	0.00
Ms. Sara Renn	Grant Specialist	CSI Fiscal Support	0.00
Ms. Charlottis Woodley	Director PFE	CSI Stakeholder Input, Parent and Family Engagement	0.00
Ms. Subha Menivennan	Accountant	CSI Fiscal Accounting and Oversight	0.00
Ms. Lisa Bachner	Chief Academic Officer	ATSI Schools	0.00
Steering Committee			
Name		Title	Organization Affiliation
N/A		N/A	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 I, Part C			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A	N/A	N/A	N/A
Steering Committee			
Name		Title	Organization Affiliation
N/A		N/A	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 I, Part D, Subpart 2			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A	N/A	N/A	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 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	0.05
Mary Pat Smith	Supervisor of Elementary English	Activity Leader: LETRS	0.05
Abby John	Literacy Coach	Activity Leader: Literacy Coach	1
LeeAnn LaSota	Literacy Coach	Activity Leader: Literacy Coach	1
Heather Husk	Instructional Resource Teacher Induction	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 Assistant	Administrative Support	0.02
Stephanie Ramirez-Hernandez	Secretary II	Administrative Support	0.05

Steering Committee

Name	Title	Organization Affiliation
N/A		

Title III, Part A, English Language Acquisition

Key Personnel (Only list staff who are funded by Title III.)

Name	Title	Responsibilities	Time Devoted
N/A			

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	0.05
Todd Burroughs	Supervisor of Instruction for Fine Arts	Activity Leader: Music Activities	0.02
Jason Hayes	Supervisor of Elementary Science	Activity Leader: Robotics Club Advisors	0.01
Jason Hayes	Supervisor of Elementary Science	Activity Leader: STEM for All 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 EAPMC Students	0.03
Heather Wysokinski	Supervisor of Library Media	Activity Leader: Summer Media Centers	0.03
Wendy Zimmerman	Supervisor of Secondary Science	Activity Leader: School Wellness Coordinators	0.02
Jason Hayes	Supervisor of Elementary Science	Activity Leader: School Wellness Coordinators	0.02
Robin Schrader	Supervisor of Mental Health Services	Activity Leader: Suicide Prevention Training	0.02
Robin Schrader	Supervisor of Mental Health Services	Activity Leader: Drug Abuse Prevention Training	0.02

Christen Ganley	Instructional Resource ~~Teacher for Virtual~~	Activity Leader: Technology Liaisons	0.4
Stephanie Ramirez- ~~Harris~~	Secretary II	Administrative Support	0.04
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.			

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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)

Microsoft Excel limits the character count for a single cell (including merged) to 32,767 characters including letters, numbers, and spaces. If this is an obstacle you are running against, here are two recommendations for overcoming this.

1. Submit additional content as an attachment using the provided naming convention. Reference the attachment within the cell in which it pertains.
2. Add an additional row below the cell that has reached its maximum character length and continue the remainder of the narrative in this additional cell below the response space.

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 SMCPs 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 three 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 SMCPs 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.~~

Title I, Part A

St. Mary's County has four, 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 (FARMs). For the 2024-2025 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 FARMs. Two of these schools are at 100% and the third is at 83% when applying the Title I formula for CEP. The fourth school has 56.6% of students eligible for FARMs. Poverty is increasing in SMCPS where a large concentration of poverty exists and resultantly, three Title I schools have been identified as Community Schools with Concentration of Poverty grants. Three of the four Title I schools also have Judy Center Early Learning Hubs.

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 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, and staffing disparities are analyzed for patterns and trends. In addition, staff insights and stakeholder input create an all-inclusive plan. Data is reviewed for all students and drilled down to the individual student level to craft the most purposeful plans to boost achievement. Need-based professional development for staff, supplemental programming, and meaningful parent and family engagement opportunities are planned at the school and district level, based on comprehensive needs assessments.

Using MSDE's most recent Star Rating from SY 2022-2023, four Title I schools have achieved 3/5 stars: Green Holly, Park Hall, Lexington Park Elementary, and George Washington (GW) Carver. GW Carver, a Comprehensive School Improvement site, had been identified as a two-star school in SY 2021-2022, as well as a community school. In SY 2022-2023, GW Carver became a three-star school. While there is progress in formative, local, and some areas of the Maryland Comprehensive Assessment Program (MCAP), achievement disparities continue to exist for several student groups including African American, English Learners, Economically Disadvantaged, and Students with Disabilities. The four Title I schools, with attendance data averaging

Title I, Part C

Describe here the unique educational needs of migratory children identified in the region supported by your funding application, which this funding application intends to address with the delivery of Migrant Education Program (MEP)-funded services. N/A

Title I, Part D, Subpart 2

Additional requirements for this section are required. Refer to the Grant Information Guide for those requirements.

N/A

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.

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.

Secondary ELA Formative 1 PBA Data

<https://drive.google.com/file/d/1w856Sm4GFg-KVYMXJSPQBWf7FcI5FWXy/view?usp=sharing>

Secondary ELA Formative 2 (Reading) Data

https://drive.google.com/file/d/1K8p_ZvWMWrDho23wWWSxxubwiOLEv0R7/view?usp=sharing

Secondary ELA Formative 3 PBA Data

<https://drive.google.com/file/d/1Myy044rel-x3R-wZ8X66zecvkxtcRJBX/view?usp=sharing>

Secondary ELA End of Year (Reading) Data

<https://drive.google.com/file/d/19jdn2ytGtRFpuNRLdJe7OYUjtXz22C2x/view?usp=sharing>

SMCPS MCAP ELA Performance - All Grades, All Students

<https://reportcard.msde.maryland.gov/Graphs/#/Assessments/ElaPerformance/AELAA/A/6/3/1/18/XXXX/2024>

SMCPS MCAP Math Performance - All Grades, All Students

<https://reportcard.msde.maryland.gov/Graphs/#/Assessments/MathPerformance/AMATA/A/6/3/1/18/XXXX/2024>

2024 MCAP Performance Level Summary Reports

<https://drive.google.com/drive/folders/1jrOeUMtJqDtZzsFebO3D97VACDyV-eJP?usp=sharing>

2024 MCAP Evidence Statement Analysis Reports

<https://drive.google.com/drive/folders/1vvHlu0m3KvY9BGNgeQzKrqn1DhujKcWA?usp=sharing>

Student performance trends from school year 2023-2024 were analyzed and used to inform content area instructional guidance for school year 2024-2025. 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 2024-2025 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. Increasing educator effectiveness will result in improved student outcomes.

In addition to reviewing student data, 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.

Title II Description

<https://drive.google.com/file/d/1P01BAhzi7pDwFRU2KdqF25IJSECSw-hc/view?usp=sharing>

In the survey, stakeholders were asked to identify needs connected to increasing student achievement consistent with challenging state academic standards, improving the quality and effectiveness of teachers/principals/other school leaders, increasing the number of teachers/principals/other school leaders who are effective in improving student achievement in schools, and providing low-income and minority students with greater access to effective teachers/principals/other school leaders. In addition to providing survey feedback, stakeholders shared the following resources:

- 2020 Community Health Assessment

<https://healthystmarys.com/2020-cha/>

- Healthy St. Mary's 2026 - Community Health Improvement Plan https://healthystmarys.com/wp-content/uploads/2024/02/Healthy-St.-Marys-2026_-_02.2024.pdf

The following needs were identified by stakeholders:

- Flexible strategies for engaging and supporting parents with academic and community resources
- Increased need for youth mental and behavioral health services
- Expand on peer prevention strategies related to chronic disease
- Support communication between organizations for youth who are at risk
- Expand on outreach/education to youth on safe & healthy relationships
- Expand on options and promote existing after-school exercises and clubs
- 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 (ex: optimizing technology, trauma informed practices, suicide prevention, drug abuse prevention, effective instructional practices)
- Additional staff to support students with special needs
- Increase in diversity among school staff

Stakeholders also reflected on previously conducted Title II activities to determine continued areas of need. All FY24 activities were identified as needs for continued support during the FY25 grant cycle. Two new activities (LETRS and Quarterly Data Team Meetings) have been identified to address current areas of need.

Through this research and planning process, FY25 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)
- Quarterly Data Team Meetings (Equity; Engaging and High Quality Instruction; High Quality Professional Development;

Title III, Part A, English Language Acquisition

In the spring of 2024, St. Mary's County Public Schools tested 474 Multilingual Learners (MLs). Of the 474 MLs, 25% were long-term (5+ years) or approaching (4+ years) long-term status. Of that 25%, only 14 reached 4.5 or higher on ACCESS 2024, allowing them to exit the ESOL program. Of the 14 long-term (or approaching long-term) MLs that exited, 10 were in elementary and only 4 were in middle or high school. Currently, at our middle school with the most MLs, approximately 70% are long-term or approaching long-term ML status, compared to 33% at our high school with the most MLs. For these reasons, our student group for which Title III funds will be targeted, will be our long-term and approaching long-term MLs in middle school.

Having fewer long-term MLs in the high school can be attributed to having in-school tutors at all three high schools. Tutors work up to 15 hours/ week and supplement daily instruction in the core subject areas. They push into classes, allowing them to provide in-the-moment support alongside the certified ESOL teachers. Since the placement of tutors has had a positive effect on English acquisition and academic achievement in the high schools, we will replicate the same model at one, possibly two, of the middle schools. In addition, professional learning will be aimed at effective pedagogical approaches to teaching reading and academic writing in the secondary grades--the two weakest areas among our middle school MLs. This training will give teachers professional learning points towards licensure, and will give them knowledge of differentiation, scaffolding, and integrating academic language instruction into content-area teaching. Professional learning will be provided for ESOL staff, including ESOL supervisor and core content teachers at the middle and high school levels, with middle school teachers being priority.

supervisor and core content teachers at the middle and high school levels, with middle school teachers being priority.

While no longer funded by Title III, the duties assigned to the newly implemented Multilingual Family Coordinator (MFC) has allowed certified ESOL teachers to remain in the classrooms versus being pulled out to screen students for services. The MFC is now responsible for screening new students system-wide and when able, having conversations with families about the US school system at time of registration. We expect this new practice to have an overall positive effect on student achievement as it keeps

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.

Title IV, Part A

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.

SMCPS MCAP ELA Performance - All Grades, All Students

<https://reportcard.msde.maryland.gov/Graphs/#!/Assessments/ElPerformance/AELAA/A/6/3/1/18/XXXX/2024>

SMCPS MCAP Math Performance - All Grades, All Students

<https://reportcard.msde.maryland.gov/Graphs/#!/Assessments/MathPerformance/AMATA/A/6/3/1/18/XXXX/2024>

2024 MCAP Performance Level Summary Reports

<https://drive.google.com/drive/folders/1jrOeUMtJqDtZzsFebO3D97VACDyV-eJP?usp=sharing>

2024 MCAP Evidence Statement Analysis Reports

<https://drive.google.com/drive/folders/1vvHlu0m3KvY9BGNgeQzKrqn1DhujKcWA?usp=sharing>

Student performance trends from school year 2023-2024 were analyzed and used to inform content area instructional guidance for school year 2024-2025. 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 2024-2025 school year.

SY23-24 MCAP Data Review slides

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, Medstar St. Mary's Hospital, and SNAP-Ed. School administrators were also

encouraged to share the survey with their parent communities. Information about the Title IV grant was shared with the survey.

Title IV Description

<https://drive.google.com/file/d/1P01BAhzi7pDwFRU2KdqF25IJSECSw-hc/view?usp=sharing>

Needs Assessment Survey

<https://drive.google.com/file/d/1ElxVXzIhtiRjUrYQLPywWyugVrYEPbp3/view?usp=sharing>

Needs Assessment Survey Responses

https://drive.google.com/file/d/14qB0R71ii77rkBdlcDDWn69rXET4_Z79/view?usp=sharing

In the survey, stakeholders were asked to identify needs connected to providing students with access to a well-rounded education, improving school conditions for student learning, and improving the use of technology in order to improve the academic achievement and digital literacy of all students. In addition to providing survey feedback, stakeholders shared the following resources:

- 2020 Community Health Assessment
<https://healthystmarys.com/2020-cha/>
- Health St. Mary's 2026 - Community Health Improvement Plan https://healthystmarys.com/wp-content/uploads/2024/02/Healthy-St.-Marys-2026-_02.2024.pdf

The following needs were identified by stakeholders:

- Flexible strategies for engaging and supporting parents with academic and community resources
- Increased need for youth mental and behavioral health services
- Expand on peer prevention strategies related to chronic disease
- Support communication between organizations for youth who are at risk
- Expand on outreach/education to youth on safe & healthy relationships
- Expand on options and promote existing after-school exercises and clubs
- 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 (ex: optimizing technology trauma informed practices, suicide prevention, drug abuse prevention, effective instructional practices)
- Additional staff to support students with special needs
- Increase in diversity among school staff

Stakeholders also reflected on previously conducted Title IV activities to determine continued areas of need. All FY24 activities will continue during the 2024-2025. Although all activities will continue, one activity no longer needs Title IV fiscal support (Spot Vision Screeners) and as a result will not be included in the FY25 grant application. All remaining FY24 activities will continue to be funded through the FY25 Title IV grant. In addition, two new activities (Suicide Prevention Training and Drug Abuse Prevention Training) have been identified to address current areas of need.

Through this research and planning process, FY25 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:

Well Rounded

- 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)

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
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	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. Funding for Drug Abuse Prevention Training and Suicide Prevention Training are two new needs that have been identified. 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
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What local needs have stakeholders identified through an equity lens?

discuss local needs and plans for support. Stakeholders have reported the need to continue the previously approved Schoology Liaison, Effective Use of Technology, activity.

Data that supports these identified needs is included below.

Well Rounded Education

During SY23-24, 23 teachers used Sight Reading Factory, 13 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 SY23-24, eight Robotics Club Advisors supported after-school competitive and non-competitive robotics club opportunities in seven school buildings (two elementary schools, two middle schools, three high schools). Funding is needed to continue this activity.

Quarterly STEM For All experiences were provided to all grade 4 SMCPS students during the 2023-2024 school year. Along with this, STEM For 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. During the 2023-2024 school year all schools across St. Mary's County Public Schools accessed Breakout Edu. In our usage report from May of 2024, our students played 67,273 Breakout Edu games online.

Two Secondary Literacy Coaches were hired during SY23-24 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 the 2024-2025

	needed to continue this work during the 2024-2025 school year. 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 for continued student and family support during the summer months. Opening school media centers during the summer months encourages summer reading and continued home/school connections. Continued funding is needed to support this activity According to the Center for Disease Control and Prevention (CDC), numbers of youth overdose deaths were higher and rates increased steadily from 2010 to 2020 and 2021. The percent change was 29.48% from 2019 to 2020 and 11.48% from 2020 to 2021. The CDC also indicates that prevention and intervention of youth substance use helps reduce impact on long-term adult use in the future. SMCPS School Social Workers provide prevention and intervention support to students with mental and behavioral health concerns. Each student referred is administered a pre and post assessment that screens for substance use. During the 2023-2024 school year, 500
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
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 to resources, 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
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

Title V, Part B

Title IV,

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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 SMCPs has put into place. All SMCPs and Title I funded programs and interventions meet the evidence criteria prior to being put into place for implementation.

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 licensed and 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 engagement and achievement. Supplemental Title I-funded programs, often occurring beyond the school day, allow students more learning opportunities. 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 on 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

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

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.

N/A

Title III, Part A, English Language Acquisition

Impact of tutors. In school years 2023 and 2024, we hired bilingual tutors to supplement instruction at the three high schools. MI students at one high school who received daily language support from their ESOL teachers and supplemental content

ML 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 in 2023 and 3.0 in 2024. In addition, our high school tutors work closely with science teachers. Our 2023 MISA data revealed a 9.5% proficiency rate for high school science across the district for MLs (compared to the state's 2.6% for the same subgroup). 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 and succeed in their classes. We directly correlate the additional on-site bilingual tutors to these increases in academic achievement. They help monitor grades and assist in communication with parents/guardians. The tutoring support has also freed up the certified ESOL teachers to push into other 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 SY25 but will place our newly hired tutors at the middle schools, where traditionally, less support and attention has been given. Overtime, the lack of attention on middle school MLs has resulted in an abundance of long-term MLs.

Impact of family engagement. 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. This year, with our attention being given to middle school students and families, we will host additional in-person and virtual meetings to help parents fully understand their students' ACCESS scores and how they impact their child's schedules, electives, and overall literacy development. Our goal is to increase parent participation in these family engagement activities so much so that over time, it positively affects students' growth in their English acquisition, overall academic achievement, and ultimately graduation rates.

Impact of professional development. Over the past two years, we have offered professional learning events to teachers seeking

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. Following this process SMCPS has the identified activities that will continue to be included in the FY25 Title IV grant application, one activity that is no longer needed,

Title V, Part B



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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. It is an expectation that initiatives will be revisited, refined, and revamped as data is analyzed.

As schools have their own data meetings and are monitoring their own programming, they are asking and answering questions intended to address programmatic effectiveness 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 Schoolwide 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 the identified 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 spiraling 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?

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Kindergarten Readiness Assessment will be implemented	Patricia Lynn Trehern, School	September-October 2024
IGDIs	Trehern, school-based staff	3 times per year
DIBELS	ELA supervisors, Lisa Bachner	4 times per year
MCAP	Instruction, Assessment and	Spring
Bridges Assessment Data	Bridget Dunbar	Quarterly
Attendance Data	Cheryl Long, School Principals	Monthly
Discipline Referral Data	Cheryl Long, School Principals	Monthly
Disproportionality in Suspension Data	Cheryl Long, Charlottis Woodley	Monthly
Schoolwide Plan Monitoring	Charlottis Woodley, Kristin	Quarterly
Stakeholder Input	Principals	Quarterly
MCAP; downloads from Pearson and data shared	SMCPS LAC	August - December
ELA Benchmark Interim 1 (Pre-Assessment)	Classroom Teacher	September
ELA DIBELS BOY	Classroom Teacher	September
Math KG Number Corner Checkup 1	Classroom Teacher	November
Math Gr 1-5 Unit 2 Post	Classroom Teacher	November
ELA Benchmark Interim 2	Classroom Teacher	December
ELA DIBELS MID	Classroom Teacher	December
Math KG-5 Number Corner Checkup 2	Classroom Teacher	December
Science Unit 2 Grades 3-5	Classroom Teacher	February
Math Gr 2, 3, 5 Unit 5 Post	Classroom Teacher	March

ELA Benchmark Interim 2	Classroom Teacher	March
ELA DIBELS EOY	Classroom Teacher	April
Math KG Number Corner Checkup 3	Classroom Teacher	April
Math Unit 6 Post	Classroom Teacher	May
ELA Benchmark Interim 1 (Post-Assessment)	Classroom Teacher	June
Math KG Number Corner Checkup 4	Classroom Teacher	June
GT: iReady (Grades 3-5)	Classroom Teacher	August- May
GT: Naglieri Nonverbal Ability Test, 3rd edition	Classroom Teacher	October - November
K-2 Foundations Assessment Look Fors (Done after	Classroom Teacher	August- May

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. When the school plans are approved centrally, the school's leadership shares the information with the staff and community. The plan is then uploaded to the school's website and hard copies are available in each office.

School Improvement

EVALUATION PLAN

Describe the evaluation plan.

SMCPS has one Comprehensive School Improvement (CSI) school. George Washington Carver Elementary is a schoolwide Title I school and the identified CSI school. Oversight and monitoring of the CSI plan resides with Title I. SMCPS has 3 Additional Targeted Support and Improvement (ATSI) schools. The 3 ATSI schools are not Title I schools and consequently their oversight and monitoring resides with the Department of Curriculum and Instruction.

George Washington Carver Elementary has been designated a Comprehensive School Improvement (CSI) status school. As such, they submit a detailed and comprehensive CSI plan that addresses their Improvement Status specifically for the student groups impacted and resulting in their CSI designation. After the plan is approved at the system and state level, the school meets with district leadership monthly to review relevant data, monitor interventions, compliance with the plan, and their fiscal spend down which is reported monthly to MSDE. During this monthly monitoring meeting, the same program evaluation questions as Title I are asked relative to CSI for the student groups, the CSI plan is carefully reviewed, revised as necessary, and checked for alignment with the school's Schoolwide Plan. CSI plan data includes any and all achievement data: Readiness Data, IGDIS, DIBELS, MCAP, core program and intervention data, attendance, discipline, and qualitative feedback from stakeholders to provide a comprehensive and ongoing assessment of the school's progress. The CSI plan, as a living document, is adjusted

provide a comprehensive and ongoing assessment of the school's progress. The CSI plan, as a living document, is adjusted according to available data and as pattern and trend data are analyzed. Refinements, revisions, additional professional development are provided as the data indicates. The school's administrative and instructional leadership team are directly involved in verifying the status of the plan and progress towards its achievement. They are also included in decision making related to adjustments of the plan. At the culmination of the school year, a final review of available data, stakeholder input and insights, help the school craft next steps to mitigate the CSI status.

ATSI schools will be evaluated by seeking answers to the following questions:

- 1) Do the ATSI School Improvement Plans (SIP) identify, set goals, identify activities and progress monitoring to remediate and improve their identified deficiencies?
- 2) How do ATSI schools compare to other schools with similar demographics in our school system and other schools within Maryland in regard to MCAP data and the percentage of students proficient in their identified deficit area? What are similar schools with better scores doing differently and how can our ATSI schools use that information to revise their SIP strategies and activities?
- 3) How do ATSI schools compare to other schools with similar demographics in our school system in regard to local required assessment and universal screening data and the percentage of students proficient in their identified deficit area? What are similar schools with better scores doing differently and how can our ATSI schools use that information to revise their SIP strategies and activities?

The proposed data and measurement instruments that will be used to assess the ATSI school progress toward outcomes and enable those supporting ATSI schools to determine which activities and strategies have been successful and those that will need to be revised are as follows:

- 1) MCAP Reading - Academic Achievement in English Language Arts (ELA)
- 2) MCAP Reading - Student Growth in English Language Arts (ELA)
- 3) MCAP Math - Academic Achievement in Math
- 4) MCAP Reading - Student Growth in Math
- 5) MCAP Chronic Absenteeism Data

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Readiness/IGDIS	Principal, Title I Coordinator	Baseline, Three Times a Year
Formative/Local Assessments	Principal, Leadership Team, Title I	Monthly
MCAP	Principal, Leadership Team,	Spring
Attendance Data	Cheryl Long, School Principals	Monthly
Discipline Referral Data	Cheryl Long, School Principals	Monthly
Disproportionality in Suspension Data	Cheryl Long, Charlottis Woodley	Monthly
CSI Implementation Plan Monitoring	Title I Office (Dr. Kelly Hall,	Quarterly
MCAP; downloads from Pearson and data shared from	SMCPS LAC	August - December
ELA Benchmark Interim 1 (Pre-Assessment)	Classroom Teacher	September
ELA DIBELS BOY	Classroom Teacher	September
Math KG Number Corner Checkup 1	Classroom Teacher	November

Math Gr 1-5 Unit 2 Post	Classroom Teacher	November
ELA Benchmark Interim 2	Classroom Teacher	December
ELA DIBELS MID	Classroom Teacher	December
Math KG-5 Number Corner Checkup 2	Classroom Teacher	December
Science Unit 2 Grades 3-5	Classroom Teacher	February
Math Gr 2, 3, 5 Unit 5 Post	Classroom Teacher	March
ELA Benchmark Interim 2	Classroom Teacher	March
ELA DIBELS EOY	Classroom Teacher	April
Math KG Number Corner Checkup 3	Classroom Teacher	April
Math Unit 6 Post	Classroom Teacher	May
ELA Benchmark Interim 1 (Post-Assessment)	Classroom Teacher	June
Math KG Number Corner Checkup 4	Classroom Teacher	June
GT: iReady (Grades 3-5)	Classroom Teacher	August- May
GT: Naglieri Nonverbal Ability Test, 3rd edition (grades 3-5)	Classroom Teacher	October - November
K-2 Foundations Assessment Look Fors (Done after each assessment)	Classroom Teacher	August- May

DISSEMINATION PLAN

Describe the dissemination plan.

Since CSI schools are Title I schools, CSI schools follow the same dissemination plan as Title I, Part A. CSI plans and Title I Schoolwide plans are disseminated simultaneously.

ATSI - Evaluation data is disseminated in a variety of ways and to a variety of stakeholders.

MCAP data is received from the LAC and shared with system leadership for initial review, analysis and use in system planning such as construction of the LEA master plan and reporting to our Board of Education. MCAP data is then disaggregated to the school, subgroup, teacher and student level and accessible in both our data warehouse (Performance Matters) as well as in school specific Schoology courses. Central office staff and school leaders work collaboratively to “unpack” this data to determine school goals and instructional next steps. These goals are used to craft the School Improvement Plans as well as SLOs.

Required assessments are given throughout the school year as shared in the “Evaluation Timeline”. After each required assessment the following process is used:

- The assessment is submitted to the Department of Assessment and Accountability (DAA).
- DAA gathers the assessment data and provides information such as the assessment mean; median; comparisons between and among schools/grade levels/ student groups/teachers; mastery of standards assessed; and correlation to MCAP or previous assessment data.
- DAA publishes that assessment data in both our data warehouse (Performance Matters) as well as in school specific Schoology courses.
- DAA shares the data with system leadership for initial review, analysis and use in system planning such as

revisions to the LEA master plan, reporting to our Board of Education, or providing additional support to individual schools. The data is also shared with system leaders at monthly principal meetings and at monthly Administration and Supervisory meetings.

- Schools get an automated email once data has been uploaded and is accessible to schools. Schools are then tasked with using this data to make any revisions to their goals and SIPs. The data is also used in team/department/grade level meetings, and with individual teachers, to make instructional decisions for the classroom: whole group, small group, individual students, and for Tier I, II and III interventions.

Title I, Part C

EVALUATION PLAN

Describe the evaluation plan.

Describe how the agency will evaluate its effectiveness against the measurable program objectives laid out in the Title I Part C “Goals and Measurable Outcomes” section of this funding application. N/A

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
N/A	N/A	N/A

DISSEMINATION PLAN

Describe the dissemination plan.

NA

Title I, Part D, Subpart 2

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE		
Add more rows as necessary.		
What is the data and how will it be collected?	Person Responsible?	Timeline?
N/A	N/A	N/A

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

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 grant activities will be shared with staff associated with the funding as well as with families during our engagement events.

Title V, Part B

EVALUATION PLAN

Describe the evaluation plan.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?

DISSEMINATION PLAN

Describe the dissemination plan.



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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](#)

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).

