Maryland
STATE DEPARTMENT OF EDUCATION

Local Consolidated ESSA Program Application

Fiscal Year 2026

2025-2026 School Year

MARYLAND STATE DEPARTMENT OF EDUCATION

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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 2026.

Please note: Based on the current circumstances regarding federal funding, LEAs are only required to complete and submit sections of the application in which funding has been allocated as indicated below. Programs that have not yet received allocations at this time can be left blank. LEAs will complete the submission of the consolidated application for the allocated federal Title programs and report on the following COMAR required programs:

- *Title I, Part A - $288,505,656
- *School Improvement - $4,924,050
- Title I, Part C
- *Title I, Part D Subpart 2 - $419,020
- Title II, Part A
- Title III, Part A English Language Acquisition
- Title IV, Part A
- *Title V, Part B Rural and Low Income Schools - $153,007
- *Blueprint for Maryland's Future
- *Educational Equity
- *Equitable Services
- *Programs in Fine Arts
- *Gifted and Talented Education
- *Comprehensive Teacher Induction Program

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 **Navigation Pane** will help you access the corresponding federal Title program applications addressing different aspects of each Title program's requirements (ex. Title I, Part A). To enable the Navigation Pane, go to the **View** and select **Navigation Pane**.

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. Sections requiring a response from the applicant are clearly indicated throughout the document. All other areas are protected to maintain the integrity of the application. Each section is organized by Title program and labeled accordingly.

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 section, 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 section for appendix title names.

Program Contacts

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

School Improvement
Tianna Lanier
410-767-8439
tianna.lanier@maryland.gov

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

Title II
Jennifer Wojcik
410-767-0346
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
TBD

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

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

Teacher Induction
Kristin Alkire
410-767-0751
kristin.alkire@maryland.gov

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, demonstrates equity to address disparities, and provides 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 to ensuring 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 who 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 implement 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 Multilingual or with a diagnosed disability with family incomes up to 600% are admitted for the 2025-2026 school year. To this end, SMCPS has 520 seats available for Pre-Kindergarten students in addition to 50 seats for Special Education Pre-Kindergarten students. All 4-year-old children from Tier I households wishing to enroll in full-day Pre-Kindergarten have been offered a placement. 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, SMCPS has 52 teachers who hold NBC, representing a 92.6% increase in the size of the cohort. Additionally, there are 41 candidates awaiting their results in December and 63 who have applied to be a National Board candidate for the upcoming submission cycle. SMCPS has established a cohort support system for those working through their components. In partnership with the association, SMCPS has signed a Negotiated Agreement (2024-2028) that provides all SMCPS teachers with access to and placement on the Career Ladder.

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. The TAM program was expanded to help address critical teacher shortages, and the 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, academic success mentor teachers, family engagement assistance, and support for identified school needs.

There are four Schoolwide Title I schools, which have all been identified as Community schools; three of the Title I schools have operational Community Schools programming, and the fourth is in the 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 75.57%. 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 60.67%. 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, which includes summative and formative data. Qualitative data from staff, parents, and stakeholders' input drives the development of each Title I Schoolwide Plan. While data indicate that Title I schools are making incremental gains on state assessments, Title I schools are not achieving at the same rate as non-Title I schools. The percentage of students meeting proficiency in ELA is insignificant in mathematics. 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. Supplemental instructional programs and materials that meet the established evidence criteria provide additional instruction and intervention for students in Title I schools. These programs provide more learning opportunities and time beyond the instructional programs in place in all schools. Professional development is provided to ensure that fidelity implementation occurs. The Title I program evaluation is cyclical and spiraling and includes a robust analysis of data.

SMCPS is committed to the work of the Blueprint and its accountability. Therefore, as aligned with Pillar 5, continued evaluation, reporting, and reflection are a part of our ongoing work. We have implemented regular progress monitoring sessions and public presentations of data and reporting. Artifacts can be found by visiting the SMCPS YouTube channel.

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

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

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

Key Personnel and Steering Committees

To complete this section, provide for each Title program the key personnel employed by the LEA who are responsible for monitoring and implementing the program, as well as the steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable. All Key Personnel working on the specific Title program should be captured here. Any personnel who are compensated with Title funding MUST be reported here. The **'Time Devoted'** reported here should reflect the estimated percentage of 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. To add a row below the cell, select Insert Row Below.

TITLE I, PART A

Key Personnel			
Name	Title	Responsibilities	Time Devoted (For personnel paid with Title grant funds)
Charlottis Woodley	Director of Title I and Family Engagement	Title I, Parent Family Engagement, Equitable Services	0.5
Kristin Shields	Title I Supervisor	Title I	1.0
Esmeralda Cabanacan	Administrative Secretary	Title I	0
Sara Renn	Grant Specialist	Title I	1.0
Subha Manivannan	Grants Accountant	Title I Accounting	0

Steering Committee		
Name	Title	Organization Affiliation
N/A		

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

SCHOOL IMPROVEMENT

Key Personnel			
Name	Title	Responsibilities	Time Devoted (For personnel paid with Title grant funds)
Kristin Shields	Title I Supervisor	CSI School Improvement POC	0
Charlottis Woodley	Director of Title I and Family Engagement	CSI Approval/Oversight	0
Sara Renn	Grants Specialist	CSI Fiscal Support	0
Subha Manivannan	Grants Accountant	CSI Fiscal Accounting	0
Katie Kortokrax	Chief Academic Officer	ATSI Schools	0
Steering Committee (*Indicate "N/A" if not applicable).			
Name	Title	Organization Affiliation	
N/A			

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE I, PART C

Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee		
Name	Title	Organization Affiliation
N/A		

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE I, PART D, SUBPART 2

Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee		
Name	Title	Organization Affiliation
N/A		

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE II, PART A

Key Personnel			
Name	Title	Responsibilities	Percentage Time (for personnel paid with Title IIA grant funds)
Jessica Cotugno	Supervisor of Instruction	Title II Grant Management	0
Jennifer Shaffer	Accountant	Fiscal Grant Management	0
Abby John	Literacy Coach	Activity Leader: Literacy Coach	1
Pending - New Hire	Literacy Coach	Activity Leader: Literacy Coach	1
Heather Husk	Instructional Resource Teacher, Induction and Mentoring	Activity Leader: Lead Mentors	0
Todd Burroughs	Supervisor of Instruction for Fine Arts	Activity Leader: The Art of Education	0
Elizabeth Beasley	Supervisor of Human Resources	Activity Leader: Educator Assessments	0
Bree Buckler	Administrative Assistant	Administrative Support	0
Stephanie Ramirez-Llamas	Secretary II	Administrative Support	0

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION

Key Personnel (If not funded with Title III, Percentage Time column should be zero.)			
Name	Title	Responsibilities	Percentage Time (for personnel paid with Title IIIA grant funds)
N/A			0
Steering Committee			
Name	Title	Organization Affiliation	
N/A			