School Improvement

[Click here to access the School Improvement Budget Workbook](#)

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](#)

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School Improvement](#)

[Shortcut to Budget
Narratives Index](#)

School Improvement				
Line Item	Calculation	Requested for current fiscal year	Carryover from prior fiscal year	Total
Salaries & Wages (list separately for each position)				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$40.00/hour x 150 hours	\$ 6,000.00	\$ -	\$ 6,000.00
Supplemental Pay for Certified Staff				
				\$ -
				\$ -
				\$ -
Section Total				\$ 6,000.00
Contractual Services				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$850.00/day x 17 days (1 day = 7.5 hours)	\$ 14,450.00	\$ -	\$ 14,450.00
Contracted Consultants: Leadership Development / School Improvement Consultant				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$40.00/hour x 293.5 hours x 2 staff, plus 22% markup per vendor contract	\$ 28,645.60	\$ -	\$ 28,645.60
Contracted Temp Agency: Certificated teacher to tutor students				
				\$ -
				\$ -
Section Total				\$ 43,095.60
Supplies & Materials				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$31.00/license x 120 students	\$ 3,720.00	\$ -	\$ 3,720.00
Computer Software: DreamBox student licenses				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$13.98/pk x 19 packs	\$ 265.62	\$ -	\$ 265.62
Supplemental Materials of Instruction: Dry erasers				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	\$20.41/pk x 27 packs	\$ 551.07	\$ -	\$ 551.07
Supplemental Materials of Instruction: Black fine tip markers				

See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Dry erase protector sheet pockets	\$19.90/pk x 14 packs	\$ 278.60	\$ -	\$ 278.60
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Sheet protectors	\$27.33/pk x 10 packs	\$ 273.30	\$ -	\$ 273.30
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Laminating Sheets	\$19.68/pk x 14 packs	\$ 275.52	\$ -	\$ 275.52
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Woodcock Johnson testing booklets	\$258.51/pk x 2 packs, plus \$51.70 shipping	\$ 568.72	\$ -	\$ 568.72
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Construction paper	\$3.99/pk x 45 packs	\$ 179.55	\$ -	\$ 179.55
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Printer paper	\$43.99/case x 43 packs	\$ 1,891.57	\$ -	\$ 1,891.57
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Cardstock	\$12.98/ream x 25 packs	\$ 324.50	\$ -	\$ 324.50
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Binders	\$24.98/set x 9 boxes	\$ 224.82	\$ -	\$ 224.82
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Supplemental Materials of Instruction: Adhesive sticker labels	\$15.83/pk x 1 pack	\$ 15.83	\$ -	\$ 15.83
				\$ -
Section Total				\$ 8,569.10
Other Charges				
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet				
Fixed charges for Supplemental Pay	8% of supplemental pay	\$ 480.00	\$ -	\$ 480.00
				\$ -

				\$	-
				\$	-
Section Total				\$	480.00
Equipment					
				\$	-
				\$	-
				\$	-
				\$	-
Section Total				\$	-
Transfers					
See Appendix 4.A. FY25 GWCES CSI Budget Narrative Worksheet	1.87% of grant \$59,232.00 x 0.0187 / 1.0187	\$ 1,087.30	\$ -	\$	1,087.30
Indirect Cost for Business Support				\$	-
				\$	-
				\$	-
Section Total				\$	1,087.30
Grand Total				\$	59,232.00

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Title I, Part C](#)

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Title I, Part C				
Line Item	Calculation	Requested for current fiscal year	Carryover from prior fiscal year	Total
Salaries & Wages (list separately for each position)				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Other Charges				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ -

Title I Part C		
If the LEA is using other State, Local or Federal funds to support the Migrant Education Program, please complete the table below: Add rows, as needed.		
Type of Funds (State, Local, or other Federal)	Description	Amount
Total Other Funds:		0

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Title I, Part D](#)

[Shortcut to Budget
Narratives Index](#)

Title I, Part D, Subpart 2				
Detailed Budget Description *Indicate expenses that are for At-Risk students	Calculation	Title I, Part D requested amount	Other funds source and amount	Total
Salaries & Wages (list separately for each position)				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Other Charges				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ -

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[Shortcut to
Title II, Part A](#)

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Title II, Part A				
Line Item	Calculation	Requested	In-Kind	Total
Salaries & Wages (list separately for each position)				
Supporting Quarterly Data Team Meetings at each school (2.1.2)	Request Total = \$25,920 27 schools / 3 teachers per school/ 4 times per year/ 2 hours per meeting @ \$40 = \$25,920	25920		\$ 25,920
Collaborative Planning Stipends and Substitutes (2.1.6)	4313 hours x \$40/hour (\$172,520) and 500 Substitutes x \$140/day (\$70,000) \$172,520 + \$70,000 = \$242,520 Carryover balance FY24 \$128,400 \$242,520 - \$128,400 = \$114,120	114120		\$ 114,120
FTE Position - Literacy Coach 1 (2.2.9)	Salary FTE1 \$79,327 Carryover balance FY24 \$20,564 \$79,327 - \$20,564 = \$58,763	58763		\$ 58,763
FTE Position - Literacy Coach 2 (2.2.9)	Salary FTE2 \$86,683 Carryover balance FY24 \$20,728 \$86,683 - \$20,728 = \$65,955	65955		\$ 65,955
Substitutes for 2 Literacy Coach Positions (2.2.9)	2 FTE x 10 days of substitute coverage x \$140/day= \$2800 Carryover balance FY24 \$2,000 \$2,800 - \$2,000 = \$800	800		\$ 800
Lead Mentors (3.1.1)	8 Teachers x 5 hours/month x 11 months x \$40 (\$17,600) Carryover balance FY24 \$10,000 \$17,600 - \$10,000 = \$7,600	7600		\$ 7,600
				\$ -
Section Total				\$ 273,158
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
Collaborative Planning Materials (2.1.6)	\$2,810 (Books ~\$1,200, Chart Paper ~\$1,000, Post Its/Markers/etc. ~\$610) Carryover balance FY24 \$1,000 \$2,810 - \$1,000 = \$1,810	1810		\$ 1,810

LETRS Instructional Staff Development Supplies (2.2.1)	120 people x \$399/license = \$47,880	47880		\$ 47,880
LETRS Instructional Staff Development Supplies (2.2.1)	50 people x \$99/license = \$4,950	4950		\$ 4,950
The Art of Education (3.1.8)	16 educator licenses X \$1,049 = \$16,784 Carryover balance FY24 \$9,997 \$16,784 - \$9,997 = \$6,787	6787		\$ 6,787
				\$ -
Section Total				\$ 61,427
Other Charges				
Educator Assessments (1.1.3)	40 assessments x ~\$125 (average cost) = \$5,000 Carryover balance FY24 Title \$3,000 \$5,000 - \$3,000 = \$2,000	2000		\$ 2,000
Fixed Charges (2.1.2)	FICA \$25,920 x .08 x .96 = \$1,991 Workers Compensation \$25,920 x .08 x .04 = \$83 \$1,991 + \$83 = \$2,074	2074		\$ 2,074
Fixed Charges (2.1.6)	FICA \$242,520 x .08 x .96 = \$18,626 Workers Compensation \$242,520 x .08 x .04 = \$776 \$18,626 + \$776 = \$19,402 Carryover balance FY24 \$10,272 \$19,402 - \$10,272 = \$9,130	9130		\$ 9,130
Total Fringe Benefits for 2 FTE Literacy Coach (2.2.9)	Total Fringe Benefits for 2 FTE @ Actual; Heath - \$8,826 + \$27,019 = \$35,845; Annual Life Fringe - \$45 x 2 = \$90; FICA - \$166,010 x .08 x .96 = \$12,750; Workers Comp - \$166,010 x .08 x .04 = \$531; Pension - \$166,010 x .1625 = \$26,977 \$35,845 + \$90 + \$12,750 + \$531 + \$26,977 = \$76,193 Carryover balance FY24 \$11,522 \$76,193 - \$11,522 = \$64,671	64671		\$ 64,671
Fixed Charges - Substitutes for 2 Literacy Coach Positions (2.2.9)	FICA \$2,800 x .08 x .96 = \$215 Workers Compensation \$2,800 x .08 x .04 = \$9 \$215 + \$9 = \$224 Carryover balance FY24 \$160 \$224 - \$160 = \$64	64		\$ 64
Fixed Charges - Lead Mentors (3.1.1)	FICA - \$17,600 x .08 x .96 = \$1,352; Workers Comp - \$17,600 x .08 x .04 = \$56 \$1,352 + \$56 = \$1,408 Carryover balance FY24 \$800 \$1,408 - \$800 = \$608	608		\$ 608

Conferences (3.1.2)	10 people X \$500 = \$5,000 Carryover balance FY24 \$3,500 \$5,000 - \$3,500 = \$1,500	1500		\$ 1,500
				\$ -
Section Total				\$ 80,047
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
Non-Public Transfers	17,223 SMCPS students + 2,007 Nonpublic students = 19,230 students SMCPS Title II allotment \$471,607 - Administrative Costs \$0 = \$471,607 \$471,607 / 19,230 students = \$24.524544 per student 2007 nonpublic students X \$24.524544 per student = \$49,221 (rounded)	49221		\$ 49,221
Indirect Cost	1.87% Indirect Cost: (Indirect Rate/ (1+Indirect Rate)) * Allowable Charges (Grant total minus Transfers) Indirect Cost: (.0187/ (1 + .0187)) * (\$471,607 - \$49,221) = \$7,754	7754		\$ 7,754
				\$ -
				\$ -
				\$ -
Section Total				\$ 56,975
Grand Total				\$ 471,607

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
Total Administrative Costs:		0

Total Administrative Costs:		0
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[Shortcut to
Title III, ELA](#)

[Shortcut to Budget
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Title III, Part A, English Language Acquisition						
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	7,760	0	\$ 7,760
203-205 -02-Special Prog.	02-Contract Services	Hire 4 tutors through ABACUS, contracted temp agency (4 individual contracts)	\$25/hr. + .22% markup for contractor = \$30.50/hr; 339 hours/ea tutor X 4 tutors = 1,356 hours total	41,358	0	\$ 41,358
203-205 -07-Non Public Transfers	08-Transfers	Non public allotments for literacy supplies	6 MLs X \$123/ML	738	0	\$ 738
						\$ -
Section Total						\$ 49,856
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-ESOL Praxis Coaching Class	8 teachers X \$165/teacher (course fee only)	1,320	0	\$ 1,320
203-205 -09-Instruction Staff Dev.	04-Other Charges	Staff Development-WIDA Workshop: Writing with Multilingual Learners in the Secondary Grades (registration fee, hotel, flight, other travel expenses)	Cost for one supervisor to attend \$3,223	3,223	0	\$ 3,223
						\$ -
Section Total						\$ 4,543

Required Strategy #3						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
214-Community Services	04-Other Charges	County-wide Multilingual Family Engagement events	Food \$1/person X 100 people	100	0	\$ 100
Section Total						\$ 100
Indirect Costs						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
201 -22-Business Support	08-Transfers	1.87% Indirect Cost	Indirect cost: Grant total less nonpublic charges = base. \$55,504 - 738 = \$54,766 (.0187 / 1.0187) * \$54,766 = \$1,005.32	\$1,005.32		\$ 1,005
						\$ -
Section Total						\$ 1,005
Grand Total						\$ 55,504

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Title IV, Part A](#)

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Title IV, Part A					
Content Area #	Budget Object	Line Item	Calculation	Requested In-Kind	Total
Salaries & Wages (list separately for each position)					
WRE 203-205 - 01 / 01		Stipends for Robotics Club Advisors	7 school-based Robotics Club Advisors x \$400	2800	\$ 2,800
SHS 203-205 - 01 / 01		Stipends to support Summer Media Centers	10 staff x 50 hours x \$40/hour	20000	\$ 20,000
SHS 203-205 - 01 / 01		Stipends to support School Wellness Coordinators	28 school wellness coordinators x \$300	8400	\$ 8,400
EUT 203-205 - 01 / 01		Stipends to support Technology Laisions	29 schools x (\$1,000-\$1,600) per site based on school size [8 schools @ \$1,000; 14 schools @ \$1,200; 4 schools @ \$1,400; 3 schools @ \$1,600]	35200	\$ 35,200
					\$ -
				Section Total	\$ 66,400
Other Charges					
WRE 212 / 04		FICA - Stipends Robotics Club	8% of \$2,800	224	\$ 224
WRE 209 / 04		Buses for STEM for All field trips	9 buses x \$250	2250	\$ 2,250
SHS 212 / 04		FICA - Stipends Summer Media Centers	8% of \$20,000	1600	\$ 1,600
SHS 212 / 04		FICA - Stipends School Wellness Coordinators	8% of \$8,400	672	\$ 672
EUT 212 / 04		FICA - Stipends Technology Laisions	8% of \$35,200	2816	\$ 2,816
					\$ -
					\$ -
				Section Total	\$ 7,562
Indirect Costs					
Indirect Costs - 201 - 22 / 08		Indirect Costs	Indirect Rate 1.87% ((263596-27511)/1.0187)*0.0187 = 4334.00	4334	\$ 4,334

				\$ -
				\$ -
				\$ -
			Section Total	\$ 4,334
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
Transfers				
Transfers - 230-205 - 07 / 08	Nonpublic Transfers	2007 students X \$13.70754 per student	27511	\$ 27,511
				\$ -
				\$ -
				\$ -
			Section Total	\$ 27,511
Contractual Services				
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
Supplies & Materials				
WRE 203-05 - 01 / 03	Supplemental Materials to Support Instruction (Make Music/SmartMusic)	8 teacher subscriptions x \$39.99 (\$319.92); 421 student subscriptions x \$13.99 (\$5889.79)	6210	\$ 6,210
WRE 203-05 - 01 / 03	Supplemental Materials to Support Instruction (Grace Notes/Sight Reading)	23 educator subscriptions x \$35 (\$805); 643 student subscriptions x \$2 (\$1,286) - 20% discount (\$418.20)	1673	\$ 1,673
WRE 203-05 - 01 / 03	Supplemental Materials to Support Instruction (Quaver Music)	19 K-5 licenses x \$1,800 (\$34,200); 1 PreK license \$300	34500	\$ 34,500
WRE 203-05 - 01 / 03	Supplemental materials to support instruction (Robotics Clubs)	7 sites x \$750	5250	\$ 5,250

WRE 203-05 - 01 / 03	Materials to support instruction (BreakoutEDU)	27 schools x \$1175.33	31734	\$ 31,734
WRE 203-05 - 01 / 03	Courses for FARMS students	60 students x \$250 per course (exact costs will vary by course)	15000	\$ 15,000
SHS 203-205 - 01 / 03	Materials to support summer activities (ex: books, games, maker space/craft materials, paper/markers, etc.)	10 sites x \$587.60	5876	\$ 5,876
SHS 203-205 - 01 / 03	Materials to support school-based wellness initiatives (ex: sports equipment such as balls, jump ropes, hand weights, sensory fidgets, etc.)	20 sites x \$500; 8 sites x \$1200	19600	\$ 19,600
SHS 208 / 03	Materials to Support Suicide Prevention Training (SOS)	\$300 per school/site X 9 schools/district = \$2700	2700	\$ 2,700
SHS 208 / 03	Materials to Support Suicide Prevention Training (Gizmos)	\$9.99 per book x 1,400 books = \$13,986 \$20 per Gizmo Plush X 100 = \$2000	15986	\$ 15,986
SHS 208 / 03	Materials to Support Suicide Prevention Training (QPR Gatekeeper Instructor)	\$595 per person X 6 staff = \$3,570	3570	\$ 3,570

SHS 208 / 03	Materials to Support Suicide Prevention Training (QPR Suicide Risk Detection, Assessment and Management)	\$249 per person X 10 staff = \$2490	2490	\$ 2,490
SHS 208 / 03	Materials for Drug Abuse Prevention Training (Botvin LifeSkills)	\$655 per curriculum set X 9 Elementary School Mental Health Providers = \$5,895 \$645 per curriculum set X 6 Middle School Mental Health Providers = \$3,870 \$265 per curriculum set X 3 High School Mental Health Providers = \$795	10560	\$ 10,560
SHS 208 / 03	Materials for Drug Abuse Prevention Training (Guide to Harm Reduction)	\$45 per/person X 16 staff = \$720	720	\$ 720
SHS 208 / 03	Materials for Drug Abuse Prevention Training (The Integrative Harm Reduction Approach)	\$120 per/person X 16 staff = 1,920	1920	\$ 1,920
				\$ -
				\$ -
Section Total				\$ 157,789
Grand Total				\$ 263,596

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[Shortcut to
Title V, Part B](#)

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Title V, Part B	
Activity	Amount
Activities authorized under Title I, Part A	\$
Activities authorized under Title II, Part A	\$
Activities authorized under Title III, Part A	\$
Activities authorized under Title IV, Part A	\$
Parent Involvement Activities	\$
Total	\$ -

Line Item	Calculation	Requested	In-Kind	Total
Salaries & Wages (list separately for each position)				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies and Materials				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Other Charges				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Indirect Costs				
				\$ -

				\$	-
				\$	-
				\$	-
				\$	-
				\$	-
Section Total				\$	-
Grand Total				\$	-

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Appendices

Appendices will be located in a SharePoint folder. The primary point of contact will receive access to the Appendices SharePoint folder. 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

Appendix E: Schoolwide - Early Learning/
Head Start MOU

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

Appendix M: Fiscal - Fiscal Tables

Students - Foster Care MOU	(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

School Improvement

Appendix A: Optional budget narrative worksheet	Appendix B: C-12-5 MSDE Budget Form
Appendix C: Job descriptions for positions funded with grant funds	Appendix D: Contracts for any contractual services
Appendix E: MOUs for external partners providing services directly to students	Appendix F: MSDE-approved Improvement Plans for each CSI school
Appendix G: LEA-approved improvement plans for ATSI schools receiving an allocation of funds	

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](#)

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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.

Pillar 1 is a priority for SMCPs. 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 Early Learning Hubs has been expanded to encompass three of four Title I schools. Three Title I schools have been designated as Community Schools, with two sites currently in operation and the third school currently in the planning year. 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. Private Provider attendance has been consistent. The participation of Private Providers in school system sponsored professional development and parent and family engagement is increasing. At the request of the Private Provider community, Parent and Family Engagement and Professional Development opportunities are offered in the evenings given their qualitative feedback about substitute coverage in their respective childcares.

Pillar 2: 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) was expanded in the 2023-2024 school year and consequently, there are additional opportunities for high school students to participate in the program. The TAM program, as a result of this expansion, has doubled the number of seats for students with 72 spaces included in the TAM I and II cohorts.

Pillar 3: Title III activities are specifically aligned with recommendations from the multilingual (ML) workgroup. Activities providing targeted academic language support and content tutoring for middle schools students is provided by ESOL teachers. To increase teachers' foundation of theoretical and practical knowledge when working with MLs, professional development is being offered for ESOL certification. There are also county-wide ML parent information sessions designed to provide parents with information about language and literacy development, attendance, high school credits, and graduation requirements.

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). For SY24-25 students with disabilities and students who are multilingual learners with families of up to 600% FPL are being admitted as well. The Pre-K program has consistently expanded using the Pre-K Expansion Grant to do so. Title I schools have between 40 and 80 spaces. 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. The Judy Center Early Learning Hubs, recently expanded to 3 sites, provide parent training and outreach to families with young children at three sites to support school readiness in collaboration with school system early childhood initiatives.

Pillar 4: More Resources to Ensure that All Students Are Successful: Title I provides additional certificated staff to reduce class size and allows students additional dedicated time and attention with a credentialed educator. Supplemental evidence-based materials of instruction, hands-on resources, and a robust parent-family engagement program help students in Title I schools have the additional resources in school to be successful. With the addition of Community Schools, three Title I schools can expand opportunities beyond the school day to better support students and their families. Community schools as well as Judy Center Early Learning Hubs, in partnership with Title I schools, use their overlapping needs assessment to plan and implement during the day and after school programming, parent education, and health support with partner agencies, in an effort to provide wraparound service.

School Improvement

Pillar 2: High Quality and Diverse Teachers and Leaders: The CSI school is staffed with certified and credentialed teachers and leaders with an ongoing goal to recruit and retain diverse staff members. There are additional financial incentives for National Board Certified Teachers, who wish to teach in the CSI 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 fosters school-based training opportunities in Title I schools. TAM students are allowed to take and pass the ParaPro examination to be eligible for a paraeducator position upon graduation if they so choose. This enables some TAM students to work as a paraeducator while pursuing a college degree after the school day.

Pillar 4: The intent of the Blueprint is to ensure that all students are given maximum opportunities to achieve. Using an Equity Lens to guide decision making, SMCPs' CSI school has access to additional federal funding for supplemental support. There is a concerted effort to provide meaningful, ongoing professional development with evidence based programming for the school based staff to provide them with needed training to support student achievement. Additional interventions with a strong evidence base are in place with required training to ensure fidelity implementation. In addition to priority instructional staffing from the school system, additional academic administrative staff has been added to provide needed oversight, immediate feedback, and to facilitate professional development that meets the needs of the staff. Moreover, training is designed and provided and aligned with current research for staff to better meet the learning needs of Multilingual Learners, students with disabilities, and economically disadvantaged students. There are more opportunities for intervention with hourly certificated and experienced staff. These additional support systems, reviewed and approved, are intended to support the school in meeting the objectives of the Blueprint for Maryland's Future.

To support ATSI schools, staff and students all pillars of the Blueprint are present and at work. All ATSI schools have access to early childhood education. SMCPs has implemented full day PreK district wide and has a sound staffing play and centralized application process.

SMCPs is committed to hiring highly qualified and diverse teachers and leaders in all schools and does so through a variety of recruitment efforts; collaboration with higher education partners; a comprehensive teacher induction program; and development and implementation of a career ladder. All aspects of supporting and helping teachers reach their fullest potential in Pillar 2 serve our ATSI schools as teachers get the on-going training and support they need to teach students, evaluate their practice, and reflect to make better instructional decisions in their classrooms.

The goal of all ATSI schools is to teach students mastery of the grade level standards so that they are College and Career ready and have access to post-CCR pathways and opportunities such as CTE, Advanced Placement, and Dual Enrollment programming.

Title I, Part C
N/A

Title I, Part D, Subpart 2

N/A

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.

2.2.5 Require teacher candidates who graduated from an out-of-state institution or who hold out-of-state certification to pass a nationally recognized portfolio assessment of teaching ability, hold an active NBC, or complete a comprehensive induction program.

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

2.3.3 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 (2.1 / 2.2.2 / 2.2.5). Additional support in

Title III, Part A, English Language Acquisition

Each of the proposed Title III activities are aligned to Maryland's Blueprint for Education and are specifically tied to recommendations made from the multilingual learners workgroup.

The purchase of ELLevation will be used to improve academic achievement and increase the percentage of MLs demonstrating growth in English language proficiency (Pillar 4, Rec 3.3c: High quality resources for content areas that meet the needs of MLs.)

Supplemental academic language and content tutoring support to MLs in grades 6-12 will be implemented in order to increase student performance in science, social studies, English language arts, and mathematics (Pillar 4, Rec 7: Customized supports for MLs with limited or interrupted education to ensure all students have equal access and opportunities for success.)

Professional development for targeted teachers that leads to ESOL certification. The intended outcome for this activity is to

increase teachers' foundation of theoretical and practical knowledge of the research and best practices for educating MLs and to increase the number of certified ESOL teachers in SMCPS (Pillar 4, Rec 5.5a & 5c: Preparing teachers to serve MLs by investing in training that focuses on improving academic outcomes for MLs/ recruit and train ESOL teachers)

Professional development: "Writing with Multilingual Learners in the Secondary Grades." The purpose of this training is to master effective pedagogical approaches to content writing in order for MLs to become successful academic writers and to ultimately increase their literacy and academic achievement and reduce the number of long-term MLs (Pillar 4, Rec 5.5a: Preparing teachers to serve MLs by investing in training that focuses on improving academic outcomes for MLs.)

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 (3.1.1 / 3.1.3 / 4.3). 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 (4.5.1-2). With the use of these funds, SMCPS is able to support summer media

Title V, Part B

Fine Arts

3.3.3 Implement CCR pathways: SMCPs continues to refine our Fine Arts pathways and dual enrollment opportunities to ensure that all students continue having access to a meaningful and rigorous arts education in SMCPs.

Gifted and Talented

Pilar 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. Once students have been deemed CCR, they are able to complete one of two post-CCR pathways through structured AP programming. High school students are also able to

Teacher Induction

New teachers are supported by a comprehensive teacher induction program with a focus on ensuring teachers are supported, successful, and staying. This program includes differentiated professional development, mentoring, site supports, monthly seminars, online learning communities, instructional walkthroughs, and coaching. New and non-tenured teachers and mentors are paid additional stipends for their participation in the mentoring program, which recognizes the systemic support and investment in them. The supportive program has yielded a 92% retention rate of new and non-tenured teachers, far exceeding national trends. Detailed information about the SMCPs induction program are included in this document and in the approved Blueprint plan.

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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. In 2021, SMCPS contracted with Insight Educational Group to conduct a comprehensive needs assessment that included a review of existing policies and regulations, stakeholder focus groups, and voluntary surveys for secondary students, parents, staff, and District Leadership (see Appendix 1.C.). Subsequently, local surveys have been distributed to further understand how the impact and need of perceived equitable programs could be met with Title II, Title III, and Title IV funds. From multiple data points, the LEA's Educational Equity policy has been measured and initiatives consistently reviewed through an equity and inclusion lens.

The LEA has sustained parental, staff, and community stakeholder involvement to support programs and practices that yield academic benefits for traditional underrepresented student groups; expanding opportunities for engaging and high-quality instruction; inclusivity of behavioral health services during the school day and addressing root causes for poor school attendance.

There are Equity School Site Leaders (ESSLs) in every school. This is an Extra Pay for Extra Duty Position and leaders meet monthly for education training, data analysis, and discussion with the system's Director of Parent and Family Engagement that oversees equity. The ESSL's work with school staff, under the direction of the principal, to provide support, highlight recognitions, or help school-based staff reflect and purposefully plan to better meet the needs of all students in their daily professional practice.

SMCPS also has an Educational Equity Citizens' Advisory Committee (EECAC) school representatives of parents, community stakeholders and partner agencies. This group meets quarterly to review 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. A focus on poor school attendance and reducing class interruptions are major concerns.

SMCPS's overall attendance rate for SY24 was 91.3%, and the total of students chronically absent from school was 30.1%. To counter these data points, SMCPS has enacted a robust Cell Phone Policy. The "Off and Away" messaging has been widely saturated amongst the students and parent community. The school community is working to improve student attendance through new messaging posters, early notification of unlawful absences related to parents, and recognizing those with good and improved school attendance.

District Equity Team (DET) representative of all Supporting Services Department Leaders and Directors from the Division of Instruction, Student Services, Curriculum, and Instruction, Title I, Early Childhood, and Special Education. 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.

A Multilingual Family Coordinator has been hired to screen students' eligibility for services and meet with families of ML's. In the High School, teachers and paraeducator tutors use a combination of push-in models to support students in classes and study hall time to provide up to 15 hours/week of supplemental tutoring. The success of this model in one of the high schools is being replicated in a feeder pattern in Middle Schools. Teachers are engaging in professional development to gain ESOL certification and the ability to further support ML students and families.

In the spring of 2024, 474 Multilingual Learners (MLs) were tested for English Language Acquisition. Of those tested, 70% of the middle school MLs were still not eligible to exit the ESOL program. Of those tested elementary students, a significant number also remained ESOL eligible. By focusing on elementary and middle ML's, the goal is to have zero long-term middle school ML's by SY27.

SMCPS has implemented several programs to address issues related to poverty, such as food insecurity and behavioral/mental health services. There are two elementary Community Schools (in Title I Schools) providing after school tutoring and transportation. A third Elementary Community School is in its inaugural year. A grant also is supporting 6 hours of virtual tutoring for middle and high school students which offers one-on-one academic support. Three elementary schools have been identified as Community Eligibility Provision (CEP) schools to address food insecurity, and 2 middle schools have School-Based Health Centers onsite that are supported by the St. Mary's County Health Department. Social workers are in 10 schools and a Pupil Personnel Worker is assigned to every school.

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. When 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.

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 the 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 Early Learning Hubs was expanded to include a third Title I school increasing access. With Judy Center support and organization, there is a rich program of early childhood support to families within the catchment zone of each Judy Center Early Learning Hub. Playgroups, parent and family workshops, field trips, and numerous hands on learning experiences are provided to families with direct modeling to increase readiness when children begin school.

Every effort is made to prioritize credentialed staff at the four 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 licensed 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 Director of Parent and Family Engagement and other staff actively participate in the selection of

School Improvement

ATSI schools, as all schools in SMCPS, hold firm to the tenants of our equity regulation. All ATSI schools use vetted, approved, HQIM resources that provide a culturally responsive, relevant curriculum, pedagogy, and instructional materials inclusive of perspectives of all cultures and ethnicities, including individuals with disabilities and marginalized people. The Department of Curriculum and Instruction provide professional development and training focused on educational equity, to include cultural responsiveness, culturally relevant teaching (CRT), implicit and explicit bias, and disability awareness for all school staff to build the capacity to understand and deliver culturally proficient instruction. ATSI schools are allocated resources and supports to achieve educational equity and ensure access to technology, extracurricular opportunities, facilities, equipment, materials, and supplies that work to eliminate the achievement and opportunity gaps among all student groups. As shared in our evaluation plan, ATSI schools utilize accountability measures, analyze disproportionate data trends, conduct gap analysis to address any emergent inequitable educational outcomes and identify equitable solutions, enhance learning, with the end goal to eliminate achievement and opportunity gaps for all students.

For the identified Comprehensive School in Improvement (CSI), the recently reduced supplemental School Improvement allocation has been dedicated for more support for the school and the continuation of successful intervention using an equity based methodology. This funding has provided additional evidence based intervention with professional development specifically

selected for this school to ensure fidelity implementation. Further, additional positions have been assigned to the school using CSI and Title I funds to support increased leadership to the school with an Academic Dean and a leadership consultant. The leadership consultant, an experienced and successful former principal and director, is able to directly support the administrative staff in mitigating the CSI status with data analysis of patterns and trends and in coaching leadership to work with their staff to better understand the information in the data. In addition to the general fund and Title I staff at the school, supplemental highly

Title I, Part C

Title I, Part D, Subpart 2

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 for 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 MLs' success. We provide the necessary resources and support to ensure that our MLs 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 MLs 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 MLs (interaction, critical thinking, and comprehensibility). 4. Students are placed with certified teachers and have access to the same rigorous content learning as their non-ML peers.

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. It also supports coursework for FARMS students that occurs outside of the normal school calendar. Title IV funding also supports safe and healthy students by funding school-based wellness initiatives during the school year, opportunities for students to remain connected to schools over the summer through summer media center experiences, and staff professional learning related to identified student behavior support needs. 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.

Title V, Part B

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

For Gifted and Talented please apply the Donna Ford Equity Index measure in the explanation.

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 to ensure all students have access to this opportunity if deemed appropriate (Donna Ford - Access). Additional screenings are conducted in subsequent years as needed. Gifted identification data is reviewed annually to determine if progress is made toward addressing disproportionality and eliminating achievement and opportunity gaps (Donna Ford - Representation). In SMCPs, multiple subgroups including Multilingual Learners, FARMS, and special education students are underserved in gifted programming. African American, Hispanic, Pacific Islander, and American Indian/Alaska Native students are also underserved in gifted programming according to the equity representation index. Instructional materials used in gifted programming are culturally responsive, relevant, and include perspectives of diverse cultures and ethnicities. Student achievement data is reviewed at the school and district level to determine if there are disparities between student groups and areas needing improvement (Donna Ford - Achievement). Policies and Practices (Donna Ford) are reviewed annually to ensure they promote equity and support for all students.

Racial and Ethnic Demographic	Equity Representation Index
% Asian	188%
% African American	20%
% Hispanic	77%
% Pacific Islander	60%
% White	127%

Teacher Induction

SMCPs continues to identify its most critical hiring needs, and strategies for recruiting and retaining a diverse workforce, and is working with institutions of higher education and educator preparation programs to build talent pipelines in response to its

needs (e.g., strategic placement and support of teacher candidates, full certification of conditionally certified teachers, grow your own programs, alternative preparation programs, etc.). SMCPS continues to strive for more minority representation in the teaching profession. As noted in the required Hiring and Diversity Report for 2023, SMCPS exceeded the State attrition rate for teachers by almost 1%. SMCPS recognized an increase in minority teachers from 11.07% in 2021 to 11.77% in 2022. While this increase may seem small for some school systems, with 88 new hires for 2022-2023, this was a major increase for SMCPS. SMCPS was able to continue a teacher apprentice program for a second year during the 2023-2024 school year, and 2 were hired as teachers during each of the 2022-2023 and 2023-2024 school years. The State of Maryland continues to see a decline in the number of education graduates from Maryland colleges and universities, which causes a ripple effect in staffing our schools throughout the State.

SMCPS has partnered with higher education institutions with a Tri-County Summit on the Teacher Pipeline. As a result of the summit, SMCPS is moving forward with five action teams to continue to study challenges and opportunities to increase not only the pipeline of educators, but also minority teacher candidates. One of the strategies is to partner with a Maryland college or

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	School attendance has a significant impact on a student's academic success starting in Pre-Kindergarten and continuing through 12th grade. Regular and consistent attendance is necessary for student achievement, graduation, and college and career readiness. Using SMCPS attendance data from the 2024 Maryland Report Card, SMCPS will revised a social practices, and implement evidence-based strategies to increase yearly attendance rates for each measurable race/ethnicities and student group by .3% in FY25, FY26, and FY27.		
Objectives	Strategies	Methods for Measuring Progress	Timeline

Teaching Staff monitor and record electronically daily student attendance and tardies. Designated office staff monitor, record, and update official school attendance daily.	Tier I Universal Strategies: Create positive school climate, Student and family engagement activities promoting on-time and regular school attendance, Attendance posters in schools, Attendance incentives, Robocalls for student attendance, Monitor and analyze for attendance data trends/patterns, Office Staff update unlawful absence to lawful absences when notified by legal guardian with acceptable reason(s), Early Childhood Attendance Video	Electronic records of students lawful and unlawful absences, Quarterly recognition of students meeting MSDE 94% attendance goal, Reports of students eligible for extra curricular, school activities, and attendance incentives, Biweekly school-wide attendance reports provided by Program Analyst,	Biweekly district attendance data is discussed in Division of Instruction Meetings in FY25, FY26, and FY27. School Administrators publish audibly or in writing monthly attendance rates by grade level in FY25, FY26, and FY27. Students who exceeded 8 or more absences in a marking period are referred to a Pupil Personnel Worker (PW), School
Students that exhibit a pattern of 8 or more missed days in a	Tier II Early Intervention Strategies:	Electronic records of students lawful and unlawful absences,	Biweekly district attendance data is

marking period are provided Tier II interventions designed to remove barriers to attendance.	Counseling and Lunch Bunch Groups, Attendance Team Meetings, Identify and remove attendance barriers , i.e. transportation, health concerns, and housing, Mentoring Check-in/Check-Out Referral, Home visits	PPW prepared reports analyzing historical record of student absences, tardies, and patterns, Office staff file attendance letters sent to legal guardians, The reports/notes of interventions between the student and school nurse or counselor are shared with administrators	discussed in Division of Instruction meetings in FY25, FY26, and FY27, Legal Guardian of students who have exceeded 8 or more absences in a marking period are notified via mail in FY25, Referrals are made by the school administration to a Pupil Personnel Worker (PPW) in FY25, Referrals are made by the school administration to
Students that exhibit chronic truancy when missing 20% or more of school, will be provide Tier III intensive support often involving other agencies.	Tier III Intensive Support Strategies: Access student and family needs and intensive outreach for wraparound services, Students, staff, and legal guardian develop attendance goals and jointly sign an Attendance Intervention Plan and closely monitor student progress, Referral to Interagency Committee on School Attendance as deemed appropriate	Electronic records of students lawful and unlawful absences, Designated school staff prepare reports for the Interagency Committee on School Attendance who analyze historical record of student absences, tardies, and known barriers and work collaboratively to resolve them, Office staff file attendance letters sent to legal guardians, Designated staff provide updates on interventions, family meetings, etc. to school principal	Referral and/or attendance reports from PPW, School Attendance Team, Pupil Service Team or outside agencies are monitored in FY25, FY26, and FY27 as deemed appropriate, Student recognition and family notification of successful attendance mitigations in FY25, FY26, and FY27

In August 2025, a new "Acceptable Cell Phone Use Plan" was vetted and implemented in all SMCPS school implemented to reduce the instances of students being distracted or absence from instruction during the school day.	Present the new Cell Phone Policy to the Board of Education for approval. Video message from the Superintendent to Parents, Guardians, Students, Administrators, and Staff, Revise Student Code of Conduct, Handbook and beginning of the year student presentations, Create and Publish Posters for all schools on acceptable cell phone use by grade band and time of day	June and July 2024 Cell Phone Usage Survey yielded responses from 526 staff, 675 students, and 1048 parents,	June and July 2024 administration of Cell Phone Usage Survey, August 2024 implementation of new Acceptable Cell Phone Use Plan, Monitor and track cell phone usage discipline data and occurrences in FY 25
Goal #2	The employees of SMCPS are dedicated and support all children. In return, they must be supported by the school system who is committed to ensuring they receive professional development that broadens their awareness of student diversity, challenges, and barriers to learning. At the beginning of FY25, 100% of SMCPS Employees will complete online Safe School Training in Diversity, Equity and Inclusion Practices in the first three weeks of the school year; and in FY26 and FY27 Safe School Training will be extended to also include online workshops on Cultural Competence and Implicit Bias.		
Objectives	Strategies	Methods for Measuring Progress	Timeline
All SMCPS will complete Safe School Training with a documented 80% pass rate that is on file with the Department of Human Resources.	Accessible online Self-paced courses can be completed in less than 60 minutes.	Self-Pace course offered to each staff via system supplied PC or iPad. Certificate of completion may be saved or printed as a reinforcement of staff accomplishment. Employee tracking kept on file	August 2024 - September 2024

Equity School Site Leaders (ESSLs) are paid a stipend to serve as the school equity liaison between the school principal, superintendent and District Equity Liaison in the Department of Equity, Engagment, and Early access (EEEA). 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 their awareness of student demographics and diversity, and facilitating a deeper understanding of equity tools	Culture and Climate reform strategies are developed and are included as an integral part of School Improvement Plans, ESSLs Meeting Topics are puposefully planned to include activities and speakers that deepen participants awareness of school attendance barriers, FARMs data, reoccurring discipline violations, Multilingual supports, McKinney Vento lookfors, etc.	District Equity Liaison will monitor attendance and active participation at monthly meetings, eSchool School-wide data on student attendance, discipline, acheivement, assessments, and enrollment, District and school data via the Maryland Report Card database, An analysis of school-level climate and culture feedback, surveys, student groups	Ongoing updates are provided to the Divison of Instruction Leadership by the District Equity Liaison updates in FY25, ESSLs Monthly Meetings during the school year from September 2024 - May 2027
Goal #3	The SMCPs Mission Statement begins with the words, "Know the Learner and the Learning". We belive that every student can meet rigourous academic standards when they attend school regularly and have access to instruction that is engaging, equitable, and delivered without biases towards students' intellectual, socio-economic, and personal needs. Therefore, within the next three years (FY25-27) SMCPs will demonstrate a yearly 10% increase in state standardized assessments in reading, math and sciences on the distict level and a yearly 7% increase for underperforming student populations that have a 70% or more deficit in attaining assessment proficiency by implementing targeted interventions; student		
Objectives	Strategies	Methods for Measuring Progress	Timeline

Increase access to enrich and accelerate the academic achievements for underperforming student populations,	Provide professional development through an equity lens to: - Monitor daily attendance and academic progress of students in courses, - Meet the academic and environmental needs of students in remedial, on grade level, and accelerated learning, - Review and identify student potential using multiple data points and criteria, - Remove barriers that would prevent a student from access in a desirable program, course of study, or school setting, - Be aware of factors/situations	Student diversity in courses, Pass rate and attendance in courses, Athletics eligibility list, interim and quarterly progress reports, Local and state assessment data,	Ongoing tracking of data in FY25, FY26, and FY27
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The Educational Equity Citizens' Advisory Committee (EECAC) will examine longitudinal from the Maryland Report Card and current student achievement benchmarks to points, identify systemic equity issues from their perspective and make recommendations to the Board of Education annually.	Invite a Parent Representative and alternate from each school to participate in EECAC for the 2024-225 school year, Invite Community Partners that have a interest in student achievement to participate in EECAC for the 2024-225 school year, The District Equity Liaison will plan with the EECAC Leadership the quarterly meeting dates, yearly priorities/focus and meeting agendas, EECAC will analyze and discuss systemic data trends on student attendance, academic achievement, intellectual disabilities, poverty, housing, and additional topics that may	Quarterly attendance and minutes from EECAC meetings, Evaluations and feedback from quarterly EECAC meetings, Maryland Report Card Data and non personal identifiable information (PPI) provided by District Equity Liaison,	September 17, 2024, December 17, 2024, March 11, 2025, and May 13, 2025. Subcommittee meetings will be scheduled as needed.
Goal #4			
Objectives			

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.

There are multiple data points in which qualitative analysis of the LEAS's equity goals can be measured. The Equity School Site Leaders (ESSLs) represent each school and provide the district with feedback on the effectiveness of educational equity practices, school climate, and the presence of an inclusive school environment. ESSLs also review demographic data from their schools and provide colleagues with best practices for promoting achievement and removing barriers for underrepresented students groups. ESSLs meet monthly with the Director of Parent and Family Engagement and share recommendations for professional development related to Educational Equity.

The Educational Equity Citizens Advisory Committee (EECAC) is comprised of parent representatives and community stakeholders. The committee provides the LEA with perspective and perceptions that are shared outside the school environment and offer an opportunity for the LEA to clarify miscommunications and provide rationale for policy and program outcomes. These quarterly workgroups provide opportunity for a deep understanding and reflection through surveys and focus groups who look at targeted strategies such as school attendance, achievement of minority students, and supports for marginalized subgroups. Again, 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 using school and state based student data, analysis of indicators 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.

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Equitable Services – Sections 1117 and 8501 Title I-A & C, Title II-A, Title III-A, Title IV-A

Federal Program FY25 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	3,490,105	\$69,802
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	\$471,607	\$49,221
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	\$55,504	\$738
Title IV, Part A Student Support and Academic Enrichment Grants	\$263,596	\$27,511

Assurances

The LEA must respond to each section to include all participating federal programs:
(Title I-A&C, Title I-C, Title II-A, Title III-A, Title IV-A)
Responses can be provided in the cell or as an appendix.

Assurance 1: Affirmation of Consultation Forms The LEA has uploaded all signed and dated Affirmation of Consultation Forms as an appendix for each participating private school across all federal programs that include the results of agreement and, if applicable, reason for disagreement. (Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A)	Please respond either yes, no, or not applicable below. Yes
Assurance 2: Equitable Services Provisions The LEA ensures it adheres to all provisions:	Please respond either yes, no, or not applicable below.

• Eligible private school children and educators are provided with services or other benefits that are equitable to those provided to	YES
• Funds do not supplant what the private school would otherwise provide without federal funds.	YES
• Services are secular, neutral, and non-ideological.	YES
• Participating private schools, church exempt school, and publicly funded nonpublic schools are not-for profit elementary and secondary schools and identified on the MSDE Nonpublic School Webpage.	YES
(Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A) ESEA Section 1117 and 8501	

Participation of Children Enrolled in Nonpublic Schools

1. Annual Invitational Meeting Provide the LEA's written process for inviting private school officials.	Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix.
Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A ESEA Section 1117(b)(5) and 8501(c)(1)	Title I: 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.E. Title I Equitable Services Initial and Ongoing Consultation Written Process Title II Response: On April 18, 2024, preliminary information regarding the FY25 Title II grant was emailed to FY24 Title II grant participants. On May 6, 2024, 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 2024-2025 school year. An email with this same information was also sent to all previous

	nonpublic Title II grant participants on May 8, 2024. Beginning in June 2024, SMCPs staff began calling nonpublic schools that had not yet submitted an Intent to Participate form. Through this outreach, additional forms were collected through July 31, 2024. Title II Letter to Nonpublics https://drive.google.com/file/d/1QGocfWk86lq1w3gOsM6QtjcRup77ZDE5/view?usp=sharing Nonpublic Intent to Participate Form https://drive.google.com/file/d/1z2usfj71a7O0xPt8KSMTxtG1Jd_5yJBB/view?usp=sharing Title III: 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 MLs. At this point, a consultation takes place among the principal and ESOL Supervisor
2. Ongoing Timely and Meaningful Consultation Provide the LEA's written process for ongoing timely and meaningful consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures services to private school students start at the same time as the services for public school participants. Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A ESEA Section 1117(a)(3)(A), (b)(3) and 8501(a)(3)(A), (c)(3)	Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix. Title I: See Appendix 2.E Title II Response: All participating nonpublic schools are invited to attend SMCPs Planning Meetings for Federally Funded Programs. These meetings typically occur in the fall and in the winter/spring. At these meetings, available Federally Funded Grant opportunities are discussed, including Title II, Part A. During the 2023-2024 school year, the fall meeting was held on November 6, 2023. Due to the delay in MSDE approval of the FY24 Consolidated Application, a spring 2024 in-person meeting was not held. Instead, a mid-year Title II update was distributed electronically to FY24 Title II grant participants on April 18, 2024. At that time, nonpublic participants were invited to schedule one-on-one meetings as needed. The Title II Grant Manager met, individually, with each FY25 Title II grant participant for an Initial Consultation Meeting. These meetings occurred between September 12 - 26, 2024. Nonpublic Title II grant participants were advised to proceed with completing their needs assessments and to begin

	determining the activities that could be planned to address these identified areas of need using Title II funds during the 2024-2025 school year. Title II Initial Consultation Handout https://drive.google.com/file/d/166IXNwRSAL2BzF7XQq6FsN8r72jS56B0/view?usp=sharing Nonpublic Affirmations of Consultation Dates for the SY24-25 SMCPS Planning Meetings for Federally Funded programs will be communicated to participants once scheduled. Ongoing consultation will continue to occur through email communication, phone conversations, and virtual/in-person meetings. Title III SMCPS ESOL Supervisor and principal of nonpublic are in regular contact with each other via email, phone, or in-person visits. Title IV Response: All participating nonpublic schools are invited to attend SMCPS Planning Meetings for Federally Funded Programs. These meetings typically occur in the fall and in the winter/spring. At these meetings, available Federally Funded Grant opportunities are discussed, including Title IV, Part A. During the 2023-2024 school year, the fall meeting was held on November 6, 2023. Due to the delay in MSDE approval of the FY24 Consolidated Application, a spring 2024 in person meeting was not held. Instead, a mid-year Title IV update was distributed electronically to FY24 Title IV grant participants on April 18, 2024. At that time, nonpublic participants were invited to schedule one-on-one meetings as needed. The Title IV Grant Manager met, individually, with each FY25 Title IV grant participant for an Initial Consultation Meeting. These meetings occurred between September 12- 26, 2024. Nonpublic Title IV grant participants were
3. Consultation Timeline Provide the LEA's ongoing consultation timeline for each participating federal program	Please provide the timeline for each participating program. If using a universal timeline across programs, please indicate. The LEA's timeline(s) may be uploaded as an appendix.

serving private schools.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A

Title I: See Appendix 2.F.

Title II Response:

The following timeline was shared with FY25 Title II grant participants in September 2024:

- May 8, 2024- The Nonpublic FY25 Title II Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.
- May 31, 2024- The Nonpublic FY25 Title II Intent to Participate forms were due to SMCPs.
- June 24, 2024- SMCPs was notified of the FY25 Title II, Part A projected allocation.
- September 2024- Initial consultation meetings were held with participating nonpublic schools. The nonpublic FY25 Title II application and school budgets were shared with dedicated nonpublic Title II points of contact.
- PENDING Date TBD- SMCPs received the FY25 Title II Notice of Grant Award.
- PENDING Date TBD- MSDE released the FY25 Local Consolidated ESSA Program application.
- PENDING Date TBD- The SMCPs FY25 Title II application was submitted to MSDE for preliminary review.
- PENDING Date TBD- Planning Meeting for Federally Funded Programs
- PENDING Date TBD- Local Consolidated ESSA Program applications are due to MSDE.
- PENDING Date TBD- MSDE will notify applicants of the FY25 award status.

Pending MSDE approval of the SMCPs grant application, FY25 funds will become available to nonpublic schools with an approved application on file.

- April 1, 2025- All remaining FY24 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 1, 2025- All remaining FY25 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 6, 2025- All nonpublic Title II activity evaluations for the 2024-2025 school year are due to SMCPs.
- September 30, 2025- The End Date for the FY24 Title II Grant.
- PENDING Date TBD- The End Date for the FY24 Title IV Grant.

	Title III For Title III, non publics must submit the names of their MLs in early October. A certified ESOL teacher goes to the school to screen student (s) to determine eligibility. Eligible MLs are included on the October 31 MSDE enrollment file for Title III. ESOL supervisor and principal of non public together determine level of service at the begining of the year when the letter is sent out. Title IV Response: The following timeline was shared with FY25 Title IV grant participants in September 2024: • April 17, 2024- SMCPs was notified of the FY25 Title IV, Part A projected allocation. • May 8, 2024- The Nonpublic FY25 Title IV Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.
4. Local Control Provide the written process for how the LEA's oversight, monitors, supervises, and evaluates the effectiveness for each participating federal program serving private school students including how the LEA maintains control of program funds as well as title to all materials, distribution of equipment, and property purchased with Federal funds. Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A ESEA Section 1117(d)(1) and ESEA section 8501(d)(1)	Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix. Title I: See Appendix 2.E. Title II : 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. 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. 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 activity information including the objective, measurable goal, level of evidence, milestones, implementation plan/timeline, activity cost and evaluation methods for each proposed activity. Title II Nonpublic Application https://drive.google.com/file/d/1A3wSEbG1hkADG8uGMuoewvRpcNzVqu9y/v/view?usp=sharing 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

	discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, virtual meetings, and at nonpublic site visits. Upon the completion of all Title II funded activities, nonpublic participants are required to complete and submit an evaluation of the experience. The LEA maintains control of all funds and tracks all materials and equipment purchased with Federal Funds. All Title II Federally funded materials requested by nonpublic schools are purchased by the SMCPS Office of Fiscal Services and delivered to the appropriate SMCPS office for processing. Technology resources are processed through the Office of Information Technology Services. Information Technology Services places SMCPS asset tags on all technology that is purchased using Federal funds, including resources distributed to nonpublic schools. Curricular resources are processed through the Department of Curriculum and Instruction. The Title II Grant Manager keeps a log of all materials purchased for nonpublic schools using Title II Federal funds. The log includes information about where these materials will be housed while in use by nonpublic grant participants. Title III Supervisor of ESOL consults with non publics each year to determine effectiveness of "level of service." In most cases, since the amount of funding is minimal, the level of service includes purchasing materials of instruction or professional learning. On-going consultation with the non public principal, and in some cases, an Archdiocese rep, will reveal whether the products were effective and worth purchasing again the following year. The supervisor of ESOL makes the purchase and hand distributes them to each participating non public. Title IV :
5. Complaint Procedure/Dispute Resolution Process Provide the LEA's complaint procedures/dispute resolution process that includes private school officials have the right to file a formal written complaint with the SEA for all covered programs. Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A	Please provide the process for each participating program. If using a universal process across programs, please indicate The LEA's process(es) may be uploaded as an appendix. Title I: See Equitable Services Appendix 2.D. Title II: The LEA takes many steps to manage disputes with nonpublic schools. When there is a concern about timely, meaningful consultation or a question about whether an activity is allowable, MSDE is consulted. In cases where the LEA and private school officials cannot reach agreement, MSDE's Title IIA office is consulted. When proposed activities are not allowable Title II activities, alternative activities

	When proposed activities are not allowable Title II activities, 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. Through the consultation process, nonpublic schools are also made aware of this complaint procedure/dispute resolution process. They are informed of their right to contact MSDE if they wish to file a formal complaint. Title III The LEA takes many steps to manage disputes with non public schools. When there is a question about whether an activity is allowable, MSDE is consulted. In
6. Title I, Part A: Delivery of Services An LEA may deliver services in one or more the following ways: • Provide services directly to eligible private school students • Enter into a third-party contract to provide services to eligible private school students • Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures.	Please respond either yes, no, or not applicable below. Yes Yes Yes
7. Title II-A ONLY, as applicable: Written process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan.	If your LEA does not provide Title II services to private school students, please mark with an "NA" 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. Title II Nonpublic Application
8. Title III-A ONLY, as applicable: Written process for providing equitable services to ELs in nonpublic schools	If your LEA does not provide Title III services to private school students, please mark with an "NA" For Title III, non publics must submit the names of their MLs in early October. A certified ESOL teacher goes to the school to screen student (s) to determine

- What is the grade level or area of services agreed upon? - How and in what location are services to ELs in nonpublic schools delivered? <i>*Also, indicate in the table below each nonpublic school that is receiving services to ELs.</i>	eligibility. Eligible MLs are included on the October 31 MSDE enrollment file for Title III. ESOL supervisor and principal of non public together determine level of service at the beginning of the year when the letter is sent out. The level of service is generally materials of instruction or professional learning since the funding amount is very minimal.
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Title I, Part A

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?	12	25,382.55
Little Flower School?	6	12,691.28
St. John's School?	1	2,115.21
St. Michael's School?	14	29,612.96
Total	33.00	69,802.00

*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 C

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
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[illegible]

*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

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	87	\$2,134
Father Andrew White	252	\$6,180
Kennedy Krieger School: Southern Maryland Campus	6	\$147
Kings Christian Academy	336	\$8,240
Little Flower	151	\$3,703
Leonard Hall Junior Naval Academy	10	\$245
Lexington Park Baptist Church Preschool	8	\$196
Mother Catherine Academy	189	\$4,635
St. Johns	214	\$5,249
St. Mary's Ryken	688	\$16,873
St. Michaels	66	\$1,619
Total	2007	\$49,221

*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

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. Michael's School	5	\$615
Little Flower School	1	\$123
Total	6	\$738

*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

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	87	\$1,192
Father Andrew White	252	\$3,454
Kennedy Krieger School: Southern Maryland Campus	6	\$82
Kings Christian Academy	336	\$4,606
Little Flower	151	\$2,070
Leonard Hall Junior Naval Academy	10	\$137

Lexington Park Baptist Church Preschool	8	\$110
Mother Catherine Academy	189	\$2,591
St. Johns	214	\$2,933
St. Mary's Ryken	688	\$9,431
St. Michaels	66	\$905
Total	2007	\$27,511
*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.		