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE IV, PART A

Key Personnel			
Name	Title	Responsibilities	Time Devoted
Jessica Cotugno	Supervisor of Instruction	Title IV Grant Manager	Not Applicable - not paid with Title IVA
Jennifer Shaffer	Accountant	Fiscal Grant Management	Not Applicable - not paid with Title IVA
Todd Burroughs	Supervisor of Instruction for Fine Arts	Project 1 Initiative Leader: Music Enrichment	Not Applicable - not paid with Title IVA
Ryan Hanley	Supervisor of P.E., Athletics and Health Education	Project 2 Initiative Leader: School Wellness Coordinators	Not Applicable - not paid with Title IVA
Robin Schrader	Supervisor of Mental Health Services	Project 2 Initiative Leader: Suicide Prevention Training	Not Applicable - not paid with Title IVA
Rhonda Harris	Supervisor of School Counseling	Project 2 Initiative Leader: Quaver SEL	Not Applicable - not paid with Title IVA
Jason Hayes	Supervisor of Science	Project 3 Initiative Leader: Robotics Club Advisors	Not Applicable - not paid with Title IVA
Jason Hayes	Supervisor of Science	Project 3 Initiative Leader: STEM for All Field Trips	Not Applicable - not paid with Title IVA
Heather Wysokinski	Supervisor of Library Media	Project 3 Initiative Leader: Online Student Courses for FARMS Students	Not Applicable - not paid with Title IVA
Heather Wysokinski	Supervisor of Library Media	Project 4 Initiative Leader: Summer Media Centers	Not Applicable - not paid with Title IVA
Mary Pat Smith	Supervisor of Elementary English Language Arts	Project 4 Initiative Leader: Reading A-Z	Not Applicable - not paid with Title IVA
Kevin Wright	Supervisor of Social Studies	Project 4 Initiative Leader: Kids Discover	Not Applicable - not paid with Title IVA
Mary Pat Smith	Supervisor of Elementary English Language Arts	Project 4 Initiative Leader: Phonics for Reading	Not Applicable - not paid with Title IVA
Christen Ganley	Instructional Resource Teacher for Virtual Opportunities	Project 4 Initiative Leader: Technology Liaisons	Not Applicable - not paid with Title IVA

Stephanie Ramirez-Llamas	Secretary II	Administrative Support	
Steering Committee			
Name	Title	Stakeholder Affiliation (school position, parent, community organization, etc.) Section 4106(c)(1)	
N/A			
Stakeholder Consultation			
Event	Date	Consultation Method (meetings, surveys, etc.) Link Evidence in Appendix	
School Health Council Meeting	9/26/2024	Meeting St. Mary's_SHC Agenda 2024.09.26 https://drive.google.com/file/d/13hTO_uKc9VAVy3Kksh3Czh6t1rFtWcAd/view?usp=sharing	
School Health Council Meeting	4/24/2025	Meeting St. Mary's_SHC Agenda 2025.04.24 https://drive.google.com/file/d/19hQ_lcM84Vb1if0ViFNNQKUWD4TWy-uR/view?usp=sharing	
Monday Messages	4/28/25 5/12/25 5/26/25	Survey St. Mary's_Title IV Monday Messages SY24-25 https://drive.google.com/file/d/1Br-yKGgyXajd5OG4WOoKxI5ppyYV38T2/view?usp=sharing	
Signal Update	5/19/25	Survey St. Mary's_Title II and Title IV Needs Assessment for School Year 2025-2026 https://drive.google.com/file/d/1OYhFmoSoT9frM22F2Z8hu3MbtSxLbtNl/view?usp=sharing	
Monday Messages, Signal Updates, School Newsletters	November 2025 - April 2026	Share approved grant application & collect survey feedback regarding amendments (if needed)	
Monday Messages & Signal Updates, School Newsletters	May 2026 - June 2026	Survey to collect needs assessment information for FY27	

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

TITLE V, PART B

Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee		
Name	Title	Organization Affiliation
N/A		

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

EQUITABLE SERVICES

Key Personnel			
Name	Title	Responsibilities	Time Devoted
Charlottis Woodley	Director of Title I and Family Engagement	Title I, Equitable Services POC	0
Kristin Shields	Title I Supervisor	Title I, Equitable Services	0
Esmeralda Cabanacan	Administrative Secretary	Title I, Equitable Services	0
Sara Renn	Grants Specialist	Title I, Equitable Services	0
Subha Manivannan	Grants Accountant	Title I, Equitable Services	0

*Insert additional rows as needed. To add a row below the cell, select Insert Row Below.

Extent of Need

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

Note: Some programs have additional content requirements that must be included here as explained in the GIG and highlighted below.

Summary of Needs Assessment(s)

St. Mary's County Public Schools (SMCPS) is committed to providing a high-quality, equitable education for all students. As part of this commitment, the district has undertaken a comprehensive needs assessment to identify strengths, gaps, and opportunities for growth across academic, operational, and community engagement domains. Resources and programs are in place to help address ongoing needs and reduce disparities, ensuring that all students have access to the support necessary for success. The SMCPS Every Student Succeeds Act (ESSA) Consolidated Plan components further support these efforts by addressing identified needs as well as other challenges and opportunities facing our students. Through data analysis, stakeholder input, and a review of current initiatives, this needs assessment helps guide strategic planning and resource allocation to build a responsive, inclusive, and forward-thinking educational environment.

SMCPS is home to four schools that receive Title I funding. Of those schools, three have been designated as Community Eligibility Schools (CEP). Additionally, five schools within the district are Community Schools, reflecting the large number of students living in poverty within the district. 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 our 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.

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

Title I Part A

St. Mary's County has 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 2025-2026 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% CEP, and the third is at 75.57% when applying the Title I formula for CEP. The fourth school has 60.67% of students eligible for FARMs. Three of the four Title I schools are Community Schools and 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 2023-2024, three Title I schools have achieved 3/5 stars: Park Hall, Lexington Park Elementary, and George Washington Carver. Green Holly Elementary achieved 4 / 5 stars and was the only school in the state of Maryland to receive the National Distinguished ESEA School distinction. George Washington 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, George Washington Carver became a three-star school and maintained 3 stars in 2023-2024. While there is progress in formative, local, and some areas of MCAP, achievement disparities continue to exist for several student groups, including African American, English Learners, Economically Disadvantaged, and Students with Disabilities (SWD). Each Title I school improved its yearly attendance average, nearing the 91% average daily attendance measure. Class sizes in Title I schools are lower than those in non-Title I schools, but students have been taught by more inexperienced or out-of-field teachers than in non-Title I schools. Discipline data does not indicate a significant concern in Title I schools as compared to non-Title I schools. Data and insights from staff suggest that the lower class size and additional support positions, funded by Title I, have provided Title I students with the time, attention, and support needed to be more fully engaged in instruction.