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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.

The LEA ensures that all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.
1112(c)(6)

Please indicate "Yes" or "No" placing an X in the corresponding box.

Yes

No

X

Applicants must list the percentage and number of teachers and paraprofessionals who have not met licensure and certification requirements for the 2024-2025 school year in Schoolwide and Targeted Assistance programs. This applies to all staff in Schoolwide programs and those providing Title I services in a Targeted Assistance Program.
1112(c)(6) and 34 CFR 200.58.

Number and Percentage of	Number #	Percent %
Title I teachers not meeting certification requirements	0	0
Title I paraprofessionals not meeting requirements	1	1.27%
If the LEA identified teachers or paraprofessionals that do not meet requirements, provide the process to ensure that all teachers and paraprofessionals meet State certification and licensure requirements. 1112(c)(6)	See Appendix 3.B.1.	
The LEA assures it has a written process for addressing any disparities that may occur. 1112(b)(2)	See Appendix 3. B.1.	
	Please indicate "Yes" or "No" for each assurance by placing an X in the	

The LEA ensures to annually notify parents:

1. That they may request information regarding the professional qualifications 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.

1112(e)(1)(A-B)

corresponding box.

Yes

No

X

Yes

No

X

Yes

No

X

B. Schoolwide Programs

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

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.

Is the LEA consolidating funds for Schoolwide Programs? 1114(a)(1)(A)

Yes

No

X

If so, provide the specific programs that are being consolidated.

1114(a)(1)(A)

N/A

If the LEA is not consolidating funds, describe

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

how the system coordinates financial resources to develop Schoolwide Programs. 1114(b)(5)	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																	
The LEA ensures it has a current agreement such as a Memorandum of Understanding (MOU) with local Head Start programs, which outlines and coordinates activities between the LEA and Head Start programs for children who will attend the LEA. 1119(a)(b)	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>☐</td> <td>☒</td> </tr> </tbody> </table>	Yes	No	☐	☒													
Yes	No																	
☐	☒																	
The LEA ensures that the SY 2024-2025 Schoolwide Program Plans includes the following components: 1. A Comprehensive Needs Assessment 2. Schoolwide program reform strategies 3. Parent, family, and stakeholder input 4. As applicable, coordination and integration of federal, state, and local services and programs. 1114(b)(2-7) 34 CFR 200.26(a)	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>☒</td> <td>☐</td> </tr> <tr> <th>Yes</th> <th>No</th> </tr> <tr> <td>☒</td> <td>☐</td> </tr> <tr> <th>Yes</th> <th>No</th> </tr> <tr> <td>☒</td> <td>☐</td> </tr> <tr> <th>Yes</th> <th>No</th> </tr> <tr> <td>☒</td> <td>☐</td> </tr> </tbody> </table>		Yes	No	☒	☐	Yes	No	☒	☐	Yes	No	☒	☐	Yes	No	☒	☐
Yes	No																	
☒	☐																	
Yes	No																	
☒	☐																	
Yes	No																	
☒	☐																	
Yes	No																	
☒	☐																	
The LEA ensures that it has a process for making the schoolwide program plan available to the LEA, parents, and the public. 1114(b)(4)	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>☒</td> <td>☐</td> </tr> </tbody> </table>		Yes	No	☒	☐												
Yes	No																	
☒	☐																	
The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>☒</td> <td>☐</td> </tr> </tbody> </table>		Yes	No	☒	☐												
Yes	No																	
☒	☐																	

elementary school programs, if applicable.
1114(b)(7)(A)(iii)(V)

The LEA ensures it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans.

1114(b)(3)

Yes No

X

The LEA ensures that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies.

1112(b)(12)(A-B)

Yes No

X

Provide the process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.

1112(b)(11)

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

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.

The LEA ensures it has a written process for developing, implementing and monitoring

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.

developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. 1115(b)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
The LEA ensures Targeted Assistance Programs and plans include the following components:					
1. Use resources to help eligible children meet the state's challenging academic standards	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
2. Use methods and instructional strategies to strengthen the academic program of the school	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
4. Provide professional development to school personnel who work with eligible children	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
5. Strategies to increase the involvement of parents of eligible children	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
6. If appropriate and applicable, coordinate with Federal, State, and local programs	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
7. Help provide an accelerated, high-quality curriculum	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
	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 on a quarterly basis 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,				

How does the LEA ensure that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary? 1115(b)(G)(iii)	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.
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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.

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.	
The LEA ensures that district policy/plans comply with all requirements, including parent outreach, written policy, reservation, annual evaluation, and building capacity. 1116 (a)(e)	Yes	No
	X	
The LEA ensures that all Title I Schools comply with all requirements, including the school level parent and family engagement plan, involvement in the review and development of the plan, shared responsibilities for high student academic achievement (Home-School Compact), reservation, and building capacity. 1116(b-e)	Yes	No
	X	
The LEA ensures that all Title I Schools, to the extent practicable, provide full opportunities for the participation of parents and family	Yes	No
	X	

members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand. 1116(f)					
The LEA and Title I schools will inform parents and organizations of the existence of the Maryland's Statewide Family Engagement Center. 1116 (g)	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> </tr> </tbody> </table>	Yes	No	X	
Yes	No				
X					
Describe the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)	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) assumes the lead on this process with support from the Chief of Equity, Engagement and Early Access, and/or Title I Coordinator closely monitors 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				
Describe how the LEA ensures that not less	SMCPS prioritizes funding at the school level to ensure that schools may provide the needed support required and noted within their individual plans. Consequently all generated Parent and Family Engagement funds are deployed				

than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.

directly to the four Title I schools with no hold back for the district. This can be verified in the application and supporting documents as well as fiscal expenditures. With four Title I schools, three of whom are CEP schools, and the fourth being a regionalized site for special education, each school is given the same per pupil allocation (PPA) and then the formula is applied using the enrollment data.

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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.

Describe how the LEA ensures that Title I funds provide educationally related support services to children and youth experiencing homelessness in coordination with the McKinney-Vento Act. 1112(b)(6)
20 U.S.C. §6312(b)(6)

The Supervisor of Pupil Personnel Workers (PPWs), and the Director of Student Services, will meet minimally quarterly with the Chief of Equity, Engagement, and Early Access (EEEE), the Director of Parent and Family Engagement (DPFE) as well as 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				
The LEA ensures that the amount calculated for the reservation for children and youth experiencing homelessness is based on: • ☒ A needs assessment or similar methodology; • ☒ A per-pupil amount that is reasonable based upon the identified needs; • ☒ The involvement of the McKinney-Vento homeless liaison in determining the amount of the reservation and how the reservation ultimately is spent; • ☒ How the services provided with the reservation are coordinated with services provided under the McKinney-Vento Act and other Title I services • ☒ The services that will be provided with the reservation, including services that are not ordinarily provided to other Title I students	Please indicate "Yes" or "No" by placing an X in the corresponding box. <table border="1"> <tr> <td>Yes</td><td>No</td></tr> <tr> <td>X</td><td></td></tr> </table>	Yes	No	X	
Yes	No				
X					
Describe the how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA). 1113(c)(3)(A)(i) 20 U.S.C. §6313(c)(3)	See Appendix 3.O.				

Using the table below, please provide the name of the LEA's McKinney-Vento Liaison and any participating shelters. You may add more rows if needed.

Liaison Name	Kate Weaver	Liaison Title	Supervisor of PPW

Shelter Name	Address	Shelter Contact	Phone	Email	Population Served
Housing Authority of St. Mary's County	46905 Lei Dr, Lexington Park, MD	Sasha Seenath (Director of Three	(301) 863- 9535	sseenath@threeoaksc enter.org	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 ensures it has a written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among other stakeholders (including Title I Coordinator), describing how they will coordinate and collaborate to provide educational stability for foster care students, including: • immediate enrollment and records transfer; • best interest decisions; and • prioritizing maintaining students in their schools of origin 1111(g)(1)(E)	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box. <table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X									
Yes	No												
X													
The LEA ensures its written agreement for transportation includes one of the following provisions for how transportation to the school of origin will be provided, arranged, and funded (Select one): • the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation • the local educational agency agrees to pay for the cost of such transportation • the local educational agency and the local child welfare agency agree to share the cost of such transportation 1112(c)(5)(B)(i-ii)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table> <table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Yes	No	X		Yes	No			Yes	No		
Yes	No												
X													
Yes	No												
Yes	No												

H. English Learners

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

Describe the written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.	See Appendix 3.S. EL/ML Written Procedures				
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	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box. <table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
The LEA ensures it has a report card that is concise, presented in an understandable and uniform format, accessible to the public, and to the extent practicable, in a language that parents can understand.	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
1112(e)(4)					

Title I Part A: Fiscal Assurances

J. Fiscal Assurances (Part One)

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

Please indicate "Yes" or "No" for each assurance by placing an X in the

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. 2 CFR 200.400	corresponding box. Yes No X
The LEA shall use Federal funds received under Title I, Part A 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 Title I, Part A, and not to supplant such funds. 1118(b)	Example methodologies for equitable distribution of non-federal funds (Select one): Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.) Distribution of non-Federal resources based on staffing and supplies X The LEA has developed its own methodology that demonstrates the distribution of state and local funds are neutral of a school's Title I status. N/A - The district is not required to develop a methodology for supplement, not supplant because it has: (select item that applies) One school; Only Title I schools; or A grade span that contains: a single school, only non-Title I schools, or only Title I schools (i.e., no methodology is required for this grade span)
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 No X

The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
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. 1010 (f)	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
Audits: The LEA understands that it must have a single audit annually, if required, and that all corrective actions required through this process are fully implemented. (Uniform Grant Guidance 2 CFR 200.501(b))	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
Rank Order: The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				
Equipment and Related Property: Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency. 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				

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Title I, Part A: Progress Monitoring

The LEA must provide a table(s) that clearly demonstrates their analysis of 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).

Area of Growth for Title I, Part A Needs assessment driven for Reading/English Language Arts

Does the LEA have any districtwide initiatives, focused on Reading/English Language Arts?	Please indicate "Yes" or "No" by placing an X in the corresponding box.				
	Yes No				
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)	What Level of Evidence is this strategy? 8101(21)(A)

Area of Growth for Title I, Part A Needs assessment driven for Mathematics

Does the LEA have any districtwide initiatives, focused on Mathematics?		Please indicate "Yes" or "No" by placing an X in the corresponding box.			
		Yes	No		
		☐	☐		
Districtwide, Evidence-Based Mathematics Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)	What Level of Evidence is this strategy? 8101(21)(A)

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

No

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement					
Does the LEA have any districtwide initiatives, focused on Parent and Family Engagement Activities?		Yes			
Districtwide, Evidence-Based Parent and	Measurable Goals with Baseline Data	What metric will be used and at what	List of Funding	How is this strategy in alignment with the	What Level of Evidence

Family Engagement Strategies 8101(21)(A)		intervals? 1112(b)(1)(A-D)	Sources to include Title I, Part A	district's needs assessment? (If Applicable) 1111(d)(1)(B)	is this strategy? 8101(21)(A)
District Parent Advisory Committee (DPAC) •Quarterly meetings during the day and in the evening that include professional development, budget education and input, instructional strategies in	Participating parents will increase their understanding and learn strategies for their children. Parents will evaluate and give input on the Title I program and spending.	Survey	Title I	There is an identified need to increase parent and family involvement, decision making, and education in the Title I schools.	ESSA level 3

School Improvement Assurances

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.																					
The LEA makes the following assurances for its use of SY 2024-2025 School Improvement funds: 1. Each school receiving school improvement funds will receive all of the State and local funds it would have otherwise received. 2. Each school receiving funds has completed a Comprehensive Needs Assessment. 3. Each school receiving funds has an approved school improvement plan developed in partnership with stakeholders. (ATSI must be LEA approved; CSI must be MSDE approved). 4. Funds will be used only for evidence-based practices, in accordance with the approved school improvement plans. 5. Funds will be used only for programs and activities for CSI and ATSI schools. 1003(e)(2); 1111(d)(1)(B); 1111(d)(2)(C)	<table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table> <table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table> <table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table> <table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table> <table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Yes	No	X		Yes	No	X		Yes	No	X		Yes	No	X		Yes	No	X	
Yes	No																				
X																					
Yes	No																				
X																					
Yes	No																				
X																					
Yes	No																				
X																					
Yes	No																				
X																					
The LEA ensures that it has a documented process for the approval of school improvement plans that are informed by all indicators on the state report card. 1111(d)(1)(B); 1111(d)(2)(C)	<table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Yes	No	X																	
Yes	No																				
X																					
The LEA assures that no more than 30% of funds will be reserved for district-managed initiatives.	<table border="1" style="margin: 10px auto;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Yes	No	X																	
Yes	No																				
X																					

1003(e)					
The LEA assures that it has written processes for developing, implementing and monitoring school improvement plans. 1003(e)(1)	<table><tr><td>Yes</td><td>No</td></tr><tr><td>☒</td><td>☐</td></tr></table>	Yes	No	☒	☐
Yes	No				
☒	☐				

Evidence-based Strategies

Evidence-based Strategies:

This grant requires that all funds must be used to implement ESSA Level 1, 2 or 3 evidence-based strategies (ESSA 8101(21)(B)):

- A Level 1 (Strong) strategy is supported by one or more well-designed and well-implemented randomized control experimental studies
- A Level 2 (Moderate) strategy is supported by one or more well-designed and well-implemented quasi-experimental
- A Level 3 (Promising) strategy is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Please list the evidence-based strategies funded with this grant.

Name of Intervention/Strategy	ESSA Level of Evidence	Reference for Levels 1-3 Activity
Indicate the name or type of evidence-based intervention or strategy	Select Level 1, Level 2, or Level 3	Use the drop-down to select the source used to identify the ESSA evidence level. See GIG for details.
<i>Below are examples. Please delete and indicate those proposed for use in the LEA</i>		
i-Ready	Level 2	Evidence for ESSA
Read Naturally	Level 3	What Works Clearinghouse
Dreambox Math	Level 1	Evidence for ESSA
High Dosage Tutoring During the School Day	Level 1	Pennsylvania Evidence Resource Center
Benchmark Education Core Literacy Program	Level 3	Benchmark Education Efficacy Studies
MTSS Attendance Strategies for Chronic Absenteeism	Level 3	Colorado Department of Education
Content-Focused Specific Professional Development	Level 3	Pennsylvania Evidence Resource Center
Bridges in Mathematics	Level 2	Pennsylvania Evidence Resource Center
Read and Math 180	Level 1	What Works Clearinghouse

LEA Requirements

Local Educational Agency (LEA) Requirements (ESSA 1003(e)(1) and 1111(d))

In the text boxes below, describe the components of the LEA's process for how it will carry out its responsibilities under Section 1112(b)(1)(3) for Section 1111(d)(1) - Title I Comprehensive Support and Improvement (CSI) schools and Section 1111(d)(2) - Additional Targeted Support and Improvement schools.

1. Describe how the LEA will support its identified schools to develop and implement support and improvement plans.

St. Mary's County Public Schools (SMCPS) follows guidelines established in the Title I Written Process -Support for CSI Schools 2024-2025 (see **Appendix 4.H.**). Prior to being identified as a CSI school, SMCPS followed all Title I federal guidelines in monitoring all fiscal and program requirements for all Title I schools and TSI schools. Once George Washington Carver Elementary School (GWCES) was identified as CSI, a comprehensive review of existing data occurred. This meeting involved the Equity, Engagement and Early Access (EEEE) Department with school system leadership from the various DOI departments including: Division of Instruction (DOI), Department of Assessment and Accountability, and Special Education. The departmental directors for the areas that resulted in the school's CSI designation (for example, special education) communicate and collaborate with the Chief of EEEA and the Chief Academic Officer to ensure that appropriate district and community stakeholders are involved in the planning, approval, implementation, and monitoring of the CSI plan. Examples for this would be the Director of Special Education working with the Citizens Advisory for Special Education. Sign-in, Agenda, Notes (SAN) documentation are kept on file for all meetings. GWCES developed a CSI Implementation Plan using the MSDE template in SY24. The plan was followed as written and monitored by the EEEA Office and MSDE. The plan is a three-year plan and is updated yearly per MSDE guidelines. Additional support includes monthly CSI Spenddown and monitoring meetings with the school administration and staff; participation in stakeholder meetings and mentoring.

St. Mary's County Public Schools (SMCPS) follows any MSDE requirements and guidelines established for identified ATSI Schools. Once Hollywood Elementary, Town Creek Elementary, and White Marsh Elementary were identified as ATSI 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' ATSI designation (for example, special education) established on-going communication and worked in direct collaboration with the school stakeholders to develop the ATSI school plans.

The ATSI 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 ATSI plans submitted and provide feedback for either revisions needed or approval of their plans. All plans were approved as submitted with no requested revisions.

2. Provide a description of how the LEA monitors the plans for its identified schools. Please include the method and timeline for

the process the LEA uses.

The LEA monitors all Title I Schools quarterly using the Title I monitoring tools provided by MSDE. Additional CSI monitoring for GWCES will occur monthly. During this process, the Chief, the Director of Parent and Family Engagement, the Title I Coordinator, and SMCPs fiscal staff will meet with the school throughout the year to review the status of the Title I Schoolwide and CSI plans and to monitor the school's Title I and CSI finances. All federal guidelines for spending are followed during the Title I budgeting process and reviewed for compliance. Monthly finance reports will be reviewed by the school Principal to ensure spenddown is occurring and accounts are up to date. All fiscal procedures follow the processes put in place by SMCPs.

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 ATSI schools monitoring occurs through use of their ATSI 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 ATSI plans and to monitor the schools' growth toward meeting their established goals.

3. A.) For any school in improvement status, please provide a description of the additional monitoring supports the school(s) receive for implementation of the school improvement plan.

B.) Describe the action the LEA will take if the improvement plan is unsuccessful after a number of years as determined by the LEA (for example: after 2 years of implementation).

3A) N/A

3B) It is the goal of identified schools to improve performance and exit the CSI status after three years. CSI Implementation plans are three-year plans. If a CSI school does not show improvement within two years of being identified as a CSI school, then a Comprehensive Needs Assessment (CNA) will be conducted and the CSI Implementation plan will be revised. The EEEA office will work with the school-based team on the CNA and revision process. There will be more frequent monitoring of plan implementation. Per MSDE, those schools that do not exit receive more intensive supports and are considered non-existing CSI schools.

Although we have full confidence that all three of our ATSI schools will exit in the next year. If they should not be successful or not exit ATSI status, we would put additional targeted support 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

4. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.

SMCPs uses the same rigorous review process to recruit, screen, select and evaluate the external partners who will be supporting GWCES, through the CSI grant, as we do for all partners who work with the school system.

As detailed in our CSI Implementation Plan, SMCPs has recruited retired teachers to provide tutoring to students identified to receive additional academic support.

All tutors are certified teachers and familiar with SMCPs programs. Tutors work under the direction of the Academic Dean

All tutors are certificated teachers and familiar with SMCPS programs. Tutors work under the direction of the Academic Dean. Student progress is measured to determine the effectiveness of each tutor's work.

GWCES will also be hiring a Literacy Support Teacher Coach through this new allocation. The job description is included in Appendix 4.C. This person will be screened, interviewed, and must meet all certification and licensure requirements.

GWCES works in partnership with the Judy Center. The Judy Center Early Learning Hubs is staffed with credentialed personnel who meet the criteria for the job description and work with the families of our youngest students in preparing them to be ready for school. The Judy Center Early Learning Hubs goes through a rigorous certification/evaluation process to be accredited through MSDE. Part of the process includes a review of all Judy Center staff credentials.

5. Describe how the LEA will align Federal, State, and local funds and/or resources to carry out the activities supported with these funds.

St. Mary's County Public Schools has thoughtfully worked to utilize multiple resources to support GWCES in its implementation of the CSI Plan. Federal, State and local funds have been used to provide additional staff at GWCES. This includes the Academic Dean (funded through the school-based Title I allocation) and the Community Schools Coordinator (funded through the Concentration of Poverty grant) who provide specific support to the school staff, students, and families. CSI funds will be used to fund an hourly Literacy Interventionist Teacher Coach who will support the goal of staff retention as outlined in the CSI Implementation plan. CSI funds will also be used to provide funding to continue supporting teachers in participating in after-school and summer Professional Learning Communities/Data Meetings. These meetings are an integral part of the progress monitoring as described in the GWCES CSI Implementation plan. Title I funds are used to provide additional Instructional Resource Teachers and paraprofessionals. The system provided an additional 0.9 ESOL teacher to support ML/EL students at GWCES.

SMCPS has thoughtfully worked to identify and address any resource inequities that may exist for ATSI schools. If a resource is identified as a need for an ATSI school, SMCPS works to utilize funding from multiple resources to support ATSI schools in their

6. Describe how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plan(s), as appropriate.

St. Mary's County Public Schools is committed to providing support to GWCES so that the school can effectively carry out the activities and strategies as outlined in the CSI implementation plan. This commitment to support the CSI Plan at GWCES is evident through the school system's decision to allocate all MSDE Title I School Improvement funds to the CSI school. In addition to participating in MSDE CSI meetings and monitoring events, SMCPS is dedicated to continuing the present staffing level at GWCES. The school system has made a strategic decision to continue the present level of staffing at Carver which has resulted in smaller class sizes. Staffing has been maintained even when staffing formulas could have resulted in staff reductions.

ATSI schools all have identified strategies and supports embedded into each of their School Improvement Plans (SIPs). All SIPs are reviewed and approved by the Office of Strategic Planning in collaboration with the Division of Instruction. The SIP is then revised as data is gathered and analyzed throughout the year by the school team and in collaboration with district leaders such as content supervisors. If a need is identified at an ATSI school, that need is reviewed and solutions found even if that means modifying existing practices or making revisions to current policies and regulations. Thus far we have been able to meet ATSI

school needs without modifying current policies and regulations.

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School Allocations

Title I, Part A School Improvement grant funds must be allocated to schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

These funds shall be tied to a School Improvement Plan. When considering potential activities to fund with this grant, please review the school's Improvement Plan including the Goals, Strategies and Action Steps.

If an LEA is choosing to not allocate funds to a CSI and/or a ATSI school in the school allocation ranking table below, please explain the justification for doing so.

With School Improvement funds from MSDE being reduced more than 50% percent from last year, SMCPS has prioritized funding and will allocate all \$59,232 of School Improvement funds to its CSI school, George Washington Carver Elementary, based on a needs assessment. ATSI schools will continue to be supported through the school system's ATSI written procedures.

SMCPS is making our CSI school the target for all interventions and all school improvement funding as we feel that this is our greatest need. ATSI schools are supported as shared in the responses within this document but are not supported with additional funding. The only additional support that ATSI schools receive is from Title II that provides our ATSI school additional funding for collaborative planning.

If an LEA is reserving funds from the School Improvement grant for district-managed initiatives* or district staff to support multiple schools, enter this information as well as the total amount being reserved for this purpose. (May not exceed 30% of LEA allocation). *District-managed initiatives across multiple schools must be progress monitored.

N/A

Complete the information below for all schools identified for school improvement. Use the drop-down to select the school status and the overarching strategy/ies. A minimum of one and maximum of three strategies must be selected.

NOTE: Please submit the approved improvement plans for all CSI and ATSI schools receiving an allocation of school improvement funds.

School ID #	School Name	Grade Span	School Status	School Allocation Amount	Overarching Strategy 1	Overarching Strategy 2	Overarching Strategy 3
0805	George Washington Carver Elementary	PreK-5	CSI	\$ 59,232	Curriculum, Instruction & Assessment - Content Areas - ELA	Curriculum, Instruction & Assessment - Content Areas - Math	School Climate & Supports - Attendance

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Title I, Part C

Participant Information

In the table below, please provide a numeric list of all eligible migratory children enrolled in Title I, Part C programs in the geographic region for the performance period 9/1/2023 to 8/31/2024. Refer to the Grant Information Guide for further guidance.

Migrant Students	P0 - P2	P3 - P5	K - 5	6 - 8	9 - 12	Out of School Youth	Total
Served Summer	N/A	N/A	N/A	N/A	N/A	N/A	0
Reside Summer (Unduplicated)	N/A	N/A	N/A	N/A	N/A	N/A	0
Served Regular School Year	N/A	N/A	N/A	N/A	N/A	N/A	0
Reside Regular School Year (Unduplicated)	N/A	N/A	N/A	N/A	N/A	N/A	0
Grand Total							0

Migrant Student Groups & Priority for Services (PFS)	Regular School Year	Summer (unduplicated)	Total
Qualifying move within previous 1 year	N/A	N/A	0
Most at risk of failing	N/A	N/A	0
Dropped out of school	N/A	N/A	0
Students with Disabilities (IDEA)	N/A	N/A	0
Active English Learners	N/A	N/A	0
Grand Total			0

Goals and Measurable Outcomes

Goal Area 1: School Readiness

Target Population	Goal Statement	Outcome Statement(s)	Timeline
N/A	N/A	N/A	N/A

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N/A	N/A	N/A	N/A

Service Delivery Plan

Provide a detailed description of all Migrant Education Program (MEP) services provided, using Title I, Part C funds. Include the process that will be used to select children for MEP services, after consideration of eligibility for other programs (e.g. IDEA, Title III, 21st CCLC, State and local programs, etc.) and to utilize Priority for Service (PFS) criteria in service selection. Refer to the Grant Information Guide under Participant Information for further guidance.

N/A

Provide a written process for uploading to the Maryland MEP MIS2000 database assessment and course history data for MEP Students (within 30 days of the end of term) to include: State Assessment – Mathematics, and State Assessment – Reading/ Language Arts scores & Course history data for eligible migratory students.

N/A

Provide a written process to collect end-of-term data and to reconcile end-of-term data for new MEP students who have recently joined the MEP Program.					
N/A					
Provide a clear discussion of the partners, respective roles in the MEP project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented.					
N/A					
Discuss all training that will be conducted as a part of this program using the table included in the application. This includes not only the topic each proposed training will address, but expected outcomes, the methods being used in the training, the intended audience, evaluation plans, and any data sources that inform the reason behind the training. This information should be listed in the table provided below as part of the application.					
Training Topic	Expected Outcomes	Method	Intended Audience	Evaluation Plan	Data Source

N/A	N/A	N/A	N/A	N/A	N/A

Provide a written process for how the LEA will evaluate MEP recruiters including timelines, and schedules for recruiter evaluation.

N/A

Partnership and Service Coordination		
Provide a list of organizations or partners that have cooperative agreements and/or provide services to the MEP using the table provided below in the application.		
Agency Name	Point of Contact Name and Phone Number	Services provided
N/A	N/A	N/A

Provide a clear discussion of the partners, respective roles in the MEP project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources not already identified in the chart above). It is essential that partner commitments be documented.

N/A

Describe how the agency will direct, support, and monitor MEP identification and recruitment efforts throughout the region covered by this funding application.

N/A

Provide a written process for how the LEA will ensure that MEP Coordinators check each completed COE to ensure that the written documentation is sufficient and that, based on the approved COE, the child(ren) may be enrolled in the MEP after

approval by the SEA.
N/A

	Point of Contact	Nature of Coordination to Support Migratory Students and Families (Are funds shared to meet shared goals? How frequent are coordination meetings?)
Title I, Part A		
Title III, Part A		
Title IV, Part B - 21st Century Community Learning Centers		
Community Schools		
College Assistance Migrant Program (CAMP)		
McKinney-Vento Homeless Assistance Program		
Head Start Program		
Early Childhood Centers		

Study Centers		
Community and School Nutrition Programs		

Parent and Family Engagement

Provide a written process for how the parents/ families of migratory children are consulted in planning for MEP support services.

Describe how the LEA will support intrastate and interstate coordination efforts in order to update and allow for timely transfer of student records.

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Title I, Part D Subpart 2 Narratives

Goals and Measurable Outcomes. Additional requirements for this section are required. Refer to the Grant Information Guide for those requirements.

Goal Area 1: Improvement in reading achievement

Target Population	Goal Statement	Outcome Objective	Timeline
N/A	N/A	N/A	N/A

Goal Area 2: Improvement in math achievement

Target Population	Goal Statement	Outcome Objective	Timeline
N/A	N/A	N/A	N/A

Goal Area 3: Increased student outcomes through transition planning to successfully support students after exit

Target Population	Goal Statement	Outcome Objective	Timeline
N/A	N/A	N/A	N/A

At-Risk Students

The LEA will serve at-risk students ____yes ____no

If yes, see the Grant Information Guide for additional requirements, and check the categories of "at risk" students that the LEA will s

at-risk of academic failure

has a drug or alcohol problem

is pregnant or is a parent

has previously come into contact with the juvenile justice system

is at least one year behind the expected grade level for the age of the individual

is a migrant or an immigrant

is multilingual

is a gang member

has previously dropped out of school

Plan of Operation**Section 1423(3-13)**

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. (Sec.1423 (3))

N/A

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from

correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; (Sec. 1423 (4))

N/A

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and as appropriate, other at-risk children and youth expected to be served by the program.

N/A

If appropriate, provide an estimated number of children and youth to be served according to each characteristic. Also included are the number of individuals expected to return to the local school system. (Sec. 1423 (5))

Characteristic	Estimated Number of Individuals Served	Estimated Number Returning to the local school system
N/A	N/A	N/A

Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

N/A

Describe how schools of the will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk, children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility. (Sec. 1423 (6))

N/A

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students; (Sec. 1423 (7))

N/A

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; (Sec. 1423 (8))

N/A

Describe how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth; (Sec.1423 (9))

N/A

Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Sec. 1423 (10))

N/A

Describe how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))

N/A

Describe the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Sec. 1423 (12))

N/A

Describe the steps the schools/LEA will take to find alternative placements for children and youth interested in continuing their education, but unable to participate in the regular public-school program. (Sec. 1423 (13))

N/A

Provide a chart, summarizing the last three years, which details the progress the LEA is making in dropout prevention. (Sec. 1426)

Dropout % per year	School Year 2021-2022	School Year 2022-2023	School Year 2023-2024
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

Non-binary	N/A	N/A	N/A
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Provide the number of students to be served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. (Sec. 1412 – Eligibility)

N/A

Plan Worksheet

Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include:

- Participation in technical assistance opportunities offered by MSDE.
- Submission of required reports
- Regularly monitoring the performance of the program during implementation
- Startup activities
- Assuring continuity and quality of the program during implementation
- Regularly monitoring fiscal requirements on the uses and spend-down of funds
- Submission of program evaluation data
- Purchasing and distribution of program supplies, equipment, and materials
- Professional development activities
- Stakeholder and staff meetings

Action Description	Beginning and End Dates	Person Responsible
N/A	N/A	N/A

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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

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 five 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. Two of these days occur after the school year ends for students and are designated for professional responsibilities. In addition to the professional days, with the exception of January, a two-hour early dismissal day occurs monthly to support staff in the completion of their professional responsibilities. Of the ten scheduled early dismissal days, one is intended for parent conferences while the remaining nine are intended for the completion of professional responsibilities. The currently allotted time for collaborative planning does not meet staff needs

		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, and ATSI schools will be provided additional time, above and beyond that typically provided, to participate in professional learning, collaboratively plan instruction, and monitor student progress. Schools with Freshman Academies designed to support targeted students will also be provided additional time, above and beyond that typically provided, to participate in professional learning, collaboratively plan instruction, and monitor student progress Priority Area 1 SMCPS MCAP ELA Performance - All Grades, All Students https://reportcard.msde.maryland.gov/Graphs/#!/Assessments/ElPerformance/AELAA/A/6/3/1/18/XXXX/2024 SMCPS MCAP Math Performance - All Grades, All Students https://reportcard.msde.maryland.gov/Graphs/#!/Assessments/MathPerformance/AMATA/A/6/3/1/18/XXXX/2024
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2024 MCAP Performance Level Summary Reports
<https://drive.google.com/drive/folders/1jrOeUMtJqDtZzsFebO3D97VACDyV-eJP?usp=sharing>

2024 MCAP Evidence Statement Analysis Reports
<https://drive.google.com/drive/folders/1vvHluOm3KvY9BGNgeQzKrqn1DhujKcWA?usp=sharing>

Equity gaps have been noted in student academic performance on the required county assessments listed below.

Secondary ELA Formative 1 PBA Data
<https://drive.google.com/file/d/1w856Sm4GFg-KVYMXJSPQBWf7Fcl5FWXy/view?usp=sharing>

Secondary ELA Formative 2 (Reading) Data
https://drive.google.com/file/d/1K8p_ZvWMWrDho23wWWSxxubwiOLEvOR7/view?usp=sharing

Secondary ELA Formative 3 PBA Data
<https://drive.google.com/file/d/1Myy044rel-x3R-wZ8X66zecvkxtcRJBX/view?usp=sharing>

Secondary ELA End of Year (Reading) Data
<https://drive.google.com/file/d/19jdn2ytGtRFpuNRLdJe7OYUjtXz22C2x/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 Secondary Literacy Coaches. The Literacy Coaches 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 (65.6%) scored above the state level (55.3%) overall on the 2024 Grade 10 ELA MCAP, English language learners (State: 8%; SMCPs: ≤5%), African American students (State: 43.2%, SMCPs: 39.6%), and Multi-racial students (State: 63.4, SMCPs: 57.4%) scored below state averages for each subgroup. The Literacy Coach will work with the English 9 and 10 PLCs to identify struggling students and support staff in providing focused instruction to individuals and small groups. On the 2024 MCAP Government assessment, the overall student performance was 49%. 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 20% proficient score on the MCAP, causing a 29-point gap between the special education and average student performance. 24% of economically disadvantaged students and 5% of English Learners achieved proficiency. There is a 25% 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 SY24 LS-MISA, 48% of SMCPs students scored distinguished or proficient. The subgroups of African-American (21%), Economically disadvantaged (23%), IEP carriers (14%), and EL (5%) students scored below the district (48%) and state (37.3%) overall averages. The Literacy Coach will work with Earth/Space Science and Biology teachers to increase disciplinary literacy skills and
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		MISA scores for all student groups. Title II Priority Area 2 Data Graphs https://docs.google.com/document/d/120KpmAYp7IHjZ_ZqMhLXPgMQVdlsVxvOgzxcjgi_o5s/edit?usp=sharing
		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 ATSI 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 24 New Hire Count CSI Schools Number of Nontenured Staff George Washington Carver Elementary 20 ATSI Schools Number of Nontenured Staff Hollywood Elementary 5 Town Creek Elementary 3 White Marsh Elementary 0 Title I Schools Number of Nontenured Staff George Washington Carver Elementary 20

		George Washington Carver Elementary	20
		Green Holly Elementary	10
		Lexington Park Elementary	12
		Park Hall Elementary	8
		All Remaining Schools	Number of Nontenured Staff
		Benjamin Banneker Elementary	7
		Captain Walter Francis Duke Elementary	11
		Chesapeake Public Charter School	18
		Dynard Elementary	5
		Evergreen Elementary	7
		Greenview Knolls Elementary	7
		Leonardtwn Elementary	8
		Lettie Marshall Dent Elementary	5
		Mechanicsville Elementary	1
		Oakville Elementary	2
		Piney Point Elementary	6
		Ridge Elementary	5
		?	
		Esperanza Middle School	19
		Leonardtwn Middle School	8
		Margaret Brent Middle School	14
		Spring Ridge Middle School	25
		DJAFCTC	0
		Chopticon High School	15
		Great Mills High School	25
		Leonardtwn High School	18
		Virtual Academy	0
		The average number of nontenured staff in all other elementary schools (not designated as CSI, ATSI or Title I) is 6.83.	
		During school year 2023-2024, 105 non-tenured staff were conditionally certified and required additional mentor support. In the 2024-2025 school year there are	

	Priority Area 3	currently 93 conditionally certified staff.
		Student Data from a CSI /Title I/SMCPs "Blueprint" school: George Washington Carver Elementary School ELA Data https://docs.google.com/spreadsheets/d/1M45keKzdTOBD8luknPuXAHs9NKF_eES1mTfZwjrhDbI/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/125eCISVom8koZjn7WfCvLEldmt6Yxc5/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true
		Student Data from TSI schools: Hollywood Elementary School ELA Data https://docs.google.com/spreadsheets/d/1EPNeoKQJLRlYvJbMI2UsONG_TwA8jFb2rDE18aA1Jhg/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/1y-zazYSxskiyckIWfTcz2VbtwZctLbQ0/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true
		Town Creek Elementary School ELA Data https://docs.google.com/spreadsheets/d/1wFA5Sa5lnS3XhJNpojBVgwyxtgNHahJJbuFpWTW17ZE0/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/1TGraQHoUdSL1m2Ga790pYpkoxJUI6M0o/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true
		White Marsh Elementary School ELA Data

		https://docs.google.com/spreadsheets/d/1nqjnNsgXGriwOMCZ8nHnA_F7PpDi3zpIMHPSvvJi4Hk/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/1aMf5VszlhpM8QFErtbUHmz3Yetd9x6Un/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true Student Data from Title I schools: Green Holly Elementary School ELA Data https://docs.google.com/spreadsheets/d/1kaM-4nLc_Crcezc5JIYBBxXT-otVdBUe4oH8oTYBDxY/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/1ZTRNel7JYQCUApvQyLVjLgFOI4_8l_ZL/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true Lexington Park Elementary School ELA Data https://docs.google.com/spreadsheets/d/17llsRN0xSzzb40lGhmn8oMiCRI0XBW8YU1_Gq4oarp0/edit?usp=sharing Math Data https://docs.google.com/spreadsheets/d/1axzhrAjeDqTfL4nGgCcddLgPrK0g3H6b/edit?usp=sharing&ouid=101841834770361620186&rtpof=true&sd=true
	Priority Area 4	
	Priority Area 5	
Programmatic Goals and Outcomes List the programmatic goals and outcomes of the LEA Title II, Part A program. The goals and	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	

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 (See the GIG for more information on **programmatic** goals and outcomes.)

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 that participants were satisfied with their PLC/Data Team experience as evidenced by a rating of 4 or 5 on the follow-up survey.

90% of completed staff surveys will indicate that participants acquired the intended knowledge or skills or produced the desired product during their PLC/Data Team as evidenced by a rating of 4 or 5 on the follow-up survey.

90% of completed staff surveys will include a written explanation of how the staff member applied what they learned from their PLC/Data Team experience in their classroom.

Student performance on the 2025 MCAP assessments will increase by 2% for each grade-level and content when compared to SY 2023-2024 performance.

Goal 2:

Model and provide coaching for staff and school mentor teams focused 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.

Outcomes:

- Increase SMCPs ELA 9 Formative 2 Assessments scores by 2% when compared to the SY24 performance.

- EHS SY24 76.81%

- CHS SY24 69.51%

- Increase SMCPs ELA 10 Formative 2 scores by 2% when compared to the SY24 performance.

- EHS SY24 79.6%

- CHS SY24 61.16%

- Increase SMCPs Biology Second Quarter Assessment by 2% when compared to SY24 performance

- EHS SY24 60.44%

- CHS SY24 47.7%

- Increase SMCPs Government Formative 2 Assessment scores by 2% when

	compared to the SY24 performance. - oHS SY24 74.93% - oCHS SY24 57.66% ●Increase SMCPs US History Formative 2 Constructed Response Assessment scores by 2% when compared to the SMCPs US History Formative 1 Constructed Response Assessment scores ●100% of 9th and 10th grade core subject teachers will participate in job-embedded PD facilitated by Literacy Coaches by June 2025. - oCollaborative Planning Meetings - oData Team Meetings - oDepartment Meetings - oStaff Meetings - oProfessional Development Days - oIndividual Coaching and Collaboration ●90% of staff feedback (surveys, forms, reflections, etc.) will include a written explanation of how the staff members applied what they learned from their Literacy Coach led PD and collaborative experience in their classroom. Goal 3: Provide opportunities for teachers in their first three years teaching in ELA 10, Biology, and Government to observe/be observed, 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 a 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/Data Team or Literacy Coach - oMid year hires will spend 1-2 days with a mentor or Literacy Coach to get acquainted with school/district resources and policies. ●90% of staff feedback (surveys, forms, reflections, etc.) will include a written explanation of how the staff members applied what they learned from their collaborative experience in their classroom.
Plan of Operation CSI and ATSI Schools	St. Mary's County Public Schools is committed to the following priorities: ●Support literacy skill development across content areas in secondary schools

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are at risk, including schools that are implementing comprehensive support and improvement (CSI) activities and additional targeted support and improvement (ATSI) activities.	through teacher coaching and student support. ● Providing personalized professional learning, including collaborative planning, conferences, workshops, and courses, to all staff who 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. In addition to the support provided above, targeted support for identified CSI and ATSI schools is provided through stipends and substitutes that allow CSI/ATSI Assistance Teams and staff members to meet, review data throughout the year as it is collected, and plan next steps for identified staff and students in need of additional support. Title II funding is also used to address the professional learning needs of staff at CSI/ATSI schools that have been identified as needs 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 LEA must include all groups mentioned in statute in their description. The LEA should be able to provide evidence of consultation if requested by MSDE.	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 including teachers, paraprofessionals, and specialized instructional staff. This needs assessment survey was also shared with community partners including parents and community organizations. 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 ● 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/ATSI Assistance Team 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

improve activities supported by Title II, Part A:

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/ATSI 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/ATSI plan. The CSI/ATSI plan is shared with stakeholders. The school CSI/ATSI plan includes growth targets, the schedule and process for progress monitoring, responsible staff, and an implementation schedule. The Office of Equity, Engagement and Early Access will also review the plan to ensure there are no resource inequities. The schools designated as CSI or ATSI are obligated to work with the district team to implement their CSI/ATSI plans.

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.	
1.1.2	Provide differential and incentive pay in high-need academic subject areas and special areas.	
		Educator Assessments 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 licensed or highly qualified. Examples include but are not limited to the PRAXIS exams, Principal tests (SLLA), and ParaPro assessments. Measurable Outcome: SMCPS staff will successfully complete at least 30 educators assessments and earn a passing score by June

1.1.3

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

2025 as they work towards licensure 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/licensure. 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

Administrators, teachers, and paraeducators who work directly with students.

Specific Timeline

These funds will be made available throughout the 2024-2025 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 or licensure, 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/licensure and retention of highly qualified teachers. Activity Cost \$2,000
1.1.	Other Activities/ Initiatives Related to Section 1.1.	
Total Title II, Part A Funds Allocated to Section 1.1		

1.2	Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.	
Total Title II, Part A Funds Allocated to Section 1.2		
1.3	Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.	
Total Title II, Part A Funds Allocated to Section 1.3	2000	

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.	
		Quarterly Data Team Meetings Anticipated Measurable Outcome Goal: Increase the effectiveness of secondary school-based data discussions designed to identify areas of need that should be addressed to achieve the goal of increasing student achievement. Measurable Outcomes: 100% of secondary schools will utilize available funds to support four quarterly data discussions with identified staff between September 2024 and June 2025.

100% of secondary schools will work in their school-based teams to review SMCPs required assessment data during their quarterly meetings held between September 2024 and June 2025.

100% of secondary schools will identify at least one student with two or more complexity/risk factors to monitor as a team during the 2024-2025 school year. The student will be identified by October 2024, with quarterly discussions continuing through June 2025.

100% of secondary schools will review the course schedule for the selected student to identify areas of strength and need by January 2025.

100% of secondary school data meetings will have at least three members of the Department of Curriculum and Instruction and the Office of Assessment and Accountability in attendance to support quarterly team discussions between October 2024 - June 2025

Implementation Plan

The Department of Curriculum and Instruction (DCI) will inform schools of available funds and how these funds can be accessed and utilized to support secondary school-based quarterly data meetings. Quarterly meeting dates will be established and team leaders from the Department of Curriculum and Instruction or the Office of Assessment and Accountability will be identified. Additional team members from these offices and from the school site will be identified. Agendas will be established and data meetings will occur quarterly during the 2024-2025 school year.

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

2.1.2

Use data to improve student achievement and/or understand how to protect students' privacy.

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. Data teams will reference the appropriate grade level and content standards when reviewing student and class performance data on required assessments.

Target Audience

All middle schools and high schools in SMCPs.

Specific Timeline

This activity will support four data meetings for every secondary school during the 2024-2025 school year.

These meetings will occur quarterly in alignment with student report card periods.

Evidence Tier

This is a level 4 program. While no empirical studies have been conducted on data-based decision making to raise student achievement, there is a rationale that funding to support data-based discussions regarding teacher effectiveness and student performance is likely to improve relevant outcomes based on the high-quality research findings cited below.

Datnow, A., & Hubbard, L. (2015). Teachers' Use of Assessment Data to Inform Instruction: Lessons from the past and Prospects for the Future. *Teachers College Record*, 117(4), 1-26.

<https://doi.org/10.1177/016146811511700408>

Based on a review of literature on teachers' use of assessment data to inform instruction, the authors found that teacher professional development on how to translate assessment data into information that can inform instructional planning is needed.

Lai, M., McNaughton, S. (2013). Analysis and Discussion of Classroom and Achievement Data to Raise Student Achievement. In: Schildkamp, K., Lai, M., Earl, L. (eds) Data-based Decision Making in Education. Studies in Educational Leadership, vol 17. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-4816-3_3

The authors of this text found evidence that analyzing data in teams can lead to improvements in student achievement.

Sun, J., Przybylski, R. & Johnson, B.J. A review of research on teachers' use of student data: from the perspective of school leadership. *Educ Asse Eval Acc* 28, 5–33 (2016). <https://doi.org/10.1007/s11092-016-9238-9>

In this article, the authors acknowledge that "Teachers generally have low efficacy in using student data to inform their day-to-day instructions. Teachers lack the basic skills to understand, interpret, and analyze data, develop instructional strategies based on data, and implement research-based instructional strategies in classrooms to address the weaknesses reflected from data analysis results. Any gap in this chain of instructional actions would lead to ineffective teaching and learning in classrooms." The authors state that evidence-based decisions need to be made to improve student learning and teachers' capacity in data use.

Evaluation Plan

		Quarterly data team meeting agendas will be shared with system leadership. The Department of Curriculum and Instruction or Office of Assessment and Accountability team leads will be responsible for providing the team with a written summary of the meeting minutes. Meeting minutes will also be shared with system leadership. The school-based data teams will reflect on this experience and share how it impacted school based data discussions designed to increase teacher effectiveness and student achievement. Reflections will be shared using an End of Year survey provided to principals. Activity Cost \$27,994
2.1.3	Engage parents, families, and community partners.	
2.1.4	Integrate technology into curricula and instruction.	
2.1.5	Provide opportunities for experiential learning through observation.	
		Collaborative Planning Anticipated Measurable Outcome Goal: Increase MCAP scores by 3% by 2025 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 that participants 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 participants 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 2024-2025 will increase by 3% when compared to student performance in school year 2023-2024.

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 ATSI 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 throughout the school year.

While engaged in PLCs:

- Teachers will collaboratively plan instruction and incorporate Universal Design for Learning (UDL)

2.1.6

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

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, ATSI and CSI schools.

Specific Timeline

These funds are to be used for stipends or substitutes for the 2024-2025 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."

2024. Standards for Professional Learning | Learning Forward. [online] Learning Forward.

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

Learning Forward has identified the follow as some of the

		key roles and responsibilities for teachers: ●Prioritize understanding and applying inclusive education practices at the school level. ●Engage regularly with colleagues in professional learning on how to implement high-quality curriculum and instructional materials and aligned assessments. ●Set professional learning goals with colleagues tied to student needs to engage in aligned professional learning. ●Use multiple types of data and evidence to plan, design, implement, and evaluate professional learning. ●Expect and contribute to a school culture where professional learning connects to each student's opportunity for and access to rigorous learning. ●Maximize use of job-embedded and out-of-school professional learning time. ●Engage in continuous learning with peers. 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 \$125,060
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	
2.1.	Other Activities/Initiatives Related to Section 2.1.	

Total Title II, Part A Funds Allocated to Section 2.1	153,054
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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
		LETRS Anticipated Measurable Outcome Goal: Provide Language Essentials for Teachers of Reading and Spelling (LETRS) Training to staff who support elementary reading instruction to improve their capacity to provide effective, systematic, and explicit reading instruction to students. Measurable Outcome: All participating staff will demonstrate proficiency by scoring 80% or higher on the LETRS Volume 1 and/or 2 Post Tests by June 2025. Implementation Plan SMCPS will work with local LETRS facilitators to provide a Volume 1 and Volume 2 cohort during the fall and spring of school year 2024-2025. Alignment with Challenging State Academic Standards Language Essentials for Teachers of Reading and Spelling (LETRS) is focused on teaching the skills needed to master foundational and fundamentals of reading and writing instruction including phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. This directly aligns to the Maryland College and Career Readiness Standards for English Language Arts.

2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	PreK-K MCCR Standards for English Language Arts/Literacy. https://marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf Grades 1-2 MCCR Standards for English Language Arts/Literacy. https://marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_1_2_MCCR_RELA_Standards.pdf Grades 3-5 MCCR Standards for English Language Arts/Literacy. https://marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_3-4-5_MCCR_RELA_Standards.pdf Target Audience Elementary Certified/Licensed Teachers in grades 4 and 5, Special Education Teachers, Elementary ELL Teachers, and Elementary Administrators Specific Timeline Cohorts will participate in this activity during the following timeframes: October 2024 - January 2025 and January 2025 - May 2025 Evidence Tier This is a level 3 program. The study referenced below included a well-implemented randomized controlled trial. This study showed that staff training based on the LETRS curriculum increased their knowledge of reading instruction techniques and their use of explicit instruction. The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement
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		Garet, Michael & Cronen, Stephanie & Eaton, Marian & Kurki, Anja & Ludwig, Meredith & Jones, Wehmah & Uekawa, Kazuaki & Falk, Audrey & Bloom, Howard & Doolittle, Fred & Zhu, Pei & Szteinberg, Laura. (2008). The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement. NCEE 2008-4030. National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/pdf/20084031.pdf WWC Quick Review of the Report “The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement” https://ies.ed.gov/ncee/wwc/Docs/QuickReview/pdr_rev0309.pdf LETRS Research Base https://www.voyagersopris.com/docs/default-source/professional-development/lettrs/lettrs_research_base5da2b086f4ea4df4927824d48770c522.pdf?sfvrsn=14ce0007_4 Literacy Professional Learning: 10 Reasons Why It’s Essential https://drive.google.com/file/d/1Lxs68-Br58oj_BilvsJCw7L5tmXzTSzq/view?usp=sharing Evaluation Plan Pre and post assessments will be administered to measure changes in teacher knowledge. Student performance data will also be collected to determine corresponding impacts on students’ reading skills. Activity Cost
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.	
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental	

	illness.	
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.	
2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	
2.2.6	Increase training to support identification and support of gifted and talented students.	
2.2.7	Increase training of all school personnel on how to prevent and recognize child sexual abuse.	
2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	
		Secondary School Literacy Coaches Anticipated Measurable Outcome Goal: Maintain or increase MCAP performance by 2% for each grade-level and content when compared to SY 2023-2024 performance 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: ● Increase SMCPs ELA 9 Formative 2 Assessments scores by 2% when compared to the SY24 performance. ○ LHS SY24 76.81% ○ CHS SY24 69.51% ● Increase SMCPs ELA 10 Formative 2 scores by 2% when compared to the SY24 performance.

	- o ~~E~~HHS SY24 79.6% - o ~~C~~HHS SY24 61.16% ● ~~I~~ncrease SMCPs Biology Second Quarter Assessment by 2% when compared to SY24 performance - o ~~E~~HHS SY24 60.44% - o ~~C~~HHS SY24 47.7% ● ~~I~~ncrease SMCPs Government Formative 2 Assessment scores by 2% when compared to the SY24 performance. - o ~~E~~HHS SY24 74.93% - o ~~C~~HHS SY24 57.66% ● ~~I~~ncrease SMCPs US History Formative 2 Constructed Response Assessment scores by 2% when compared to the SMCPs US History Formative 1 Constructed Response Assessment scores ● ~~1~~00% of 9th and 10th grade core subject teachers will participate in job-embedded PD facilitated by literacy coaches by June 2025. - o ~~C~~ollaborative Planning Meetings - o ~~D~~ata Team Meetings - o ~~D~~epartment Meetings - o ~~S~~taff Meetings - o ~~P~~rofessional Development Days - o ~~I~~ndividual Coaching and Collaboration ● ~~9~~0% of staff feedback (surveys, forms, reflections, etc.) will include a written explanation of how the staff members applied what they learned from their Literacy Coach led PD or collaborative experience in their classroom.
	Implementation Plan Human Resources will work with the building principals to hire highly qualified individuals for these positions. The Secondary School Literacy Coaches will facilitate collaborative team discussions and other data-based decision-making sessions including PLC and Department

2.2.9	Other Activities/Initiatives Related to Section 2.2.	Meetings, quarterly in their assigned school during the 2024-2025 school year. The Secondary School Literacy Coaches 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 2024-2025 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 2024-2025 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) 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, Algebra 1, and Geometry).
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Specific Timeline

The Secondary School Literacy Coaches (FTE) will be employed for the 2024-2025 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. *Literacy Research and Instruction*, 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 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

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 2024-2025 school year through their calendar. The Secondary School Literacy Coaches will keep a log of student support provided and each students' progress towards the identified goal. A mid-year and end-of-year survey will be sent to staff to follow up on specific experiences, satisfaction, and implementation.