Title I, Part C

Describe here the process through the use of a needs assessment for identifying the unique needs of the migratory children who will be supported by this funding application and how these needs are evaluated and met through the delivery of Migrant Education Program (MEP)-funded services.

N/A

TITLE I, PART D, SUBPART 2

In addition to the above, the Extent of Need must include the following: Relevant demographics and other statistics about the population you intend to serve. Description of the broader impact on the local community if the problem is not addressed.

A needs assessment is a process by which programs identify and address the needs, or "gaps," between current and desired conditions. A needs assessment should guide the development of a comprehensive program plan and help establish benchmarks for evaluating a program.

Provide a description of how the LEA uses a needs assessment for the children and youth that will be served.

N/A

ASSURANCES

Please complete the Extent of Need section by indicating 'Yes' or 'No' for each assurance, placing an 'X' in the corresponding box. Refer to the Grant Information Guide for additional information.

The LEA has evidence-based research that supports the continued need for this program.

Yes ☒ No ☐

The LEA is using quantitative and qualitative trend data in support of specific populations and schools/programs served and related educational services during the previous three years.

Yes ☒ No ☐

The LEA identifies what data was collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.

Yes ☒ No ☐

TITLE II, 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. Sample district-wide and school-based data reports are included below.

PDF versions are available for review in the Appendices - Title II, Part A folder

St. Mary's_Elementary ELA Benchmark Interim Assessment 1
1https://drive.google.com/file/d/1uJ7_n8TQe1_0JNds_Tw9PyMbm1y9QMrG/view?usp=drive_link

St. Mary's_Elementary ELA Benchmark Interim Assessment Data Review.
https://docs.google.com/spreadsheets/d/1E4w_UWrdBQ7-d4Az_6qCTth52LfXFjD6/edit?usp=drive_link&ouid=101841834770361620186&rtpof=true&sd=true

St. Mary's_Elementary ELA MOY DIBELS Assessment
https://drive.google.com/file/d/1GrlO7WocFTNQ7rmC2LjOa8WOccASQHgQ/view?usp=drive_link

St. Mary's_Elementary School-based Math Number Corner 2 Data Review
https://drive.google.com/file/d/1HlaVZchXAU6EuDSuef1dZmxgQDA_M6hH/view?usp=drive_link

St. Mary's_Elementary School-based Math Number Corner 3 Data Review
https://drive.google.com/file/d/19M8lRKNzBBrqk6j6osjcNSQek7Kd9gRY/view?usp=drive_link

St. Mary's_Grades 3-5 Science Required Assessment Data Analysis 24-25
https://drive.google.com/file/d/15bjUKWP83GGdSO4SkwNvIhU2pYDbywnI/view?usp=drive_link

St. Mary's_Secondary Mid-course Math Data Review-Mid-Course 24-25 by School_Compared to 23-24
https://docs.google.com/spreadsheets/d/1cqo7-KMiwZGv7KQuNLNBxaoseTW8XjIV/edit?usp=drive_link&ouid=101841834770361620186&rtpof=true&sd=true

St. Mary's_Secondary ELA Formative 2 Data Review
https://drive.google.com/file/d/19ZiatoIyVIambbpkLSjZ4CfqJnoD3hLX/view?usp=drive_link

St. Mary's_Secondary Math Formative 3 Data Review
https://drive.google.com/file/d/1Xr5eaX1yuIbfkjHd2TKDdcWHfgUsg2yH/view?usp=drive_link

St. Mary's_Secondary ELA Formative 3 Data Review
https://drive.google.com/file/d/1qxo-Frejh1qv1_qLhs9TXMcwpRDTlKwb/view?usp=drive_link

SMCPS MCAP ELA Performance - All Grades, All Students
https://reportcard.msde.maryland.gov/Graphs/#/Assessments/ElaPerformance/AELAA/A/6/3/1/18/XXXX/2025

SMCPS MCAP Math Performance - All Grades, All Students
https://reportcard.msde.maryland.gov/Graphs/#/Assessments/MathPerformance/AMATA/A/6/3/1/18/XXXX/2025

SMCPS MISA - Grade 5 All Students
https://reportcard.msde.maryland.gov/Graphs/#/Assessments/SciencePerformance/5/6/3/1/18/XXXX/2025

SMCPS MISA - Grade 8 All Students
https://reportcard.msde.maryland.gov/Graphs/#/Assessments/SciencePerformance/8/6/3/1/18/XXXX/2025

2025 MCAP ELA and Math Performance Data
2025 MCAP Science Performance Data
2025 MCAP Social Studies 8 Assessment Data
https://reportcard.msde.maryland.gov/Graphs/#/DataDownloads/datadownload/3/17/6/99/XXXX/2025

St. Mary's_MCAP SY25 compared to SY24
https://docs.google.com/spreadsheets/d/1U2crlk67JbJ4Z-KWpdKEl94yEAm11YgJ/edit?usp=drive_link&ouid=101841834770361620186&rtpof=true&sd=true

Student performance trends from school year 2024-2025 were analyzed and used to inform content area instructional guidance for school year 2025-2026. 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 2025-2026 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.

St. Mary's_Title II and Title IV Descriptions
https://drive.google.com/file/d/1lGpW6Fb6ppAcgVHy8TjmngwLE-hU9cZS/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:

- St. Mary's County 2020 Community Health Assessment
  https://healthystmarys.com/2020-cha/
- St. Mary's_Healthy St. Mary's 2026 - Community Health Improvement Plan
  https://drive.google.com/file/d/1Ag-dhrufj0PM2PzKjHgDq5VmXfkIM1JZ/view?usp=sharing

The following needs were identified by stakeholders:

- Professional learning for teachers (ex: optimizing technology, trauma informed practices, suicide prevention, drug abuse prevention, effective instructional practices)
- More collaboration between schools and community organizations
- Increased need for youth mental and behavioral health services
- Increased need for counseling and Social Emotional Learning supports for students
- 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
- Expand on peer prevention strategies related to chronic disease
- Flexible strategies for engaging and supporting parents with academic and community resources
- Resource to address food insecurities and access to nutrition information and wellness programs to address growing motivation and health concerns
- 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. Continued support for teacher collaboration that focuses on staff professional learning, student data analysis, and instructional planning remains a high area of need. Resources to support building teacher capacity for increasing student literacy skills at the secondary school level also remains a high area of need. Two activities (LETRS and Quarterly Data Team Meetings) were removed from the grant application so that support for other grant activities could be expanded.

Through this research and planning process, FY26 Title II activities were identified.

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

- Equity- All actions and plans will be reviewed through an equity and inclusion lens.
- Engaging and High-Quality Instruction- Instruction will be designed to ensure students work towards mastery of the instructional outcomes for their grade level and content.

- High Quality Professional Development- Staff at all organizational levels will participate in ongoing professional development designed to assist them in their roles and meet the needs of their students.
- Communication and Collaboration- Open, multi-faceted, collaboration and communication will occur.
- Technology Sustainability and Support- Resources will be available to support teachers and students with the effective use of technology.

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

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

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

The information provided in the Extent of Need is aligned to the SMCPS Blueprint Implementation Plan which now serves as the district's strategic plan. The identified needs and planned Title II activities have direct connections to Pillar 2: Highly Qualified and Diverse Teachers and Leaders. The activities also identify additional support for CSI schools, ATSI schools, and TSI schools.

Title III, Part A, English Language Acquisition

In the spring of 2025, St. Mary's County Public Schools tested 519 Multilingual Learners (MLs). Of the 519 MLs, 21% are considered to be long-term (5+ years) or approaching (4+ years) long-term status. Of that 21%, only 13 students reached 4.5 or higher on ACCESS 2025, allowing them to exit the ESOL program. Of the 13 long-term (or approaching long-term) MLs that exited, 10 were in elementary and only 3 were in middle or high school. Currently, at our middle school with the most MLs, approximately 67% are long-term or approaching long-term ML status, compared to 35% at our high school with the most MLs. For these reasons, our student group for which Title III funds will be targeted, are long-term and approaching long-term MLs in middle school.

Having fewer long-term MLs in the high school can be attributed to having an in-school tutor and a full-time ESOL paraeducator at one high school. The tutor and the paraeducator supplement daily instruction in the core subject areas. They push into classes, providing in-the-moment support alongside the certified ESOL teachers. Since the placement of tutors and a paraeducator has had a positive effect on English acquisition and academic achievement in the high schools, we will replicate the same model at the middle school level. 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. The training (SIOP and WIDA) will allow teachers to earn 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 on-going and provided for ESOL staff, literacy coaches, instructional resource teachers, and core content teachers at the middle and high school levels, with middle school teachers being priority. To improve our students' fluency, vocabulary, and comprehension skills, we will purchase supplemental reading and writing resources for our MLs in grades 6-12. These resources support an MTSS approach and integrate adaptive technology and instructional strategies based on the science of reading. In addition, we will renew ELLevation software, which is used as a tool to display the most pertinent information regarding MLs' academic results, program decisions, and student demographics.

While no longer funded by Title III, the duties assigned to our Multilingual Family Coordinator (MFC) have 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 teachers teaching and not doing paperwork. The MFC will also be in charge of planning our system-wide multilingual family events.

With concentrated efforts in tutoring, professional learning, supplemental curricula, a data software program, and family engagement, we aim to have zero long-term middle school MLs by SY27.

TITLE IV, PART A

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:

May 30, 2025

Describe the process for ensuring a comprehensive needs assessment is conducted every three years. Be sure to include data sources, collection methods, data content, findings, and how identified needs align with Title IV Part A funding priorities.

SMCPS gathers information about needs using a variety of methods. Every spring, all stakeholders are asked to provide input regarding needs that could be addressed utilizing Title IV funds. In May 2025, a Title IV need assessment survey was distributed to all system leaderships, building administrators/principals, and school system staff (teachers, paraeducators, etc.). This needs assessment survey was also shared with community organizations/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 asked to share the survey with their school communities including parents, students, and community partners. Information about the Title IV grant was shared with the survey.

Title IV Description
St. Mary's_Title II and Title IV Descriptions
https://drive.google.com/file/d/19PVDw5uBIboe90FucRA-lJIajebLckza/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.

Needs Assessment Survey
St. Mary's_Title II and Title IV Needs Assessment for School Year 2025-2026
https://drive.google.com/file/d/1OYhFmoSoT9frM22F2Z8hu3MbtSxLbtNl/view?usp=sharing

Needs Assessment Survey Responses
St. Mary's_Title II and IV Needs Assessment for School Year 2025-2026 - Google Form Responses
https://drive.google.com/file/d/1RF0pQds5PSj2ZVYgiDnOWzIVKDoLd8up/view?usp=sharing

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

Stakeholders also reflected on previously conducted Title IV activities to determine continued areas of need. Activity Leaders evaluate their Title IV activities annually to determine if measurable goals are being met. Upon review of current data, they work with system leadership and community partners (when applicable) to determine if there is a need for continued support of the activity.

SMCPS also determines needs based on reviews of student academic performance. 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.

Sample district-wide and school-based data reports
St. Mary's_Sample district-wide and school-based data reports
https://docs.google.com/document/d/1sExdOnpErV11UHAmsJUMiLH1A2UNh43B5sy-7exJejU/edit?usp=sharing

Student performance trends from school year 2024-2025 were analyzed and used to inform content area instructional guidance for school year 2025-2026. 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 2025-2026 school year.

Through this process, the following needs were identified by stakeholders:

- Professional learning for teachers (ex: optimizing technology, trauma informed practices, suicide prevention, drug abuse prevention, effective instructional practices)
- More collaboration between schools and community organizations
- Increased need for youth mental and behavioral health services
- Increased need for counseling and Social Emotional Learning supports for students
- 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
- Expand on peer prevention strategies related to chronic disease
- Flexible strategies for engaging and supporting parents with academic and community resources
- Resource to address food insecurities and access to nutrition information and wellness programs to address growing motivation and health concerns
- Additional staff to support students with special needs
- Increase in diversity among school staff
- Additional resources aligned to the Literacy Policy and Math Policy to support student academic achievement
- Resources to support student engagement from traditionally underrepresented populations

Title IV, Part A funding is intended to improve students' academic achievement by providing funds to increase the capacity of local education agencies to provide all students with access to a well-rounded education; improve conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students. The planned FY26 projects and initiatives support these efforts.

All planned projects and initiatives have been designed to address identified areas of need. When Level 1-3 evidence (Strong to Promising Evidence) was not available, a Tier 4 - Demonstrates a Rationale referencing available research was used to support the proposed initiatives.

The information provided in the Extent of Need is aligned to the SMCPS Blueprint Implementation Plan which now serves as the district's strategic plan. The identified needs and planned Title IV activities have direct connections to Pillar 3: College and Career Readiness and Pillar 4: More Resources for Students to be Successful.

Through this research and planning process, FY26 Title IV projects and initiatives were identified. Fiscal Year 26 projects include: Music Enrichment, Safety and Wellness, Enrichment Experiences, and Literacy Development.

Note: The SMCPS Needs Assessment process will be revised to better align with the updated three-year model, guidance and resources that were provided by MSDE in the spring of 2025.

Provide top priorities that emerged from the findings as relates to Well-Rounded Education Needs.