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 2%. 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 through use of surveys and data meeting discussions. The Secondary School Literacy Coach will request and collect teacher feedback after coaching sessions and/or job-embedded professional development or collaboration through mid-year and end-of-year

		surveys. Activity Cost \$190,253
Total Title II, Part A Funds Allocated to Section 2.2	243,083	

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
		Lead Mentors 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 SY24-25 ●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 ●90% of participants at monthly seminars will indicate the

3.1.1

Provide new teacher, principal, or other school leader induction and mentoring programs.

objectives of their professional development sessions were met based on anonymous exit slips

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 1-2 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 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. Research in Higher Education Journal, 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. International Journal of Mentoring and Coaching in Education.

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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 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 in meeting the indicated learning objectives, 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

		feedback. Data for induction program participant retention will be tracked through resignation postings. Activity Cost \$8,208
		Conferences Anticipated Measurable Outcome Goal: Facilitate and support teacher and school leader participation in professional conferences for the purpose of learning new practices and finding solutions to issues that they are facing in order to meet identified goals and develop staff knowledge and capacity to provide training to others in the school system. Measurable Outcome: 100% of staff that participate in Title II funded professional conference experiences during the 2024-2025 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 Curriculum and 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, 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

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.

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 2024-2025 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 high-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.”

2024. Standards for Professional Learning | Learning Forward. [online] Learning Forward.

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

Learning Forward has identified the follow as some of the key roles and responsibilities for teachers:

- Engage regularly with colleagues in professional learning on how to implement high-quality curriculum and instructional materials and aligned assessments.
- Focus professional learning on relevant and role-specific standards and research.
- Engage in processes to sustain professional learning, including opportunities for practice, feedback, and follow-up.
- Engage in continuous learning with peers.
- Model “leading from the classroom” for peers and novice

		teachers. 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. Activity Cost \$1,500
3.1.3	Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	
3.1.4	Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	
3.1.5	Support instructional services provided by effective school library programs.	
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	
		The Art of Education Anticipated Measurable Outcome Goal: Provide 16 educators with access to The Art of Education during the 2024-2025 school year to build teacher capacity and positively impact student achievement in visual arts. Measurable Outcome: 100% of elementary students of participating teachers

3.1.8

Other Activities/Initiatives Related to Section
3.1

will demonstrate partial command or better by the end of SY24-25.

100% of secondary students of participating teachers will receive a grade of C or better by the end of SY24-25.

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. If requested, monthly collaborative opportunities will be offered for teachers during the 2024-2025 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 2024-2025 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 at least “effective” content knowledge and pedagogy during formal classroom observations. Student performance data will also be reviewed. Activity Cost \$6,787
Total Title II, Part A Funds Allocated to Section 3.1	16,495	

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.	
Total Title II, Part A	0	

Funds Allocated to
Section 4.1

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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 MLs' 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 MLs acquire language and master grade-level content.	To improve academic achievement and increase the percentage of MLs demonstrating growth in English language proficiency.	Goal 1	Nov-24
Key Activity 1.2	Supplemental academic language and content tutoring support to MLs 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 and in the summer months.	To increase student performance in science, social studies, English language arts, and mathematics; To increase the number of long-term middle school MLs who reach English proficiency high enough to exit the ESOL program	Goals 2 & 6	Nov 2024 - Sept 2025
Key Activity 1.3				

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	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.	To increase teachers' foundation of theoretical and practical knowledge of the research and best practices for educating MLs and to increase the number of certified ESOL teachers in SMCPS.	Goals 3 & 5	November 2024-June 2025
Key Activity 2.2	Professional development for content specialist. "Writing with Multilingual Learners in the Secondary Grades." ESOL supervisor will attend workshop and upon returning, will provide the training to her ESOL staff. The cost of this 2 day out-of-state academy will include workshop fee, hotel, flight, and meals for one person.	To master effective pedagogical approaches to content writing in order for multilingual learners to become successful academic writers and to ultimately increase their literacy and academic achievement and to reduce the number of long-term MLs.	Goals 3 & 6	Spring 2025

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.

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Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 3.1	Multiple County-Wide ML 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, and the US school system. Rising Freshmen Night hosted in Spanish is another activity that takes place in the spring. These events provide opportunities for ML parents to build positive relationships with their students' teachers and administrators. Title III funds will be used to provide light snacks.	To increase parental involvement in the education of MLs.	Goal 4	Fall 2024 & Spring 2025
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.

		Intended Outcomes of		Timeline
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Activity #	Description of Activity	Activity	Alignment to Goal	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				
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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.	60% of MLs in grades K-12 will demonstrate growth toward attaining English language proficiency as measured by the 2026 MCAP ELP assessment--ACCESS for ELLs.
Increase the academic achievement of ELs.	With concentrated efforts in tutoring and professional learning to support our MLs in grades 6-8, our goal is to not only exit all long-term middle school MLs by SY27, but to also demonstrate growth from previous years on MCAP assessments. As such, 100% of middle school MLs will achieve individual student growth percentages of at least 70% for MCAP 2025 Math and ELA.
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 the ESOL content specialist, ESOL teachers, and core secondary content teachers. The effectiveness of this PD will be determined by the percentage of long-term MLs who reach 4.5 or higher on ACCESS for ELLs
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 will increase by 20% in SY 2024-25 compared to SY 2023-24. Sign in sheets will determine if target was met. Effectiveness will be measured by cohort achievement data (ex. percentage of 6th-8th grade long-term MLs who reach 4.5 or higher on ACCESS for ELLs 2026.
Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	By July 2025, 8 more secondary content teachers will become certified ESOL teachers upon completion of professional development.
	100% of long-term MLs in grades 6-8 will demonstrate growth toward attaining English language proficiency as

Lower instances of long-term ELs.	measured by the 2026 MCAP ELP assessment--ACCESS for ELLs. ACCESS 2026 because funding from this grant will not become available until just before testing.
Increase attendance rates for ELs.	N/A
Increase graduation rates for ELs.	N/A

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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.

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 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 & Health Education 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 and other community agencies. 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

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.

Department of Special Education, and the Office of Assessment and Accountability

- Monthly county-wide Administrator and Supervisor meetings with all facets of 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 Title II funding
- 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.

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. STEM For All activities are available for all third, fourth, and fifth graders every quarter.

Activities have been planned to support safe and healthy students.

School staff will work collaboratively with the Supervisor of Library/Media and

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.

The Supervisor of Mental Health Services and the Department of Student Services works in collaboration with local behavioral health partners that share a common commitment to plan, promote and develop accessible, culturally competent, continuum of care behavioral health services for the residents and students of St. Mary's County. Agencies include the Department of Social Services, Department of Juvenile Services, the St. Mary's County Sheriff's Office, The Maryland State Police, and the St. Mary's County Health Department, to partner on mental and behavioral health needs and services. The SMCPS Supervisor of Mental Health sits on several community boards that focus on building stronger communities through community goal planning around behavioral health, suicide prevention, substance abuse, trauma, injury and violence as well as multidisciplinary consultation for specific students and families. SMCPS and these community-based teams have worked together for many years to provide a unified and wrap-around approach to the safety and well-being of students and families.

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 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 SMCPS to support STEM initiatives including Robotics, mentor opportunities, field trips, and STEAM Festival community events. These activities and events were made available to all students in order to increase equitable student participation in

available to all students in order to increase equitable student participation in STEM.

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 and engage in a hands-on activity facilitated by SMART Building staff. In addition, students have the opportunity to use unmanned aircraft systems (UAS) when they visit the University of Maryland Unmanned Aircraft Systems Research and Operations Center, which is part of the site visit.

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.

	students, their families, and employees of the St. Mary's County Public Schools.
	The instructional supervisors, or their designated points of contact, will oversee the planned activities. These Activity Leaders 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 twice a year and the St. Mary's County School Health Council Executive Team meets twice a year for a total of four meetings. The Healthy St. Mary's Partnership meets annually

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)).	~~total of four meetings. 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.~~ 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 is 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~~
Describe how the LEA will prioritize the	The distribution of funds will be prioritized among the schools with the greatest need, as determined by the LEA.

distribution of funds in keeping with 4106(e)(2)	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	5/31/2024
Contact local nonpublic schools to determine participation interest and equitable shares budget	Jessica Cotugno	7/31/2024
Draft application in collaboration with activity leaders	Jessica Cotugno	10/11/2024
Draft budget narrative and C-125	Jessica Cotugno Jennifer Shaffer	10/31/2024
Conduct ongoing consultation with nonpublic participants	Jessica Cotugno	Intent to Participate-May 2024; Initial consultation- September 2024; Mid-Year Check in- Winter 2025; Ongoing monthly, as needed

Submit Interim Progress Reports to MSDE	Jessica Cotugno Jennifer Shaffer	1/31/25, 4/30/25, 7/31/25, 10/31/25
Implementation Activities	Person Responsible	Date Completed
Music Activities	Todd Burroughs	6/6/2025
Robotics Club Advisors	Jason Hayes	6/6/2025
STEM-For-All Field Trips	Jason Hayes	10/17/24 and 5/29/25 (tentative dates)
Breakout EDU	Heather Wysokinski	6/6/2025
Courses for FARMS Students	Heather Wysokinski	7/31/2025
Summer Media Centers	Heather Wysokinski	7/31/2025
School Wellness Coordinators	Jason Hayes Wendy Zimmerman	6/13/2025
Suicide Prevention Training	Robin Schrader	6/14/2025
Drug Abuse Prevention	Robin Schrader	6/14/2025
Schoology Liaisons	Christen Ganley	6/14/2025
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 2024, January 2025, April 2025, June 2025
Draft and submit Interim Progress Reports	Jessica Cotugno Jennifer Shaffer	1/31/25, 4/30/25, 7/31/25, 10/31/25
Draft and distribute a needs assessment	Jessica Cotugno	Spring 2025
Complete Activity End of Year Evaluation	Activity Leaders	Jun-25

Review needs assessment data and activity reflections to inform FY25 grant planning	Title IV Key Personnel School System Leadership	May - August 2025
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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	5/31/2024
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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 (MakeMusic, Sight Reading Factory)
Activity Rationale	These digital learning subscriptions support a well-rounded educational experience to all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These programs help to elevate student engagement in the creative process while assisting with the performance of music through an emphasis on the decoding of rhythms at sight. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well-Rounded grant activities and identified Music Enrichment as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for digital learning subscriptions for instrumental and voice students. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Music and arts
Select Level of Evidence	Level 4 - Practice Demonstrates 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

Level of Evidence Link or Citation	found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program. Tucker, Carla Fowler, "A Case Study of the Integration of SmartMusic into Three Middle School Band Classrooms found in Upstate South Carolina" (2016). Education Dissertations and Projects. 170. http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&context=education_etd Buck, Michael William, "The Efficacy of SmartMusic® Assessment as a Teaching and Learning Tool" (2008). Dissertations. 1136. https://aquila.usm.edu/dissertations/1136 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 80% 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 an end of year grade of 80% or better. Review usage data to determine if elementary students in courses using the resource achieve an end

	of year outcome demonstrating “Partial Command” or better. Final data will be available by June 23, 2025.
Objective	Provide additional scaffolding for instrumental and vocal music students and motivate them to practice more and develop self-analytical skills.
Measurable Goal	80% 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 March 15, 2025. All middle/high school students of teachers using the resources will achieve an end of year grade of 80% or better in the course the resource is being used. All elementary students of teachers using the resources will achieve an end of year outcome demonstrating “Partial Command” or better. Culminating data and evidence will be available by June 23, 2025.
Milestone	Review student report card data.
Implementation Timeline	August - September 2024 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 2024 - June 2025 Implement music enrichment platforms in all three levels of schools during the 2024-2025 school year. September 2024 - May 2025 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	\$7,883
Activity 2	
Title	Music Enrichment (Quaver Music)
	This digital learning subscription supports a well-rounded educational experience to all General Music students, including minority students, English learners, children with disabilities, and low-income students. These programs help to

Activity Rationale	elevate student engagement in the creative process while assisting with the performance of music through an emphasis on the decoding of rhythms at sight. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well-Rounded grant activities and identified Music Enrichment as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for general music students. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Music and arts
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	Quaver Music is based around online instruction and geared specifically toward 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.
Evaluation Methods	Review SMCPS General Music grade data for all students of participating teachers to determine if they achieved an end-of-year score of at least 80% in the course (middle school) or "Partial Command" (elementary school). 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 2024-2025 school year.
Measurable Goal	All middle school students of participating teachers will achieve an end-of-year score of 80% or better. All elementary school students of participating teachers will achieve an end-of-year outcome demonstrating "Partial Command" or better. Culminating data and evidence will be available by June 23, 2025.
Milestone	During formal observations of participating teachers, the ratings for "Content Knowledge and Pedagogy" will be reviewed. Review student report card performance data. 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.

Implementation Timeline	August - September 2024 Teachers will be selected to participate in this activity. Staff development will be provided to train teachers that will be implementing the software. August 2024 - June 2025 Implement music enrichment platform in selected elementary schools during the 2023-2024 school year. September 2024 - May 2025 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	\$34,500
Activity 3	
Title	Robotics Club Advisors
Activity Rationale	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
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well-Rounded grant activities and identified Robotics Club Advisors as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for staff and materials to support student opportunities for engaging with robotics technologies outside of the normal school day. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Hands-on STEM
Select Level of Evidence	Level 4 - Practice Demonstrates 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

Level of Evidence Link or Citation

Research (J-PEER), 9(2), 2.

<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1223&context=jpeer>

Arís, 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.

<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 encounters with programming for primary students. Huang et al (2018) found that female students showed a definite preference for using Dash & Dot robots. In SY23-24, 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, VEX IQ, and Ozobots. Students learned basic computer programming and used robotics technologies to complete specific missions, tasks, and problem solving activities . Over 100 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 2024-25 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 2024-2025 school year.
Measurable Goal	SMCPS will increase the % of students who participate in robotics clubs by 10% by the end of the 2024-2025 school year, or 15 students. In 2023-24, 111 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 2024 - October 2024 Use the Extra Pay for Extra Duty (EPED) contract process for recruiting school-site based Robotics Club Facilitators. September 2024 - October 2024 Host collaborative planning session for EPED Robotics Club Facilitators September 2024 - May 2025 Conduct site-based Robotic experiences for students. January 2025 and June 2025 Collect survey feedback from Robotics Club Facilitators
Cost of Activity	\$8,274
Activity 4	
Title	STEM-For-All Field Trips
Activity Rationale	STEM For All field trips will expose students to STEM careers that exist close to

Activity Rationale	home.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well-Rounded grant activities and identified STEM Field Trips as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for transportation so that elementary students can participate in STEM focused experiences in collaboration with community partners. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Hands-on STEM
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	Alcena-Stiner, D. C. & Markowitz, D. G. (2020). The life sciences learning center: An evolving model for a sustainable STEM outreach program. <i>Journal of STEM Outreach</i>, 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. <i>The Elementary School Journal</i>, 120(4), 692-714. 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. <i>International Association for Development of the Information Society</i>. 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/10.1177/1082587020962520

	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 2023-24, 28 fifth graders from one elementary school went on a STEM field trip. Another school was scheduled to go in the Spring of 2024, but their trip was canceled due to the school district getting out earlier than expected from unused snow days. The 28 students equates to 2% of total fifth graders (1,279). In 2024-25, two elementary schools will get to go on STEM field trips. This will equate to 107 students (8% of all fifth graders).
Measurable Goal	Provide field trip transportation that allows four schools to send ~110 students from one grade-level (grade 5) to visit a local community STEM partner by June 2025.
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. One trip will occur in Fall 2024 One trip will occur in Spring 2025 Review participation and participant feedback quarterly.
Cost of Activity	\$2,250
Activity 5	
Title	Virtual STEM Experiences (Breakout EDU)
Activity Rationale	Breakout Edu online games and activities are designed to develop skills crucial in STEM fields: teamwork, communication, critical thinking, and problem-solving.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well-Rounded grant activities and identified virtual STEM experiences as an activity that needed continued support in the FY25 Title IV grant application. Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects in an identified area of need. The virtual nature of this activity allows it to be available to a broader student audience. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Hands-on STEM
Select Level of Evidence	Level 4 - Practice Demonstrates 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, Ron. "Innovation and problem solving teaching case: The breakout box—a desktop escape room." Journal of Organizational Psychology 19.4 (2019): 73-77. https://doi.org/10.33423/jop.v19i4.2294

Level of Evidence Link or Citation	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 SY 2023-2024, all schools except for one elementary school used Breakout Edu to some degree. In the prior year we had all but 6 schools, so we increased usage across St. Mary’s County Public Schools. From July 1, 2023- June 30, 2024 the student game play count (games played) was 67,273 up 45,073 from the prior year. Using our Usage reports built by Breakout Edu we will be able to monitor how many more teachers have signed up and be able to make a comparison to the previous year(s).
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	We looked at a usage report of who and which schools accessed Breakout EDU the most in the last school year. At the end of this school year we will solicit feedback on how they feel Breakout EDU contributes to increased student problem solving skills. While we have grown in the # of school using Breakout, this year we will be looking to increase the # of teachers at each of the sites using the platform. We will look at the teacher/school usage from 2023-2024 and make sure it is sustained or increases 5% for School Year 2024-2025.
Milestone	Monitor school usage of Breakout EDU quarterly. Contact schools that are not utilizing the resource to determine if additional support is needed. Place 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 2024 Set up access to the resource by completing purchase, identifying a site administrator, and notifying sites of login directions and credentials. October 2024-June 2025 Schools will access the Breakout EDU's digital platform. November 2024 Will meet with Breakout EDU representatives to discuss usage and discuss ideas about how to promote lessons. February Look at current usage of schools/teachers to determine who is using it the most and interview those staff about what is making it a success at their schools.
Cost of Activity	\$31,734
Activity 6	
Title	Online and Summer Coursework for FARMS Students in the areas of Health, Computer Science, Spanish 1 & 2, Algebra and any other summer course editions for original credit.
Activity Rationale	By removing barriers to access, our students that are eligible for free and reduced meals have the opportunity to take summer and online classes without a financial roadblock. This will increase participation and further accelerate them on their path to graduation.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	This activity Increases access to coursework that is required for graduation. By finishing these courses in the summer or online, students can work to accelerate their pathway to graduation.
Federal Example Alignment	Low-income students/STEM
Select Level of Evidence	Level 4 - Practice Demonstrates 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

Level of Evidence Link or Citation	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 2024-2025, 46 FARMS students participated in this activity. This is an increase of 33 students from the previous school year (22-23), far exceeding the goal to increase by 5%. The courses 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, 2025.
Measurable Goal	The percentage of FARMS students participating in online coursework in SMCPS summer school will increase by 5% by August 30, 2025.
Milestone	Monitor FARMS student enrollment and academic performance in online and/or summer coursework.
	March 2025-June of 2025 Advertise online and/or summer learning opportunities for FARMS students. Create online flyers and distribute them to the high schools to advertise

Implementation Timeline	online/summer credit coursework offered in the county. April 2025 - June 2025 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 2025 Review FARMS student academic performance in online and/or summer coursework.
Cost of Activity	\$15,000

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
Activity Rationale	According to an Education Week article published in 2023, "Having regular access to books appears to increase the likelihood that children will choose to read for pleasure, a factor that's been tied to improved reading achievement, which tends to correlate to overall academic gains". School libraries are a catalyst for students to remain engaged in the summer months. In St. Mary's County we have been successful in using our media centers to be open in the summer for family and student engagement. Also, as stated in Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth, "Summertime provides a special opportunity for families, schools, communities, and other sectors to work together to provide programs and services that promote technical and social skills development and advance learning as well as promoting healthy lifestyles and behaviors". Heubeck, Elizabeth. "Want Kids to Read in the Summer? School Librarians Can Help." Education Week, Education Week, 25 July 2023, www.edweek.org/teaching-learning/want-kids-to-read-in-the-summer-school-librarians-can-help/2023/07. National Academies of Sciences, Engineering, and Medicine. 2019. Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth. Washington, DC: The National Academies Press. https://doi.org/10.17226/25546.

How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Safe & Healthy grant activities and identified Summer Media Centers as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for staffing and materials. It addresses the need for nurturing home/school partnerships by providing an avenue for parents, students, and educators to connect outside of the typical school calendar year. Together stakeholders can engage with students in a variety of ways (ex. Reading, Robotics, Maker Spaces, etc.) This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	integrated systems
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	Heubeck, Elizabeth. "Want Kids to Read in the Summer? School Librarians Can Help." Education Week, Education Week, 25 July 2023, www.edweek.org/teaching-learning/want-kids-to-read-in-the-summer-school-librarians-can-help/2023/07. Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth. Washington, DC: The National Academies Press. https://doi.org/10.17226/25546. 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. 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 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

LEVEL OF EVIDENCE LINK OF CITATION	Easy and continued access to self-selected books for summer reading is a potential strategy that can address learning loss and help to bridge literacy opportunities for underprivileged populations. During the summer of 2024, 4 elementary sites, two middle school sites and one high school site were open various days/times for students to use the media, both in a structured and unstructured environment. Open book check out was available, but all sites also had planned activities that paired books with experiences (ie.e reading books about plants and then growing their own). Feedback from one elementary school was, "Our summer media program was successful and fun. The students enjoyed the activities and sharing their library with their friends and family. Summer media also gave new students & their families the opportunity to visit Evergreen and others in our community in a relaxed and stress free environment." Almost 375 students 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. I am recommending that we focus on elementary and middle school only based on attendance sheets. Summer Media activities included book check out, storytime, engineering makerspace activities, programming robots, book clubs, gardening, 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	Offer this experience to up to 7 elementary and middle school media centers to students and families between June 2025 - August 2025. Offer programming at those sites for 10-15 hours per week. Students from any SMCPs school can attend Summer Media and this is not specific to only the students who attend the selected schools.
	In the summer of 2024, 6 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.

Measurable Goal	This activity did not occur during the summer of 2023. In Summer of 2024 we nearly doubled the number of students at 375 visitors. In 2025, we will establish a summer media center program in up to seven school sites that are accessible to students and families between June 2025- August 2025. Encourage student summer reading and academic engagement through a 10% student participation increase in advertised summer media center activities that will be held June 2025 - August 2025. That is an increase of about 18 students in 2025 from 2024.
Milestone	Meet with school based staff during the spring of 2025 to plan SMCPs summer media opportunities.
Implementation Timeline	January 2025 - March 2025 Discuss summer media activity with school based staff. April 2025 - May 2025 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 2025 - August 2025 ● 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	27,476
Activity 2	
Title	School Wellness Coordinators
Activity Rationale	School Wellness Coordinators provide information and plan various activities for students to promote physical and emotional health at each of our schools.
	The 2024 Wellness Policy Triennial Assessment Data report from MSDE revealed that we have many strong practices in place and need to continue to promote healthy eating and healthy snacks in our schools. For example, our WellSAT 3.0

How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	scores showed we have 100% comprehensive and strength scores for physical education & physical activity. SMCPs has 100% and 88% for comprehensiveness and strength for implementation, evaluation, and communication of the Wellness Policy. SMCPs has 88% and 38% consecutively for comprehensiveness and strength in nutrition education. Our wellness goals and activities support the implementation of the Wellness Policy.
Federal Example Alignment	Active lifestyle
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	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
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 determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).
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 24 schools by June 2025. 100% of schools will achieve their self-selected site-based student-centered wellness goal by June 2025.
Milestone	Ongoing consultation with Wellness Coordinators will occur at School Health Council Meetings and by surveys completed by Wellness Coordinators.
	August 2024 - September 2024 Recruit School Wellness Coordinators September 2024 - October 2024

Implementation Timeline	School Wellness Coordinators establish site based goals September 26, 2024, April 24, 2025 School Wellness Coordinators attend School Health Council Meetings May 2025 - June 2025 School Wellness Coordinators complete an end of year reflection
Cost of Activity	\$28,672
Activity 3	
Title	Suicide Prevention Training
Activity Rationale	Staff will provide suicide prevention curriculum and all new mental health staff will be training is risk assessment due to elevated numbers of students at all levels experiencing mental health concerns in the areas of suicide ideation and intent.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Suicide Prevention curriculum for students and high quality training for staff in the area of risk assessments for suicide directly relate to the identified high number of mental health concerns in students, the increase is suicide ideation/attempts and the high level of risk assessment conducted by SMCPs mental health staff. By providing preventative instruction to students, the risk of harm goes down and by having highly qualified staff, the quality of suicide risk assessments goes up which ultimately reduces the risk of suicide.
Federal Example Alignment	Suicide prevent
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	Signs of Suicide is a widely used evidenced-based school-based suicide prevention program. https://pubmed.ncbi.nlm.nih.gov/26314868/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1941734/ Gizmo is an evidenced-informed suicide prevention program for elementary students. https://amchp.org/database_entry/8227/ High quality training for clinicians on conducting risk assessments is critical to the safety of students.

	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7587888/ QPRT is listed on the best practice registry for suicide prevention resources. https://bpr.sprc.org/program/qprt-suicide-risk-assessment-and-management-training-program/
Evaluation Methods	Collect information on the number of students provided suicide prevention curriculum at the elementary, middle and high school levels. Collect information on the number of mental health staff trained in QPRT risk assessment training. All elementary students will have pre and post testing completed before/after the classroom lesson. Goal is to improve knowledge of suicide prevention by 20% overall.
Objective	Purchase materials to implement suicide prevention activities and provide high quality training to new mental health staff on conducting risk assessments for suicide.
Measurable Goal	Provide suicide prevention lessons to all 3rd graders, all middle school students and all high school students enrolled in health classes by June 2026. All elementary students will have pre and post testing completed before/after the classroom lesson. Goal is to improve knowledge of suicide prevention by 20% overall. Provide risk assessment training to 100% of all new mental health staff by June 2026 (estimated to be 10 staff members but this is dependent on number of vacancies and new positions).
Milestone	Purchase license and materials for suicide prevention programming and professional development course. Provide instruction to students on suicide prevention and train staff on conducting risk assessments for suicide.
Implementation Timeline	Summer 2025 - Purchase materials Fall 2025 to June 2026 - All new mental health staff will be enrolled and take the QPRT course.

Implementation Timeline	Fall 2025 to June 2026 - Provide instruction to 3rd graders on Gizmo, all middle schoolers and all enrolled students in health course at the high schools will be provide suicide prevention curriculum instruction through SOS.
Cost of Activity	\$24,746
Activity 4	
Title	Drug Abuse Prevention Training
Activity Rationale	School Social Work Staff will provide substance use prevention curriculum in the 12 week counseling program to reduce substance use due to elevated numbers of youth experiencing mental health concerns in the areas of substance use.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Providing evidenced-based instruction with a program that is proven to cut substance use, cut alcohol use, cut tobacco use and reduce violence directly relates to helping solve the rates of substance use and misuse by SMCPs students.
Federal Example Alignment	Drug/Violence prevnt
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	Botvin is the most widely used evidenced-based program for substance use prevention. https://www.lifeskillstraining.com/faq-items/research-and-effectiveness-of-botvin-lifeskills-training-lst/. https://pubmed.ncbi.nlm.nih.gov/36521631/ https://pubmed.ncbi.nlm.nih.gov/37547731/
Evaluation Methods	Collect information on the number of staff and schools provided curriculum training and materials to implement with students. Collect pre and post assessment scores on substance use for students in the 12 week program who screen positive for substance use and have the goal of reducing use by 20%.