Through the needs assessment process, SMCPS has identified the following priorities related to Well-Rounded Education needs:

- Provide resources to eliminate barriers that impact the participation of students from underserved populations (ex: Summer Courses for FARMS students)
- Expanding on options and promoting existing during the day and after school enrichment opportunities (ex: STEM experiences, Music enrichment)
- Resources to promote student literacy development that support evidence-based reading practices and align to the MSDE PreK-3 Literacy Policy
- Flexible strategies for engaging and supporting parents with academic and community resources

Based on these priorities, the following Well-Rounded Education initiatives have been identified:

- Music Enrichment
- Online/summer courses for FARMS students
- Robotics Club Advisors
- STEM Field Trip Buses
- Reading A-Z
- Kids Discover
- Phonics for Reading

Provide top priorities that emerged from the findings as relates to Safe and Healthy Students Needs.

Through the needs assessment process, SMCPS has identified the following priorities related to Safe and Healthy Student needs:

- Resources to support student safety, health, and wellness
- Increased need for youth mental and behavioral health services
- Increased need for counseling and social-emotional learning supports for students
- Additional communication between organization and supports for youth who are at risk
- Expand on outreach/education to youth on safe & healthy relationships
- Expand on options and promote existing before/after-school exercising/wellness clubs
- Expand on peer prevention strategies related to chronic disease.
- Flexible strategies for engaging and supporting parents with academic and community resources
- Resources to address food insecurities and access to nutrition information and wellness programs to address growing motivation and health concerns
- Professional learning for staff focused on trauma informed practices, suicide prevention, drug abuse prevention and social-emotional learning

Based on these priorities, the following Safe and Healthy Student initiatives have been identified:

- School Wellness Coordinators
- Suicide Prevention
- Summer Media Centers
- Quaver Social Emotional Learning

Provide top priorities that emerged from the findings as relates to Technology Needs.

Through the needs assessment process, SMCPS has identified the need for professional learning for teachers that is focused on optimizing the use of technology to support student active engagement in learning.

Based on these priorities, the following Effective Use of Technology initiatives have been identified:

- Technology Liaisons

What local needs have stakeholders identified through an equity lens?

Through an equity lens, SMCPS has identified the following local needs:

- Expansion of resources to support student access to music enrichment opportunities
- Expansion of student access to district-wide support that promotes student safety and wellness
- Expansion of resources to support student safety, student health, and student connection to the school community
- Enrichment experiences for identified underserved populations
- Supports to increase student literacy development

Which student groups are the most challenging to serve?

In SMCPS, economically disadvantaged, African American, and Special Education are the student groups that are most challenging to serve. Students from schools in more rural areas are also harder to serve based on their lack of proximity to community resources or easy access to public transportation.

What inequities inherent in the system are driving some of the local needs to support marginalized student groups?

Opportunities for, and participation in, some experiences can be dependent on proximity to resources, available staff/volunteers, and family financial constraints. As a result, activities are planned to ensure all students have access to enrichment experiences regardless of their zip code or financial status.

How does the LEA prioritize addressing needs when multiple significant needs are identified?

Schools and student groups that have been identified as experiencing challenges based on assessment results and other local data are prioritized in the planned Title IV activities. While all schools have access to initiatives provided through Title IV funding, identified schools and student groups that are experiencing greater challenges will receive a greater degree of support. When multiple significant needs are identified, data is used to determine how the needs will be prioritized. 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

N/A

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 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 extension of promising practices with improved results should continue. Each Title I school's Schoolwide Plan details data from the Comprehensive Needs Assessment and a rationale for the planned initiatives and expenditures.

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

Title III, Part A, English Language Acquisition

Impact of tutors
The strategic placement of tutors and paraeducators has had a positive impact on student achievement at the secondary level. We have seen an increase in student attendance and daily active participation in class resulting in higher student engagement and better grades in core classes. Tutors help monitor grades and assist in communication with parents/guardians. Additionally, the tutoring support has freed up the certified ESOL teachers to push into other core classes and model best practices as they co-teach. The number of MLs making honor roll went up over the past year as well.

In school year 2025, a tutor was hired at Spring Ridge Middle School (SRMS) to give supplemental literacy support to MLs with the lowest reading scores. While working one-on-one, or in small groups, emphasis was placed on building phonetic awareness, phonics, fluency, vocabulary, and text comprehension. Out of the 16 students who received tutoring support, 7 were newcomers and 9 were students who had been in the ESOL program for less than 5 years but more than one year and therefore had MCAP ELA scores from the year before. Out of the 9 with two scores, all made growth on the test from 2024 to 2025. In addition, all 16 students passed their ELA class, with 10 of them ending school year 2025 with an 80% or higher. Overall, we experienced an increase in ML student achievement from September to June. In the first marking period, 12% of MLs at SRMS made the honor roll. By marking period 4, that number rose to 25%.

At Chopticon High School (CHS), a part-time tutor provided supplemental literacy and math support. 100% (12/12) of the ML students receiving the support made significant growth on ACCESS 2025. The 2 students who did not receive support regressed on ACCESS 2025. Additionally, 46% of MLs at CHS made the honor roll by the 4th marking period. At Great Mills High School (GMHS), where an ESOL paraeducator provides academic support, half of the MLs remained on honor roll all four making periods, with nearly 60% making it in marking period 3. Although not grant funded, the positive outcomes resulting from the support provided by the paraeducator demonstrates that the activity (tutoring) is an evidence based activity. We credit the additional tutoring and paraeducator staff to our MLs' success in core classes. Both the tutors and the paraeducators are able to help close learning gaps and provide personalized instruction as needed, thus making them high-impact resources.

To achieve another year of positive student outcomes, we will continue this grant activity (tutoring) for SY26.

Impact of professional development.
Over the past three years, we have offered professional learning events, such as coaching classes to teachers seeking ESOL certification. These events have resulted in an additional 26+ content teachers getting certified. Follow up professional learning, such as SIOP, was provided to the teachers. The ultimate goal is to strategically place our MLs in classes with instructors who are both content and ESOL certified.

Impact of family engagement.
Parent participation in school meetings increased 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 School Info Night for Multilingual Families take place. We credit the implementation of the quarterly Multilingual Family Newsletter (which translates into all languages and is written by our

Multilingual Family Coordinator) in connecting our families to school events and other useful information, such as adult English classes, health resources, etc. We had the largest turnout this past spring of our School Info Night for Multilingual Families, where the following information was shared:

- US school system
- Graduation requirements
- ACCESS testing and understanding scores
- Supporting literacy development at home
- Community programs for kids and adults
- How to stay connected to your child's home school.

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 ELLevation software

ELLevation software is used as a tool to display the most pertinent information regarding MLs' academic results, program decisions, and student demographics. Because ELLevation is automated with PowerSchool, our LEA's data warehouse, teachers can generate academic goals, test results, and accommodations in seconds.

Therefore, SMCPS will allocate Title III funds for middle school tutors, professional learning, supplemental curriculum, data software, and family engagement.

Title V, Part B

N/A

Evaluation and Dissemination

TITLE I, PART A

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 and in preparation for quarterly monitoring.

School Based Monitoring and Evaluation Key Questions:

- What data has been analyzed/discussed?
- Does the data identify strengths and needs for professional development, for student groups, for adjustment?
- What data is not yet available and when will it be obtainable for review?

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

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

Implementation Key Questions:

- When did each strategy begin? Were all positions and materials necessary to implement each strategy in place? Why or why not?
- What data points, quantitative and qualitative, identified in your 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 related 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?
- What evidence is being collected to demonstrate the effectiveness of reform strategies?
- Does the data indicate that schoolwide reform strategies increased the quality and quantity of instruction?
- Have the strategies resulted in any unintended (beneficial or adverse) effects on the target population(s)? If adverse, how has the school addressed it?

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

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
A new Kindergarten Readiness Assessment will be implemented in 2025-2026 and will be the baseline	Supervisor of Early Childhood Education, Early Childhood IRT/ Coach, Local Assessment Coordinator	September - October 2025
IGDIs	Supervisor of Early Childhood Education, Early Childhood IRT/ Coach, School-Based Staff	3 times per year
DIBELS	ELA supervisors, School-Based Staff	4 times per year
MCAP	Department of Curriculum and Instruction, Accountability and Reporting, Chief Academic Officer, Local Assessment Coordinator	Spring

Bridges Assessment Data	Supervisor of Mathematics	Quarterly
Attendance Data	Director of Student Services, School Principals	Monthly
Discipline Referral Data	Director of Student Services, School Principals	Monthly
Disproportionality in Suspension Data	Director of Student Services, Director of Title I & Family Engagement	Monthly
Schoolwide Plan Monitoring	Director of Title I and Family Engagement, Title I Supervisor	Quarterly
Stakeholder Input	Director of Title I and Family Engagement, School Principals	Quarterly
MCAP; downloads from Pearson and data shared from MSDE	Local Assessment Coordinator	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 Fundations Assessment Look Fors (Done after each unit)	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 draft plan is reviewed, a meeting is scheduled for the school to present and articulate their plan. When the draft 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. When the school plans receive final approval centrally, the school's leadership shares the information with the staff and community. The final plan is then uploaded to the school's website and hard copies are available in each office.

School Improvement

EVALUATION PLAN

SMCPS has one Comprehensive School Improvement (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 spenddown. 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 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
6. MCAP School Survey Data
7. Local Required Assessments

A thorough evaluation of the data for each of these assessments is done by both the school team and with district level partners and then used to make the improvements by our ATSI schools to revise their SIP goals, strategies and activities. Analysis of data is done on an ongoing basis, based on when the assessment data is available after test administration. A Schoology School-Wide Data Course (within our LEA's LMS) has been developed for our ATSI schools so that as assessment data is received it is available to them for review to include guidance and suggested next steps done by content supervisors. ATSI schools' School Improvement Plans are also linked to the course for ease in making revisions based on the data reviewed, analyzed, and next steps determined.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Readiness/IGDIS	Principal, Early Childhood IRT/Coach	Baseline, Three Times a Year
Formative/Local Assessments	Principal, Leadership Team, Title I Supervisor	Monthly
MCAP	Principal, Leadership Team, District Leadership	Spring
Attendance Data	Director of Student Services, School Principals	Monthly
Discipline Referral Data	Director of Student Services, School Principals	Monthly
Disproportionality in Suspension Data	Director of Student Services, Director of Title I and Family Engagement	Monthly
CSI Implementation Plan Monitoring	Director of Title I and Family Engagement, Supervisor of Title I	Quarterly
MCAP; downloads from Pearson and data shared from MSDE	Local Assessment Coordinator	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
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K-2 Fundations Assessment Look Fors (Done after each unit)	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 Accountability and Reporting (DAR).

- DAR 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.
- DAR publishes that assessment data in both our data warehouse (Performance Matters) as well as in school specific Schoology courses.
- DAR 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.
- Additionally, for Universal Screening assessment done in the beginning, middle and end of the year each school must hold Universal Screening Team meetings to review and act upon this data. Information about these team meetings, expectations, and how the data is analyzed and used instructionally is published and updated each year by the Department of Curriculum and Instruction and DAR.
- Principals are responsible for their schools' data analysis and data use in instructional planning. This is part of their evaluation and monitored at the beginning, middle and end of each school year.

TITLE I, PART C

Evaluation Plan

Describe how the LEA will evaluate its effectiveness in the following areas: goals and measurable outcomes, identification and recruitment, and service provision.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

Dissemination Plan

Describe the dissemination plan.

N/A

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		

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, Part A, English Language Acquisition Grant Evaluation section later in this application.

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.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Budget Narratives Index

Budget Narratives

The *Title I, Part A Fiscal Tables Ex*cel file and *the Budget Narrative Workbook* for all federal programs have been placed in the FY26 Master Content Folder within each LEA's unique SharePoint folder. This is the same location where each LEA's primary point of contact will upload the Local Consolidated ESSA Program Application.

Each LEA's primary contact is responsible for downloading both Excel files and ensuring they are provided to the appropriate Title program leads. While different staff members may complete individual sections of the budget narrative, a single person must be designated to compile all components and ensure the budget narrative for each applicable tab is fully completed prior to submission.

Within the *Budget Narrative workbook*, each tab that corresponds to a Title program for which the LEA is submitting an application must be completed. Budget narratives for Title programs which are not being applied for should be left blank. Add more rows as necessary. 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)

The *Title I, Part A Fiscal Table* is located in the FY26 Master Content Folder within each LEA's unique SharePoint folder.

School Improvement

The School Improvement Budget Narrative is available on the second tab of *the FY26 Budget Narrative Workbook*.

Title I, Part C - N/A

Title I, Part C Budget Narrative is available on the third tab of the *FY26 Budget Narrative Workbook*.

Title I, Part D, Subpart 2 - N/A

Title I, Part D Budget Narrative is available on the fourth tab of the *FY26 Budget Narrative Workbook*.

Title II, Part A

Title II, Part A Budget Narrative is available on the fifth tab of the *FY26 Budget Narrative Workbook*.

Title III, Part A, English Language Acquisition

Title III, Part A, ELA Budget Narrative is available on the sixth tab of the *FY26 Budget Narrative Workbook*.

Title IV, Part A

Title IV, Part A Budget Narrative is available on the seventh tab of the *FY26 Budget Narrative Workbook*.

Title V, Part B - N/A

Title V, Part B Budget Narrative is available on the eighth tab of the *FY26 Budget Narrative Workbook*.