Objective	Provide evidenced-based intervention to students identified as being at risk for or having a substance abuse concern through the School Social Work team 12-week counseling program pre-assessment.
Measurable Goal	Collect data on # of students in the 12 week counseling program and collect pre-post assessment results on substance use. Collect pre and post assessment scores on substance use for students in the 12 week program who screen positive for substance use and have the goal of reducing use by 20%.
Milestone	Purchase materials for School Social Work Team members and provide instruction and intervention for students with identified substance use concerns through the school-year.
Implementation Timeline	Summer 2025 - Purchase Materials Fall 2025-June 2026 - Utilize materials to support students enrolled in a 12 week counseling program.
Cost of Activity	\$13,200

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	Technology Liaisons
Activity Rationale	Technology liaisons play a crucial role in supporting teachers and schools by disseminating information about updates, changes, and new uses of technology. They act as a bridge between the technology department and school staff, ensuring that everyone is informed and equipped to use technology effectively. Additionally, technology liaisons contribute to the development of technology leaders within school buildings, fostering a culture of innovation and growth.

How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Effective Use of Technology grant activities and identified Technology Liaisons as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding to compensate staff for attending professional learning sessions and serving as school-based leaders for supporting staff with the effective use of instructional technologies. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Curricula use through tech
Select Level of Evidence	Level 4 - Practice Demonstrates Rationale
Level of Evidence Link or Citation	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

	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 23-24 school year, 36 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 2024-2025 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 Technology 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 2025. 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 SY23-24) as demonstrated on Schoology Analytics by June 2025. Additionally, all secondary students will use the Schoology learning management system to access coursework, grades, and digital feedback during the 2024-2025 school year.
Milestone	Meet monthly with Technology Liaisons to determine staff needs and provide support. Conduct mid-year and end-of-year Schoology analytics checks for student usage,

Milestone	for grades usage, and digital feedback.
Implementation Timeline	August 2024 Recruit Technology Liaisons Bi-Monthly: September 2024 - June 2025 Technology Liaisons attend district meetings and share information/training with site-based staff
Cost of Activity	\$38,016
Activity 2	
Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	
Activity 3	
Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	

Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	

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Title V, Part B

GOALS, MEASURABLE OUTCOMES, AND EVALUATION MEASURES		
Please refer to the Grants Information Guide for additional information. Add more rows as necessary.		
ESSA Performance Goal	Measurable Outcome	Evaluation Measure

PLAN OF OPERATION				
Please refer to the Grants Information Guide for additional information. Add more rows as necessary.				
Management Strategies (in chronological order)				
Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization
Implementation Strategies (in chronological order)				
Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization

PLAN OF OPERATION NARRATIVE

AUTHORIZED AND PARENTAL INVOLVEMENT ACTIVITIES	
For each program supplemented with Title V funding, explain why the strategies listed above were chosen and how they will help to achieve the outcomes. How will grant funds support the strategies and how many students will be served?	
Title I Part A	
Title II Part A	
Title III	
Title IV Part A	
Parental Involvement Activities	

EVALUATION PLAN	
Add more rows as necessary. Please refer to the Grants Information Guide for additional information.	
Activity	Goal

EVALUATION PLAN NARRATIVE	
Describe the evaluation plan process and methodology.	

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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 24-25 school year.? ? ?	Additional incorporation of authentic dance experiences into our existing music and theatre courses.

Media Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
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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 elementary band and strings students a solo and ensemble assessment.	Provide an authentic assessment experience to all interested students.	Three Elementary Solo and Ensemble Assessment Adjudicators	District IV Elementary Solo and Ensemble Assessment in May.
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.	Identify needs by May 2025. Create revisions during the summer of 2025	Provide any updated curriculum to teachers in August 2025
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.
Provide our schools with an accompanist for our solo and ensemble events	System piano accompanist	District IV Elementary, Middle, and High School Solo and Ensemble Assessments held between March and May	Provide a piano accompanist as needed

Theatre

Goal	Objectives	Strategies	Methods for Measuring Progress

Continued refinement of our Theatre curriculum that aligns with current state and national standards.	Provide all students opportunities to meaningfully engage in the arts.	Identify needs by May 2025. Create revisions during the summer of 2025	Provide any updated curriculum to teachers in August 2025

Visual Arts			
Goal	Objectives	Strategies	Methods for Measuring Progress
Continued refinement of our Theatre curriculum that aligns with current state and national standards.	Provide all students opportunities to meaningfully engage in the arts.	Identify needs by May 2025. Create revisions during the summer of 2025	Provide any updated curriculum to teachers in August 2025

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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).

In Pre-Kindergarten through grade 2, all students participate in Elementary Engineering for All Challenges. PreK students complete one challenge and students in grades K-2 complete two challenges. These activities are used to document early evidence of advanced learning behaviors. One goal of these challenges is to provide opportunities for all students to develop and demonstrate behaviors that are signs of advanced learning capabilities in young children. 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 (creativity, communicative, perceptive, persistent, leadership). 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). The implementation of the challenges allows us to build a profile of student strengths over time and can be used to document the need for differentiated instruction.

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

2. Equitable policies that ensure inclusions of all students.

The purpose of the St. Mary's County Public Schools Educational Equity policy (Appendix- St. Mary's_Educational Equity Policy) is to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction. The St. Mary's County Public Schools Programs for Gifted and Talented Students policy (Appendix- St. Mary's_Programs for

Gifted and Talented Students Policy) ensures that different services beyond those normally provided by the regular school program are available in order to develop students' potential. These policies work together to ensure that all students receive appropriate instruction to meet their diverse learning needs. All third-grade students are screened for gifted programming. After each universal screening, student identification data is reviewed to determine if students from all subgroups are represented in the current

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

3. A universal screening process at grades Prek-2, 3-5, and 6-9.

All students in grades PreK - 2 participate in the Elementary Engineering for All Challenges that are designed to nurture the development and demonstration of advanced learning behaviors.

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 for new students arriving in the district that did not participate in the universal screening process in grade 3 and for returning students who are being reconsidered for gifted identification.

Students in grades 6 - 9 are screened each year through a matrix for course placement and acceleration. In grades 6-8, additional screenings are conducted upon request by the guardian, teacher, and/or student for the purpose of identifying subject area compression opportunities. Grade 6-8 screenings include a review of MCAP data, InView results, and district content area assessments.

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

4. An outline of how the identification process is reviewed for effectiveness.

The Department of Curriculum and Instruction works in collaboration with school-based staff to facilitate the administration of gifted screening assessments. Every third grade student in St. Mary's County Public Schools completes the Naglieri Nonverbal Ability Test, 3rd edition as a universal screener. Students who have demonstrated strengths on the universal screener (e.g. above a designated score threshold) are required to complete additional assessments.

Additional students can complete the additional assessments upon district, school, parent, or student

request so that they may be considered for gifted programming. This process ensures that students who have demonstrated strengths on the universal screener are screened for gifted identification independent of human recommendation. This process also allows schools to screen additional students who may demonstrate strengths in areas not highlighted on traditional classroom-based academic assessments. The Department of Curriculum and Instruction reviews all screening data to ensure that established processes are followed and all students participate in the appropriate screenings. 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. At the district level, the review process includes examining identification demographic and location (school) data, assessment scores, and student grades. At the school level, the review process includes examining identification demographic data, assessment scores, student grades, and student work. Schools review available data to ensure that identified students are successfully engaged in gifted programming. St. Mary's County Public Schools also participates in the peer review process as scheduled by MSDE. Feedback from this work is shared with

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

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.

Instructional Resource Teachers (IRT) participate in ongoing professional learning during monthly IRT meetings. During these meetings, IRTs learn about the identification process, characteristics of gifted learners, and gifted programming in SMCPS. IRTs are expected to share this information with school-based staff including teachers and building administrators. The Elementary GT Supervisor monitors and supports IRTs in this work through face-to-face meetings and electronic communications that provide additional information and resources as needed. (Please include information about how this expectation is monitored for consistency and effectiveness) Each year, prior to the start of gifted programming, staff from the Department of Curriculum and Instruction meet with school-based staff to discuss gifted identification in SMCPS. During this training, staff learn about the COMAR regulations, the SMCPS gifted identification process, and SMCPS gifted programming resources. Although all staff are able to attend, staff providing programming to identified gifted students are personally invited to these sessions. Additional professional learning opportunities are available as choice sessions during system-wide professional learning days. All school system staff are invited to attend these sessions. Topics of discussion during these sessions have included identification procedures, characteristics of gifted learners, effective use of gifted programming resources, and supporting the social-emotional needs of gifted students. Information is also shared with school-based administrators during monthly Administrative and

Supervisory meetings, monthly Leveled Principal meetings, and through district-wide weekly (Monday Message) and biweekly (Signal) electronic communications.

Each year, SMCPs staff are informed of the opportunity to attend the Maryland State Conference on Gifted and Talented Education. A cohort of interested teacher leaders is selected from applicants to attend the conference and become a member of Maryland Educators of Gifted Students (MEGS). Staff members who participate in this experience are expected to share what they learned with SMCPs colleagues. Participants are brought together upon completion of the experience to share highlights and new learning. A plan is then created for sharing this broadly with SMCPs educators through school-based professional learning sessions and county-wide experiences.

Technical assistance sessions are also provided to individual teachers and school 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.

Staff members teaching AP courses are provided with the opportunity to attend College Board training throughout the year. In addition to training related to their specific courses, teachers participate in other College Board-sponsored activities such as project-based learning sessions. An initiative is being launched this year to assist secondary teachers in identifying and working with underserved students who demonstrate aptitude for advanced learning programming.

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	6.40%	100%
Gifted Category		
% General Intellectual Aptitude	0%	

% Promising Potential Ability	0%	
% Core Ability	100%	
% Elective Ability	0%	
Racial and Ethnic Demographic		
% Asian	<5%	<5%
% African American	<5%	19.20%
% Hispanic	7.40%	9.60%
% Pacific Islander	<5%	<5%
% White	74.90%	59.10%
% 2 or more	9%	9.30%
% American Indian / Alaska Native	<5%	<5%
Historically Underserved Students		
% Economically Disadvantaged	7.20%	31.50%
% FARMS	12%	40.40%
% Multilingual Learners	0%	<5%
% Level 1: Entering	0%	<5%
% Level 2: Beginning	0%	<5%
% Level 3: Developing	0%	<5%
% Level 4: Expanding	0%	<5%

% Level 5: Reaching	0%	<5%
% Exited	0%	<5%
% SWD	<5%	11.90%

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 the 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.
	In kindergarten through grade 2, all students participate in Elementary Engineering for All Challenges. Elementary Engineering for All Challenges are designed to cultivate	SMCPs teachers observe primary students during the completion of the Elementary Engineering for All Challenges. Teachers use

K - 2	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. Schools review data and identify students for these opportunities. 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.	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 instructional resource teachers. Each school determines which staff will provide enrichment opportunities and which model of delivery will be used.
3 - 5	Students in grades 3, 4, and 5, who 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 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.
	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	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

6 - 8	specifically selected for their rigor that are taught in on-grade level (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 examine ratios, proportions, geometry concepts, as well as 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.	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 wish to participate in more accelerated coursework. Students qualify for Honors and Pre-AP level courses through placement matrices used to inform teacher recommendations in ELA and math or through participation in an academy program. Parents may challenge student placement and have their student reassessed for the matrix at any time. AP-level coursework is open to all SMCPs students. 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. To further meet the needs of students

		to further meet the needs of students wishing to accelerate their learning, SMCPS will offer two AP-focused pathways to students deemed CCR. The first pathway is AP Capstone courses and the second is the Maryland AP Option.
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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
By June 2025, increase the number of grade 3 African American students identified for gifted programs by 10% as compared to SY 23-24 identifications.	Grade 3 African American students	Administer gifted screening measures Review student performance on screening measures and identify students for gifted programming Review the revised Equity Representation Index to determine if African-American representation in elementary gifted programming remains inequitable. If inequities still exist, calculate local norms for all schools that have less than 5% of students identified for gifted programming to determine if this would impact student identifications and the equity index calculation for African Americans. If inequalities remain, review NAGC resources and identify a plan of action for improving student representation in these	September 2024 - December 2024 September 2024 - January 2025 January 2025 January 2025

		student representation in those areas. Identify obstacles that are impacting student identifications.	
Currently, SMCPs professional learning courses specifically designed for teachers of gifted/accelerated learners are not well attended. SMCPs goal is by August 2025, SMCPs plans to create and offer four professional learning experiences (related to the new MSDE licensure requirements), in order to build teacher capacity for meeting the needs of gifted learners in their classrooms. The attendance goal for these sessions is 15 staff members, ideally a minimum of five from each level.	The target audience of this goal are GT, accelerated, honors, and AP teachers in elementary, middle, and high schools.	Survey the target audience to determine their professional learning needs related to the instruction of gifted learners. Design the professional learning experiences. Facilitate the planned professional learning experiences for SMCPs staff Review survey feedback after each session and use the results to inform/improve professional learning experiences. Review participation data to determine if the participation goals for the target audience were met.	September 2024 - December 2024 September 2024 - December 2024 January 2025 - August 2025 After each session, January 2025 - August 2025 After each session, January 2025 - August 2025

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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.

Mentors assigned to support non-tenured teachers are provided virtual training in the fall to provide guidance on any changes or updates to the induction program and refreshment of mentor communication skills. Mentor teams are provided virtual or in-person training to support the non-tenured teachers in their building in the fall. The school-team mentor training focuses on the collaboration among mentors and their administration to provide specialized support based on the experience of their non-tenured roster. Mentors receive biweekly updates which include guidance on monthly mentoring topics, resources and tools for instructional support, and screencasts and presentations on guiding non-tenured teachers through professional responsibilities.

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 with PL/APL (Professional License/Advanced Professional License) in their first three years with SMCPS, teachers with CL (Conditional License) up through their fifth year, 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 in August. Orientation activities include school tours, grade-level and content-specific professional development for classroom environment and curriculum, teacher licensure 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

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. All non-tenured teachers in their first three to five 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 at their school-site 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 to observe a master teacher or be observed by

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

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. This year, we also began protocols for using videorecording of lessons for mentor-mentee reflection to address the limitations of coverage and schedules for in-person classroom visits. 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-

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 teams 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

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	267	2.518867925
Total Number of Probationary Teachers being served by the LEAs CTIP	267	
Number of Full Time Mentors	0	
Number of Part Time Mentors	0	
Number of Teacher serving as Mentors	106	
Total Number of Mentors	106	

Describe how the LEA reviews probationary teacher performance data to improve the instructional practice. Be specific.

conferences, and four observations throughout the year. These include two observations by school administrators, and two by content supervisors. Information from all observations are recorded 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 teams 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

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	Criteria and Method for Collection	How data is used to inform or improve CTIP	Personnel Responsible
	Non-tenured teachers and	supplemental professional learning for mentors, update	Heather Husk, Instructional Resources

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	learning for mentors, update guidance and support for non-tenured teachers, and plan professional development for induction seminars.	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	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 generated 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	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.	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

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	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	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. Complete the table below for LEA's remaining FY24 funds to be expended after 9/30/2024. If programmatic changes are needed for funds expended after 9/30/24, a C-1-25 with form A and B must also be submitted.

Title Program	Explanation	Amount of FY2024 funds to be expended after 9/30/24	Programmatic Changes? Yes/No C-1-25 budget required.
Title I, Part A			
School Improvement	The School Improvement grant amendment/extension was approved by MSDE in June 2024.	\$59,451.42	NO
Title I, Part C			
Title I, Part D, Subpart 1			
Title I, Part D, Subpart 2			
Title II, Part A	SMCPS will utilize the full grant period through 6/30/2025 provided in the FY24 Title II NOGA.	\$267,739	No

Title III, Part A, English Language Acquisition			
Title IV, Part A	On August 27, 2024, MSDE approved the SMCPs FY24 Title IV amendment requesting a change in the grant period end date to September 30, 2025	\$130,347	No
Title V, Part B			

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Carryover and No Cost Extensions

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St. Mary's Co Local Consolidated ESSA Program Review

Title I and Equitable Services

Category and Criteria	Rating	Remarks	Date
	SCORING RUBRIC		Received
	EXCEEDS CRITERIA	Expectations exceeded	
	MEETS CRITERIA	Expectations met	Returned
	DOES NOT MEET CRITERIA	Revisions required	
	MISSING OR INCOMPLETE	Insufficient information for evaluation	Approved
General Application Requirements	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	Date Reviewed
3. Key Personnel	-		
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		
School Improvement: 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		
4. Extent of Need	-		
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		
5. Evidence of Impact	-		
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		
6. Evaluation and Dissemination	-		
Title I, Part A:	-		
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		
School Improvement:	-		
School Improvement: The LEA described the evaluation plan, including which data will be used to evaluate the program.	Meets criteria		
School Improvement: The LEA completed evaluation timeline including what and how data collected, person(s) responsible.	Meets criteria		
School Improvement: The LEA described the dissemination plan.	Meets criteria		
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	Not Applicable		
2. School Improvement	-		
C-1-25	Meets criteria		
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		
The LEA budget narrative includes a description, calculation, requested use of funds, and total use of funds for each line item.	Meets criteria		
All calculations are accurate.	Meets criteria		
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		
Blueprint	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
2. Title I, Part A	-		
The LEA described how the Title I, Part A program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
3. School Improvement	-		
The LEA described how the School Improvement program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
Educational Equity	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Equity Initiatives	-		
1. Title I, Part A	-		
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		
2. School Improvement	-		
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 School Improvement program.	Meets criteria		
Equitable Services	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Federal Program FY25 Allocations and Equitable Services Proportionate Share reported correctly	-		
Title I Part A.	Meets criteria		
Title I, Part C	Not Applicable		12/23/24
Title II, Part A	Meets criteria		12/23/24
Title III, Part A	Meets criteria		12/23/24
Title IV, Part A	Meets criteria		12/23/24
Assurances	-		
Assurance 1: Affirmation of Consultation Forms have been uploaded for all participating programs.	Meets criteria		12/23/24
Assurance 2: LEA ensures it adheres to all Equitable Services Provisions	Meets criteria		12/23/24
Participation of Children Enrolled in Nonpublic Schools	Meets criteria		12/23/24
1. Annual Meeting: The LEA provided a written process for the annual meeting representing ALL participating federal programs.	Meets criteria		12/23/24
2. Ongoing Timely and Meaningful Consultation: The LEA's provided the process for ongoing timely and meaningful consultation representing ALL participating federal programs.	Meets criteria		12/23/24

Category and Criteria	Rating	Remarks	Date
3: The LEA included the consultation timeline for all participating federal programs.	Meets criteria		12/23/24
4. Local Control: For all participating federal programs, the LEA's written process addresses: oversight, monitoring, supervising, evaluating the effectiveness of services, and maintaining control of program funds and title to all materials, distribution of equipment, and property purchased with Federal funds.	Meets criteria		12/23/24
5: Complaint Procedure: Dispute Resolution Process is provided representing all participating federal programs	Meets criteria		12/23/24
Title I, Part A: Delivery of Services have been checked	Meets criteria		12/23/24
Provide services directly to eligible private school students	Meets criteria		12/23/24
Enter into a third-party contract to provide services to eligible private school students	Meets criteria		12/23/24
Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures	Meets criteria		12/23/24
The LEA provided the names of participating nonpublic schools	Meets criteria		
The LEA provided the number of nonpublic school students (per school)	Meets criteria		
The LEA provided the Title I Part A school allocation (per school)	Meets criteria		
[-] Title II, Part A, Equitable Services Process	-		
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		
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		
[-] Title III, Part A Providing Equitable Services to English Learners	-		
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	-		
The LEA has demonstrated that equitable services were provided.	Meets criteria		
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		
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		
The LEA has provided a total for all expected non-public transfers.	Meets criteria		
[-] 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	-		
LEA provided an assurance to ensure all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.	Meets criteria		
LEA listed the number and percentage of teachers and paraprofessionals who have not met licensure and certification status for the 2023-2024 school year in Title I programs.	Meets criteria		
Appendix B: Staff Certification	Meets criteria		
If the LEA identified teachers or paraprofessionals that do not meet requirements, the LEA provided the process to ensure that all teachers and paraprofessionals meet State certification and licensure requirements.	Meets criteria		
The LEA provided an assurance that it has a written process to 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.	Meets criteria		
[-] 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:	Meets criteria		
•That they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services	Meets criteria		
•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	Meets criteria		
•With information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments.	Meets criteria		
[-] B. Schoolwide Programs	-		
[-] Assurances	-		
All applicable assurances are completed.	Meets criteria		
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).	Meets criteria		
[-] Consolidating Funds in a Schoolwide Program:	-		
Is the LEA consolidating funds? (The LEA checked Yes or No)	Meets criteria		
If the LEA checked Yes, have they indicated which funds they will consolidate (i.e. by Title or grant name, etc.)?	Meets criteria		
If the LEA checked Yes, did they describe how the LEA will assist schools in consolidating funds for Schoolwide programs, if applicable.	Meets criteria		
If the LEA checked No and is not consolidating funds, did they describe how the system coordinates financial resources to develop Schoolwide programs?	Meets criteria		
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)	Meets criteria		
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.	Meets criteria		
The LEA provided assurances that its Schoolwide program plans are based on the following: •A comprehensive needs assessment •Schoolwide program reform strategies •Stakeholder input •Coordination and integration of Federal, State, and local services and programs	Meets criteria		
The LEA provided an assurance that it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	Meets criteria		
The LEA provided an assurance that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	Meets criteria		
The LEA provided an assurance that it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans.	Meets criteria		
The LEA provided an assurance that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies.	Meets criteria		
The LEA provided its written process for how the LEA supports efforts to reduce the overuse of discipline practices which remove students from the classroom.	Meets criteria		
[-] C. Targeted Assistance Programs	-		
The LEA provided an assurance that it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. (NOTE: This applies to all LEAs, even those without TAS).	Not Applicable		

Category and Criteria	Rating	Remarks	Date
The LEA checked YES to all eight of the assurances, if it operates TAS.	Not Applicable		
The LEA described how it ensures that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?	Not Applicable		
D. Parent and Family Engagement	-		
Assurances: All applicable assurances are completed	Meets criteria		
The LEA described the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)	Meets criteria		
The LEA described how the LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.	Meets criteria		
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.	Meets criteria		
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:	Meets criteria		
•barriers to greater participation by parents;	Meets criteria		
•the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;	Meets criteria		
•strategies to support successful school and family interactions;	Meets criteria		
•used findings from PFE evaluation to design/revise the policy/plan, incorporating evidence-based strategies for more effective parental involvement (as applicable).	Meets criteria		
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	-		
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.	Meets criteria		
The LEA provided an assurance that the amount it calculated for the reservation for children and youth experiencing homelessness includes all listed criteria.	Meets criteria		
The LEA described how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA).	Meets criteria		
The LEA completed the table to include:	Meets criteria		
•the name of the LEA's Homeless Education Coordinator or Liaison.	Meets criteria		
•list of all currently active shelter sites in the county that serve homeless children and families.	Meets criteria		
Appendix O: The LEA submitted evidence of their Homeless Education Liaison Cost and Excess Transportation, if applicable.	Meets criteria		
G. Support for Foster Care Students	-		
The LEA indicated whether or not it has 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.	Meets criteria		
The LEA made a selection for one of the options to ensure its written agreement for transportation includes one of the listed provisions for how transportation to the school of origin will be provided, arranged, and funded.	Meets criteria		
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.	Meets criteria		
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	-		
The LEA described its written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.	Meets criteria		
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.	Meets criteria		
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.	Meets criteria		
J. Fiscal Assurances (Part Two)	-		
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.	Meets criteria		
The LEA selected a sample methodology from those listed, or selected "N/A" and indicated the reason.	Meets criteria		
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.	Meets criteria		
The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.	Meets criteria		
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.	Meets criteria		
The LEA understands that it must have a single audit annually, if required, and that all corrective actions required through this process are fully implemented.	Meets criteria		
The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	Meets criteria		
The LEA ensures that it has procedures in place so that equipment is only used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.	Meets criteria		
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	-		