Appendices

Appendices will be located in the FY26 Master Content Folder within each LEA's 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

Affirmation of Consultation Title I

Affirmation of Consultation Title VIII

Participation of Children Enrolled in Private Schools Processes

Title I, Part A

Signed C-1-25 MSDE Budget Form

Appendix A: Attestation

Appendix E: Schoolwide - 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 Students - Foster Care MOU

Appendix M: Fiscal Tables (uploaded in Microsoft Excel)

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

Only if applicable:

Appendix O: Homeless Education: Liaison Cost and Excess Transportation

Appendix P: Excess Foster Care Transportation Cost

Appendix Q: Progress Monitoring Addendum - Progress Monitoring Charts

School Improvement

Appendix A: Optional budget narrative worksheet

Appendix B: Signed C-1-25 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: LEA-approved improvement plans for ATSI schools

Title I, Part C

Appendix A: Signed C-1-25 MSDE Budget Form

Appendix B: MOU between LEAs for data sharing purposes

Appendix C: Job Descriptions 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

Job Descriptions

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 Report

Supporting 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 IV, Internet Safety Attestation

Title V, Part B

Signed C-1-25 MSDE Budget Form

Blueprint

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 for Maryland's Future, Equity was the underpinning for each Pillar. Early Childhood Education remains a priority for SMCPS. As outlined in Pillar 1.1, Early Childhood programming has been expanded with full-day Pre-Kindergarten 4 across the county, with additional Pre-K classes in each of the Title I schools, providing access to high-quality education for economically disadvantaged families. Further, to expand family support (1.3), the Judy Center Early Learning Hubs, located in 75% of the Title I schools, provide community-based early learning services for children prenatal through kindergarten and family activities to promote school readiness. Community Schools are in 3 of 4 Title I Schools, and the fourth is currently in the first planning year. While SMCPS does not have MSDE-eligible Private Providers to support a mixed delivery system, as detailed in the Blueprint, Private Providers 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 the 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.

There are tremendous recruiting and retention efforts, including financial incentives for Nationally Board-Certified Teachers, as identified in Pillar 2.2. The Department of Accounting and Reporting oversees a robust support system for new teachers and an extensive mentoring program. The Teacher Academy of Maryland (TAM) staff was increased in SY2024, 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. Class time is dedicated to in-service training (Pillar 2.3) so students receive the instruction that aids them in taking the Praxis in the Spring and qualifies them to be paraeducators.

Title III activities are specifically aligned with recommendations from the multilingual (ML) workgroup to ensure more resources are provided for students to be successful, as indicated in Pillar 4. Activities providing targeted academic language support and content tutoring for Title I students are provided by dedicated ESOL teachers. To increase teachers' foundation of theoretical and practical knowledge when working with MLs, professional development is offered for teachers to earn their 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 SY25-26, families who have students with disabilities and/or students who are multilingual learners are eligible for admittance with a federal poverty level up to 600%. Each Pre-Kindergarten classroom is staffed with 1 licensed teacher and 2 credentialed paraeducators to give students access to high-quality education. There is an outreach plan to identify families living in Title I school zones, who are eligible for Pre-Kindergarten beginning in early spring offering after hours and weekend roundups with support in both English and Spanish. The three Judy Center Early Learning Hubs, provide parent training and outreach to families with young children 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, each use their 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 services.

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 three ATSI schools have access to early childhood education. SMCPS has implemented full day Pre-K district-wide and has a sound staffing plan 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. It is also the expectation of ATSI schools to identify deficiencies immediately and put support and interventions in place so that students get back on track academically. All instructional programming in SMCPS includes progress monitoring.

ATSI schools' benefit from Pillar 4 resources for student success. Students have access to behavioral health services and all students that need support as English learners and students with disabilities are provided these supports. As shared in our evaluation and dissemination plan, subgroup data is reviewed and analyzed to determine specific needs of individual students so that the appropriate resource can be identified and provided to them.

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 the form of Lead Mentors is provided through the use of

Title II grant funds (2.3.3). Title II funding also supports teachers and paraeducators as they work to complete licensure requirements or achieve advanced certifications (2.2.6). Support is also provided through Title II funded professional learning communities that work together to improve their craft by collaboratively planning instruction, reviewing assessment results, and reflecting on lesson implementation to help determine instructional next steps to support student learning (2.1).

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 learning and supplemental instructional resources will support effective pedagogical approaches to teaching reading and academic writing in the secondary grades--the two weakest areas among our middle school MLs. The training (SIOP and WIDA) will allow teachers to earn 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 on-going and provided for ESOL staff, literacy coaches, instructional resource teachers, and core content teachers at the middle and high school levels, with middle school teachers being priority (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). County-wide ML parent information nights designed to provide parents with information about language and literacy development, attendance, high school credits, graduation requirements, and the US school system (Pillar 4, Rec 2: Equitable engagement and communication with multilingual families.)

Title IV, Part A

Pillar 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.

- LEA shall assess students no later than 10th grade for meeting the CCR standard.
- 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 (with regular updates).

Pillar 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 centers that offer academic and enrichment opportunities for students when school is not in session. Funds are also used to support student wellness activities during the school year. Title IV funding is used to compensate site-based leaders that work with staff to ensure the effective use of technology. These individuals support staff in their use of technology while they work to improve education for students and help them work towards demonstrating college and career readiness. Title IV grant funds are also utilized to expand on staff professional development in response to the rise in complexities of student social-emotional and behavioral health needs (4.5.1-2).

Title V, Part B

N/A

Fine Arts

Pillar 3 - College and Career Readiness

3.3.3 Implement CCR pathways St. Mary's County Public Schools continues refining our Fine Arts pathways and dual enrollment opportunities to ensure that all students have access to a meaningful and rigorous arts education.

Gifted and Talented

Pillar 3 - College and Career Readiness

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

- St. Mary's County Public Schools offers enrichment programs in the elementary grades and accelerated pathways in our secondary schools. In addition to accelerated coursework, specialized academy pathways in arts, humanities, and STEM, as well as 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 (CCR). 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 complete dual enrollment coursework with the College of Southern Maryland.
- To support all students' access to post-CCR AP pathways, SMCPS staff constantly look to offer the widest variety of course offerings in our high schools. Currently, content supervisors are working to adopt three new AP courses during the 25-26 school year. AP Pre-Calculus and the AP Career Kickstart Program (AP Business with Personal Finance and AP Cybersecurity) will be presented to the Board of Education for adoption.

  Additionally, SMCPS strives to increase access for all students to AP coursework. All AP course prerequisites have been revised to the most minimal level or removed altogether. Grade bands on several AP courses have been lowered to permit students in the 10th grade a greater offering of AP coursework. It is a goal of SMCPS that all students experience at least one AP course during grades 9 - 12. To achieve this goal, school counselors share AP coursework related to students' interests and/or career goals during their annual registration and scheduling

meetings. SMCPS high schools also offer parent events to help explain AP coursework and student options.