Category and Criteria	Rating	Remarks	Date
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.	Not Applicable		
Areas of Growth for the Title I, Part A Needs Assessment driven for English Language Arts	-		
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	-		
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	-		
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?	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 Parent and Family Engagement	-		
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	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	-		
Has the LEA included the Excel Worksheet to demonstrate the ranking of all Title I schools?	Meets criteria		
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))	Meets criteria		
Is the School ID, Name and Grade Span completed, are the School ID the correct 4 digit MSDE School ID? (Columns D,E, and F)	Meets criteria		
Does the LEA have CEP schools? Are these noted correctly in Column G?	Meets criteria		
Does the data in Column H & I match MSDE's official numbers for enrollment and FARMS (or an approved FARMS Amendment)?	Meets criteria		
Did the LEA check Column J and K for Community Eligibility Provision (CEP) calculations as appropriate?	Meets criteria		
Are Columns J and K completed as applicable?	Meets criteria		
Is the Per Pupil in Column M reported as "equal" or in descending order?	Meets criteria		
Are the totals of N + O equal to what is reported on Table 7-10, #7?	Meets criteria		
Removed Title I Schools	-		
Has the LEA included a list of schools that will no longer be designated Title I?	Meets criteria		
Tables 7-1 and 7-2	-		
Table 7.1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES	-		
Did the data sources checked for both public and private schools agree with data used to populate the allocation worksheet?	Meets criteria		
Did the data sources change from the previous year?	Meets criteria		
Table 7.2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS	-		
Does the method used to qualify identified attendance areas agree with the Allocation Worksheet? *If grade span is checked is Table 7-4 completed?	Meets criteria		
Tables 7-3, 7-4, and 7-5	-		
Table 7.3 District-Wide Percentages of Low-Income Children	-		
Does the district-wide percentage of low-income children reported by the LEA agree with the official enrollment and FARMS data?	Meets criteria		
Table 7.4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS	-		
If the LEA identified grade-span poverty averages in Table 7-4, does the sum equal the numbers reported in Table 7-3?	Meets criteria		
Table 7.5 Calculating the Minimum Allocation—For LEAs that Serve Schools below 35% Poverty	-		
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		
Tables 7-6.1 through 7-6.3	-		
Table 7.6.1 Continued Eligibility	-		
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	-		
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)).	-		
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	-		
Number of skipped schools is reported (only for LEAs that are skipping schools) and matches the number on the Skipped School Allocation Worksheet.	Not Applicable		
Did the LEA complete the Skipped School addendum (*tabs in the Fiscal Tables), including the Skipped School Allocation Worksheet?	Not Applicable		
Was the Addendum completed correctly?	Not Applicable		
Did the LEA provide evidence of supplemental state and/or local funding?	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	-		
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.)	Meets criteria		
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?	Meets criteria		
Is the Total # of public and private school children reported equal to the total reported in the allocation worksheet?	Meets criteria		
Is the proportional reservation calculated correctly?	Meets criteria		
Did the district reservation and parent involvement reservation in Table 7-8 agree with the amount reported in Table 7-9?	Meets criteria		
Are the total proportional monies for equitable instructional services and parent involvement activities reflected in Table 7-10, Line 2?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities?	Meets criteria		
Table 7-9.1 Reservations for the Title I, Part A Allocation	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Did the LEA reserve a minimum required 1% for Parent Involvement (after deduction of Equitable Services proportional share)?	Meets criteria		
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.	Meets criteria		
The LEA has reserved funds for services to homeless children and youth. The LEA has provided a description of how the funds and services plan is coordinated with the McKinney-Vento Homeless Education Act funds, if applicable.	Meets criteria		
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, and has attached a job description.	Meets criteria		
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.	Meets criteria		
Foster Care: The LEA has opted to reserve funds for support to children in foster care?	Meets criteria		
Were the reservations calculated correctly? (Were all the required reservations for the LEA completed?)	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria		
Table 7-9.2 District-Wide Reservations	-		
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 numbers 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? (budget detail - allowable, allocable, reasonable, 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	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria		
Table 7-9.4 Reservations for CSI and ATSI Schools from Title I, Part A Allocation	-		
Is the LEA providing support for CSI or TSI Schools from the Title I, Part A Application?	Not Applicable		
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		
Can the numbers 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? (budget detail - allowable, allocable, reasonable, necessary)	Not Applicable		
Table 7-10 Budget Summary and Calculation of PPA	-		
(Line 1) Is the total allocation reported by the LEA correct?	Not Applicable		
(Line 2) Does the total reservation requiring equitable services = line 4 of Table 7-8?	Meets criteria		
(Line 3) Does the mandated set-asides total reported in Table 7-9.1 = Line 3?	Meets criteria		
(Line 4) Does the District-wide Reservations total reported in Table 7-9.2 = Line 4?	Not Applicable		
(Line 5) Administration total reported in Table 7-9.3 = Line 5	Meets criteria		
(Line 6) Does the Additional Support for CSI / ATSI schools total reported in Table 7-9.4 = Line 6?	Not Applicable		
(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.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
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	-		
Was the final 2023-2024 Title I, Part A allocation reported correctly?	Meets criteria		
Did the LEA report an estimated carryover amount?	Meets criteria		
Was the projected percentage reported and calculated correctly?	Meets criteria		
Was the waiver question answered?	Meets criteria		
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?	Not Applicable		
School Improvement	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Assurances	-		
The LEA indicated "YES" for each of the 8 assurances.	Meets criteria		
Evidence-Based Strategies	-		
The LEA listed one strategy per row and indicated both the evidence level and the source.	Meets criteria		
LEA Requirements	-		
1. The LEA described how it will support its identified schools to develop and implement support and improvement plans.	Meets criteria		
2. The LEA provided a description of how it monitors the plans for its identified schools, including the method and timeline for the process the LEA uses.	Meets criteria		
3. A.) For any school in improvement status, the LEA provided a description of the additional monitoring supports the school(s) receive for implementation of the school improvement plan. B.) The LEA described the action it will take if the improvement plan is unsuccessful after a number of years as determined by the LEA (for example: after 2 years of implementation).	Meets criteria		
4. The LEA described how it will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.	Meets criteria		
5. The LEA described how it will align Federal, State, and local funds and/or resources to carry out the activities supported with these funds.	Meets criteria		
6. The LEA described how it will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plan(s), as appropriate.	Meets criteria		
School Allocations	-		
The LEA provided an explanation for not allocating funds to any CSI or ATSI schools.	Meets criteria		
The LEA provided a description and amount for any funds reserved for district-managed initiatives, including the total amount reserved.	Meets criteria		
The LEA completed the list of its identified schools and completed all required fields for each school (School ID #, School Name, Grade Span, School Status, School Allocation Amount, and one to three Overarching Strategies).	Meets criteria		
Appendices	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. General Application Requirements	-		
2. Educational Equity	-		
3. Equitable Services	-		
Equitable Services Report Attestation	Meets criteria		
Affirmation of Consultation Title I	Meets criteria		
Affirmation of Consultation Title VIII	Meets criteria		
Complaint Procedures	Meets criteria		
4. Title I, Part A	-		
Signed C-1-25 MSDE Budget Form	-		
Are the calculations on the C-1-25 accurate?	Meets criteria		
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	-		
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		
Appendix B: Staff Credentials	Not Applicable		
Appendix E: Schoolwide - Early Learning/ Head Start MOU	Meets criteria		
Appendix I: Parent and Family Engagement - District-level PFE Plan	Meets criteria		
Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan	Meets criteria		
Appendix K: Support for Foster Care Students - Foster Care MOU	Meets criteria		
Appendix M: Fiscal - Fiscal Tables (uploaded in Microsoft Excel)	Meets criteria		
Appendix N: Fiscal – Title I funded District-level Job Descriptions	Meets criteria		
•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		
Appendix O: Homeless Education: Liaison Cost and Excess Transportation	Not Applicable		
Appendix P: Excess Foster Care Transportation Cost	Not Applicable		
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		
Appendix R: Follow up from Annual Program Review (if applicable)	Not Applicable		
Additional LEA Appendices	Not Applicable		
5. School Improvement	-		
Signed C-1-25 MSDE Budget Form	Meets criteria		
Are the calculations on the C-1-25 correct?	Meets criteria		
Do the numbers by category/object on the Budget Narrative and C-1-25 match?	Meets criteria		
Appendix A - Optional Budget Narrative:	-		
Does the detailed cost breakdown include quantity, unit price, number of people, number of hours, frequency, etc.?	Not Applicable		
Does the total calculation align with the detailed cost breakdown?	Not Applicable		

Category and Criteria	Rating	Remarks	Date
☐ Appendix C - Job Descriptions	-		
The LEA attached all FY25 school improvement-funded job descriptions on official letterhead.	Meets criteria		
There is an indication that (if not split funded with another funding source) that the duties are only related to school improvement.	Meets criteria		
☐ Appendix D - Contracts for Services	-		
The LEA provided signed contracts for services to be performed during the grant period.	Meets criteria		
The cost of the work or service is reasonable, allowable, and allocable to the school improvement grant.	Meets criteria		
☐ Appendix E - MOUs for External Partner Direct Services to Students	-		
The MOU describes the work to be performed, it is limited to the grant period, and has all necessary signatures.	Not Applicable		
☐ Appendix G - LEA-approved improvement plans for ATSI schools receiving grant funds.	-		
The LEA provided approved improvement plans for each ATSI school receiving grant funds.	Not Applicable		
☐ Carryover and Extensions	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	
1. Title I, Part A	Not Applicable		
☐ 2. School Improvement	-		
The LEA indicated why it has carryover funds, the amount of the carryover, and if it expects to submit an amendment for reallocation or programmatic changes.	Meets criteria		

St. Mary's Co Local Consolidated ESSA Program Review

Comprehensive

Category and Criteria	Rating	Remarks	Date
	z		Received
	EXCEEDS CRITERIA	Expectations exceeded	
	MEETS CRITERIA	Expectations met	Returned
	DOES NOT MEET CRITERIA	Revisions required	
	MISSING OR INCOMPLETE	Insufficient information for evaluation	Approved
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	Meets criteria		11/18/24
LEA provides identification information for agency	Meets criteria		
LEA provides contact information for Superintendent, Fiscal point of contact, and Primary point of contact	Meets criteria		
LEA provides contact information for a point of contact for each participating Title and COMAR reporting program	Meets criteria		
2. Executive Summary	Meets criteria		11/18/24
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		
Serves as a standalone document that can be understood without the rest of the report.	Meets criteria		
Writing is clear and makes complex ideas easily understood by relevant stakeholders and the school community.	Meets criteria		
3. Key Personnel	-		
Title II, Part A: The LEA includes the name, title, responsibilities, and time devoted for each Title IIA key personnel.	Meets criteria		12/03/24
Title III, Part A: The LEA has provided the following components:	Meets criteria		11/26/24
Title III, Part A: Key Personnel information	Meets criteria		11/26/24
Title III, Part A: Steering Committee information	Meets criteria		11/26/24
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		12/09/24
Title V, Part B: 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).	Not Applicable		
4. Extent of Need	-		
Title II, Part A:	Meets criteria		12/03/24
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		12/03/24
Title II, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist.	Meets criteria		12/03/24
Title II, Part A: The LEA has demonstrated that the needs assessment was based upon multiple sources of district-wide data.	Meets criteria		12/03/24
Title II, Part A: The LEA provided a description of how the needs assessment is aligned to the LEA strategic plan.	Meets criteria		12/03/24
Title III, Part A:	Meets criteria		11/26/24
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		11/26/24
Title III, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist.	Meets criteria		11/26/24
Title IV, Part A:	Meets criteria		12/09/24
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		12/09/24
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		12/09/24
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		12/09/24
Title IV, Part A: It is clear and explicit that the needs directly inform focus areas	Meets criteria		12/09/24
Title V, Part B: The extent of need for the project adequately defines the problem or obstacle the RLIS Grant will address.	Not Applicable		
5. Evidence of Impact	-		
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		11/26/24
Title V, Part B: The application adequately describes how proposed strategies are evidence and research based and will lead to desired outcomes.	Not Applicable		
6. Evaluation and Dissemination	-		
Title III, Part A:	Meets criteria		11/26/24
Title III, Part A: The LEA has included the evaluation in the Title III ELA tab.	Meets criteria		11/26/24
Title III, Part A: The LEA has described the dissemination plan.	Meets criteria		11/26/24
Title V, Part B: The application clearly identifies measurable program improvements, the data that will be reviewed, and includes a plan to collect, evaluate, and report on outcomes.	Not Applicable		
Budgets and Budget Narratives	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
4. Title II, Part A	Meets criteria		12/03/24
C-1-25	Meets criteria		12/03/24
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		12/03/24
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		12/03/24
All calculations are accurate.	Meets criteria		12/03/24
All formulas provided and appropriate and accurate	Meets criteria		12/03/24
Clear descriptions are provided for all line items.	Meets criteria		12/03/24
All line items are in appropriate categories	Meets criteria		12/03/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		12/03/24

Category and Criteria	Rating	Remarks	Date
5. Title III, Part A, English Language Acquisition	Meets criteria		11/26/24
C-1-25	Meets criteria		11/26/24
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		11/26/24
All calculations are accurate.	Meets criteria		11/26/24
All formulas provided and appropriate and accurate.	Meets criteria		11/26/24
Clear descriptions are provided for all line items.	Meets criteria		11/26/24
All line items are in appropriate categories.	Meets criteria		11/26/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		11/26/24
6. Title IV, Part A	Meets criteria		12/09/24
C-1-25	Meets criteria		12/09/24
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		12/09/24
The LEA budget narrative includes a description, calculation, requested use of finds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/09/24
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		12/09/24
7. Title V, Part B	Not Applicable		
C-1-25	Not Applicable		
The application includes an adequate budget narrative that lists budget categories showing how the cost of each item was calculated.	Not Applicable		
Blueprint	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. Educational Equity	-		
The LEA has provided information on how Educational Equity is addressed in their Blueprint Implementation plans.	Meets criteria	This minimally meets criteria for this school year. To meet criteria in future years please elaborate on the following: Pillar 1: Where's the gap with early childhood. Pillar 2: Robust support, efforts with recruiting, explain further. Pillar 3: Issue - number of student groups, how are surveys being done. Anything that is addressed here should also be addressed through implementing and analyzing educational equity.	12/13/24
5. Title II, Part A	Meets criteria		12/03/24
The LEA has provided information on how Title II funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		12/03/24
6. Title III, Part A English Language Acquisition	Meets criteria		11/26/24
The LEA has provided information on how Title III funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		11/26/24
7. Title IV, Part A	Meets criteria		
The LEA has provided information on how Title IV funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		
8. Title V, Part B	Not Applicable		12/09/24
The LEA has provided information on how Title V funds will be used to support and supplement Blueprint Implementation plans.	Not Applicable		12/09/24
9. Fine Arts	-		
The LEA has explained how their Fine Arts supports the Blueprint for Maryland's Future.	Meets criteria	This section would be strengthened by sharing ways in which arts programming is aligned to other pillars of the Blueprint (such as Pillars 1, 2, or 4)	
10. Gifted and Talented	-		
The LEA has explained how their Gifted and Talented Education supports the Blueprint for Maryland's Future.	Meets criteria		12/10/24
11. Teacher Induction	Meets criteria		12/11/24
The LEA has explained how their CTIP supports the Blueprint for Maryland's Future.	Meets criteria		12/11/24
Educational Equity	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Implementing the Equity Policy	-		
Equity Initiatives	-		
4. Title II, Part A	Meets criteria		12/03/24
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		12/03/24
5. Title III, Part A	Meets criteria		11/26/24
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		11/26/24
6. Title IV, Part A	Meets criteria		12/09/24
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		12/09/24
7. Title V, Part B	Not Applicable		
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.	Not Applicable		
8. Fine Arts	-		
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		
9. Gifted and Talented	-		
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		12/10/24
10. Teacher Induction	Meets criteria		12/11/24
The LEA has explained how evidence-based equity initiatives are part of their CTIP.	Meets criteria		12/11/24
Analysis of Accountability Measures	-		
The LEA identifies at least one equity goal as their current focus.	Meets criteria	In the future, please clearly state how goals support students and staff identified through needs assessments as needing additional support.	12/13/24

Category and Criteria	Rating	Remarks	Date
The LEA identifies clear and measurable objectives toward achieving each goal.	Meets criteria		12/13/24
The LEA identifies relevant and practical strategies to implement for each objective.	Meets criteria		12/13/24
The LEA has identified the data-driven methods used to measure progress toward objectives.	Meets criteria		12/13/24
The LEA has identified a reasonable timeline for implementing strategies and achieving objectives.	Meets criteria		12/13/24
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	For future years the LEA must cite specific evidence from the previous year's successes and challenges that demonstrates direction. This section would be strengthened by including the raw data/evidence used.	12/13/24
[-] Consultation Timeline	-		
The LEA has included a consultation timeline.	Meets criteria		
[-] Initial and Ongoing Consultation	Meets criteria		
The LEA has provided an ongoing consultation process.	Meets criteria		
[-] Complaint Procedure / Dispute Resolution Process	Meets criteria		
The LEA has provided their complaint procedures.	Meets criteria		
[-] Federal Program FY24 Allocations and Equitable Services Proportionate Share	Meets criteria		
The LEA has completed the Federal Program allocations.	Meets criteria		
[-] Title II, Part A, Equitable Services Process	Meets criteria		12/03/24
The LEA has provided written processes to invite private schools to consultation meetings and processes for providing on-going consultation.	Meets criteria		12/03/24
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		12/03/24
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		12/03/24
[-] Title III, Part A Providing Equitable Services to English Learners	Meets criteria		11/26/24
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		11/26/24
The LEA has provided a description of the process for providing equitable participation to private schools.	Meets criteria		11/26/24
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		11/26/24
[-] Title IV, Part A Monitoring Equitable Services	Meets criteria		12/09/24
The LEA has demonstrated that equitable services were provided.	Meets criteria		12/09/24
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		12/09/24
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		12/09/24
The LEA has provided a total for all expected non-public transfers.	Meets criteria		12/09/24
[-] Title II, Part A	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	12/03/24
[-] Priority Areas	Meets criteria		12/03/24
The LEA has reviewed equitable access data and demonstrated that every student has equitable access to excellent educators	Meets criteria		12/03/24
The LEA has demonstrated the prioritization of Title IIA funds to address equity gaps	Meets criteria		12/03/24
The LEA provided data to justify the prioritization of Title IIA funds	Meets criteria		12/03/24
[-] Goals and Outcomes	Meets criteria		12/03/24
The LEA has included Goals and Outcomes that are aligned to Title IIA allowable activities	Meets criteria		12/03/24
The LEA has included Goals and Outcomes that are Specific and Measurable	Meets criteria		12/03/24
The LEA has included Goals and Outcomes that are Achievable and Relevant	Meets criteria		12/03/24
[-] Plan of Operation	Meets criteria		12/03/24
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		12/03/24
Consultation with Stakeholders: The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/03/24
Continuous Improvement: The LEA has demonstrated a plan for ongoing data use and consultation for continuous improvement.	Meets criteria		12/03/24
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		12/03/24
[-] Recruiting, Preparing, and Training Effective Teachers and Principals	Meets criteria		12/03/24
The LEA has provided anticipated appropriate and measurable outcomes for each activity/initiative.	Meets criteria		12/03/24
The LEA provided a clear, appropriate implementation plan for each activity/initiative.	Meets criteria		12/03/24
The LEA has demonstrated an alignment with Maryland's challenging academic standards	Meets criteria		12/03/24
The LEA has identified the intended audience for each activity/initiative.	Meets criteria		12/03/24
The LEA has provided a clear, specific timeline for each activity/initiative.	Meets criteria		12/03/24
The LEA has demonstrated the use of appropriate evidence-based strategies and programs and identified the levels accurately.	Meets criteria		12/03/24
The LEA has provided an evaluation plan for each activity/initiative that aligned to the outcomes.	Meets criteria		12/03/24
[-] Administrative Costs	Not Applicable		12/03/24
The LEA has provided an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.	Not Applicable		12/03/24
[-] Title III, Part A, English Language Acquisition	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	11/26/24
[-] Required Strategies	Meets criteria		11/26/24
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		11/26/24
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		11/26/24
Strategy #3: Provide and implement other effective strategies and strategies that enhance or supplement language instruction educational programs for ELs.	Meets criteria		11/26/24
[-] Optional Strategies	Meets criteria		11/26/24
Strategy #4: Upgrading program objectives and effective instructional strategies.	Meets criteria		11/26/24
Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.	Meets criteria		11/26/24

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.	Meets criteria		11/26/24
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.	Meets criteria		11/26/24
Strategy #8: Improving the English language proficiency and academic achievement of ELs.	Meets criteria		11/26/24
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.	Meets criteria		11/26/24
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.	Meets criteria		11/26/24
Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.	Meets criteria		11/26/24
Strategy #12: Carrying out other activities that are consistent with the purposes of this section.	Meets criteria		11/26/24
[-] Evaluation	Meets criteria		11/26/24
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	Meets criteria		11/26/24
2. Increase the academic achievement of ELs	Meets criteria		11/26/24
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Meets criteria		11/26/24
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		11/26/24
5. Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	Meets criteria		11/26/24
6. Lower instances of long-term ELs.	Meets criteria		11/26/24
7. Increase attendance rates for ELs.	Meets criteria		11/26/24
8. Increase graduation rates for ELs.	Meets criteria		11/26/24
[-] Title IV, Part A	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	12/09/24
[-] Consultation	Meets criteria		12/09/24
The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/09/24
The LEA has demonstrated a plan for ongoing consultation.	Meets criteria		12/09/24
The LEA has demonstrated a plan to coordinate the implementation of Title IV, Part A activities with other community-based programs.	Meets criteria		12/09/24
[-] Needs Assessment	Meets criteria		12/09/24
The LEA has demonstrated that the necessary and relevant stakeholders are involved.	Meets criteria		12/09/24
The LEA has demonstrated that the needs assessment is informed by data.	Meets criteria		12/09/24
The LEA has demonstrated that the needs of the hardest to serve student groups have been captured.	Meets criteria		12/09/24
The LEA has demonstrated the identification of any new inequities in the system that are driving local needs.	Meets criteria		12/09/24
The LEA has demonstrated the prioritization of needs when several needs exist.	Meets criteria		12/09/24
[-] Well-Rounded Education Activities and Programs	Meets criteria		12/09/24
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
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		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
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		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
[-] Safe and Healthy Schools Activities and Programs	Meets criteria		12/09/24
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
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		12/09/24
The LEA has demonstrated a plan to foster safe, healthy, supportive, and drug-free environments.	Meets criteria		12/09/24
The LEA has demonstrated a plan to promote the involvement of parents and guardians in the activity.	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
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		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
[-] Effective Use of Technology Activities and Programs	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
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		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
[-] Assurances	Meets criteria		12/09/24
The LEA has demonstrated prioritization of the distribution of funds to schools served by the local educational agency.	Meets criteria		12/09/24

Category and Criteria	Rating	Remarks	Date
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		12/09/24
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		12/09/24
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		12/09/24
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		12/09/24
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		12/09/24
The LEA has agreed to abide by the internet safety policy outlined in [ESEA, Section 4121].	Meets criteria		12/09/24
[-] Title V, Part B	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	
[-] Fine Arts	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
[-] Dance	-		
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		
[-] Media Arts	-		
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		
[-] Music	-		
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		
[-] Theatre	-		
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		
[-] Visual Arts	-		
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		
[-] 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	-		
The LEA thoroughly documents early evidence of advanced learning behaviors.	Meets criteria		12/10/24
The LEA thoroughly explains equitable policies that ensure inclusion of all students.	Meets criteria		12/10/24
The LEA thoroughly explains a universal screening process at grades Prek-2, 3-5, and 6-9.	Meets criteria		12/10/24
The LEA thoroughly explains an outline of how the identification process is reviewed for effectiveness.	Meets criteria		12/10/24
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		12/10/24
[-] 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.	Meets criteria		12/10/24
[-] Percentage of gifted and talented students identified in the local school system	-		
The LEA accurately includes all data.	Meets criteria		12/10/24
[-] Exempt Schools	-		
The LEA includes acceptable rationale for each exempted school.	Meets criteria		12/10/24
[-] Continuum of programs and services	-		
The LEA includes a continuum of services.	Meets criteria		12/10/24
The LEA includes both programming for talent development (potential) and current ability level.	Meets criteria		12/10/24
All programming and services are evidenced-based.	Meets criteria		12/10/24
[-] Goals, targets, strategies, and timelines	-		
The LEA includes at least one evidence-based goal.	Meets criteria		12/10/24
The LEA includes at least one goal that is tied to increasing underserved group representation in programming.	Meets criteria		12/10/24
The LEA's goals are measurable.	Meets criteria		12/10/24
Targets, strategies, and timelines are specific to outlined goals.	Meets criteria		12/10/24
[-] Comprehensive Teacher Induction	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	12/11/24
[-] Mentoring Program: Personnel	Meets criteria		12/11/24
The LEA has provided the required information on the CTIP Team supervisors, including names, titles/positions, and responsibilities.	Meets criteria		12/11/24
[-] Mentoring Program: Training Before	Meets criteria		12/11/24
The LEA describes the timeline of training that mentors receive before their tenure.	Meets criteria		12/11/24
The LEA describes the content of the training that mentors receive before their tenure.	Meets criteria		12/11/24
[-] Mentoring Program: Training During	Meets criteria		12/11/24
The LEA describes the timeline of training that mentors receive during their tenure.	Meets criteria		12/11/24
The LEA describes content of the training that mentors receive during their tenure.	Meets criteria		12/11/24
[-] Mentoring Program: School System Administration	Meets criteria		12/11/24
The LEA describes the timeline of how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/11/24
The LEA describes the content of the training on how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/11/24
[-] Mentoring Program: Probationary Teachers	Meets criteria		12/11/24
The LEA has described how they determine and define probationary teachers.	Meets criteria		12/11/24
[-] Mentoring Program: Initial Orientation Process	Meets criteria		12/11/24
The LEA has described the initial orientation process for professional learning that is offered to probationary teachers.	Meets criteria		12/11/24
[-] Mentoring Program: Ongoing Professional Learning	Meets criteria		12/11/24

Category and Criteria	Rating	Remarks	Date
The LEA has described the ongoing professional learning that is offered to probationary teachers throughout the school year.	Meets criteria		12/11/24
[-] Mentoring Program: Opportunities for Observation	Meets criteria		12/11/24
The LEA has described the opportunities that probationary teachers have for observation with their mentors and skilled teachers.	Meets criteria		12/11/24
[-] Mentoring Program: Opportunities for Informal Feedback	Meets criteria		12/11/24
The LEA has described the opportunities that probationary teachers have for informal feedback with their mentors or skilled teachers.	Meets criteria		12/11/24
[-] Mentoring Program: Opportunities for Co-Teaching	Meets criteria		12/11/24
The LEA has described the opportunities that probationary teachers have for co-teaching with their mentors and skilled teachers.	Meets criteria		12/11/24
[-] Mentoring Program: Addressing Needs and Concerns	Meets criteria		12/11/24
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		12/11/24
[-] Data Reporting	Meets criteria		12/11/24
The LEA has provided the total number of probationary teachers	Meets criteria		12/11/24
The LEA has provided the total number of probationary teachers being served by the LEAs CTIP	Meets criteria		12/11/24
The LEA has provided the total number of full-time mentors	Meets criteria		12/11/24
The LEA has provided the total number of part time mentors	Meets criteria		12/11/24
The LEA has provided the total number of teachers serving as mentors	Meets criteria		12/11/24
The LEA has provided the total number of mentors	Meets criteria		12/11/24
The LEA has described how the LEA reviews probationary teacher performance data to improve their instructional practices.	Meets criteria		12/11/24
[-] Measuring Effectiveness	Meets criteria		12/11/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher evaluation data.	Meets criteria		12/11/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher perception data.	Meets criteria		12/11/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes new teacher retention data.	Meets criteria		12/11/24
The LEA has provided the data type and source.	Meets criteria		12/11/24
The LEA has provided the criteria and method for collection.	Meets criteria		12/11/24
The LEA has provided how data is used to inform or improve CTIP.	Meets criteria		12/11/24
The LEA has provided the personnel responsible.	Meets criteria		12/11/24
[-] Mentor Effectiveness	Meets criteria		12/11/24
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		12/11/24
The LEA has provided information about the data criteria and method for collection.	Meets criteria		12/11/24
The LEA has provided information about the data type and source.	Meets criteria		12/11/24
The LEA has provided information about how data is used to improve effectiveness of mentors.	Meets criteria		12/11/24
The LEA has provided information about the personnel responsible.	Meets criteria		12/11/24
[-] Appendices	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
[-] 3. Equitable Services	-		
Equitable Services Report Attestation	Meets criteria		
Affirmation of Consultation Title VIII	Meets criteria		
Complaint Procedures	Meets criteria		
[-] 7. Title II, Part A	Meets criteria		12/03/24
Signed C-1-25 MSDE Budget Form	Yes		12/03/24
Supporting Documents (i.e. data, charts, graphs)	Yes		12/03/24
Other:	Not Applicable		12/03/24
[-] 8. Title III, Part A	Meets criteria		11/26/24
Signed C-1-25 MSDE Budget Form	Meets criteria		11/26/24
Signed Section 3115(A) Attestation	Meets criteria		11/26/24
Other:	Meets criteria		11/26/24
[-] 9. Title IV, Part A	Meets criteria		12/09/24
Signed C-1-25 MSDE Budget Form	Yes		12/09/24
Signed Internet Safety Attestation	Yes		12/09/24
Other	Yes		12/09/24
[-] 10. Title V, Part B	Not Applicable		
Signed C-1-25 MSDE Budget Form	Not Applicable		
Other:	Not Applicable		
[-] Carryover and Extensions	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	Not Required for Fiscal Year 2024
[-] 4. Title II, Part A	Not Applicable		
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	Not Applicable		11/26/24
[-] 6. Title IV, Part A	Meets criteria		
[-] 7. Title V, Part B	Not Applicable		