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 learning, 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 94% retention rate of new and non-tenured teachers from SY 2024-2025 to SY 2025-2026, far exceeding national trends. Detailed information about the SMCPS induction program are included in this document and in the approved Blueprint plan.

Educational Equity

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 (Appendix 1.B) and has 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, regulations, stakeholder focus groups, and voluntary surveys for secondary students, parents, staff, and District Leadership (Appendix 1.C). Subsequently, local surveys were 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 is reviewed through an equity lens as the needs of student populations and every three years to ensure it has been measured and initiatives consistently reviewed through an equity and inclusion lens.

Starting in FY25, a Resource Inequities survey was conducted to gather feedback from schools that were in school improvement. This survey will be offered to parents and community stakeholders who are members of the Educational Equity Citizens Advisory and Equity School Site Leaders to expand the perspective of what SMCPS can do to ensure all students have access to a high-quality education and opportunities that will promote their college and career readiness.

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. ESSLs are paid a stipend and meet monthly for education training, data analysis, and discussion with the Director of Title I and Family Engagement. The ESSLs work with school staff, under the direction of the principal, and share tools 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), which includes 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 is a major concern. SMCPS's overall attendance rate for SY25 was 91.8% and the total number of students chronically absent from school was 26.8%. 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 both lawful and unlawful absences to parents, early interventions and supports, and recognizing those with good and improved school attendance.

A Multilingual Family Coordinator has been hired to screen students' eligibility for services and meet with families of MLs. 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 the 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 2025, 516 Multilingual Learners (MLs) were tested for English Language Acquisition. Of those tested elementary students, a significant number also remained ESOL eligible. By focusing on elementary and middle MLs, the goal is to have zero long-term middle school MLs by SY27.

SMCPS has implemented several programs to address issues related to poverty, such as food insecurity and behavioral/mental health services. There are three elementary Community Schools (in Title I Schools) providing after-school tutoring and transportation. A fourth Elementary Community School is in its inaugural year. Three elementary schools have been identified as Community Eligibility Provision (CEP) schools to address food insecurity, and two middle schools have School-Based Health Centers on-site 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.

To support early learning and the immersion of full-day Pre-Kindergarten for eligible students, Early Childhood Educators, Special Education, and ESOL teachers are required to demonstrate proficiency in

teaching reading. Professional development options are available through the Division of Instruction and MSDE-validated coursework.

SY2025 MCAP data indicate that, when disaggregated, African American students score an average of 20 points lower than all other students on their grade level. In High School, 65.6% of all students were proficient in ELA 10 compared to 39.6% of African Americans. In Algebra 1, 22.6% of all students were proficient compared to 5.9% of African American Students.

This disparity was apparent in middle and elementary schools as well. On average, 51-59% of all Middle School ELA students were proficient compared to 26-35% of African Americans demonstrating proficiency. And in the Elementary Schools, 47-56% of all students were proficient in ELA compared to 25-31% of African American students. Overall proficiencies in Math were suppressed in all student groups for middle and elementary students.

To address performance metrics, SMCPS employs a comprehensive three-pronged approach at the school, district, and student levels. School staff and content supervisors actively analyze student data during regular data team meetings to develop targeted instructional practices and strategies. As outlined earlier, interventions such as push-in support, after-school tutoring, and personalized instruction are implemented to support student growth. Students demonstrating slower progress receive ongoing progress monitoring, with additional supports activated to address non-academic barriers. By deeply analyzing multiple quantitative and qualitative data sets, SMCPS applies an equity lens to decision-making, identifying and removing obstacles that hinder academic achievement and program participation. This holistic approach ensures that all decisions prioritize the whole child, fostering both academic success and active engagement.

Equity Initiatives

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

Title I, Part A

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

There is expanded access for students and families in the Title I schools. Pre-Kindergarten has been expanded at all schools with Title I schools having a greater number of classes than other schools. All Pre-Kindergarten classes are full day and support four-year-olds. Further, the Judy Center 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 Title I and Family Engagement, and other staff actively participate in the selection of recommended core materials. Title I provides supplemental materials that will support struggling students and meet evidence criteria. Equity and providing students in Title I schools with what they need to be successful permeate every decision.

School Improvement

ATSI schools, like 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 school system provides 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 School Improvement allocation has been dedicated to provide more support for the school and the continuation of successful intervention using an equity-based methodology. This funding has provided additional evidence-based interventions 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 skilled and experienced master teachers have been hired on an hourly basis to provide more direct intervention to struggling students.

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

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 and for staff who work with targeted student populations.

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 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, 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 (interaction, critical thinking, and comprehensibility) are taking place in all classrooms with MLs. 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 student literacy development and 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 social-emotional and 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.

St. Mary's_Educational Equity Policy
https://drive.google.com/file/d/1izH4YOAehJTMxielzFfFucbICQDY0v1t/view?usp=sharing

St. Mary's_Educational Equity Regulation
https://drive.google.com/file/d/1FoN0KTgOiFPHCzRIMlOTw8rT0MIujkR2/view?usp=sharing

Title V, Part B

N/A

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 as well as social and emotional resources and support. 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, and Pacific Islander 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 both the school and district levels to identify disparities between student groups and areas that require 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	209%
African American	23%
Hispanic	76%
Pacific Islander	50%
White	125%
2 or more	100%
American Indian / Alaska Native	99%
Economically Disadvantaged	26%
FARMS	32%
Multi-lingual Learners	3%
Students with Disabilities	14%

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/licensed 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. 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 second year of the summit, SMCPS is moving forward with three 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 university to offer a bachelor's degree in education locally, within the tri-county region. In recruiting an increasingly diverse cadre of new teachers, the continued focus of the induction program to support and retain all teachers is paramount. The differentiated induction program addresses individualized

mentoring and supports for new teachers with a high level of retention for teachers who are growing and excelling in our classrooms.

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 inserting rows.

Goal #1	The importance of on time, regular school attendance is the bedrock of student achievement. St. Mary's County Public Schools' goal is focused on increasing the district attendance average to 94% which is the proficiency standard set by MSDE by the end of the 2025-2026 school year. We are supportive of research that states school attendance is a strong predictor of course completion and graduation.		
Objectives	Strategies	Method for Measuring Progress	Timeline
School Attendance Matters Campaigns will reinforce attendance expectations by: ● Staff accountability for reporting accurate attendance of students ● Office staff update official attendance of students as lawful/unlawful with source documentation ● Early identification of students who need Tier II or III interventions for chronic absences /tardies ● Promote regular, on-time attendance as a tool for building relationships with peers and student achievement ● Parent and family involvement to promote on-time, regular attendance	School Smore newsletters promote attendance policy and expectations of 94% attendance rates Attendance posters provided Ins (Perfect Attendance, No Tardies) Robocalls alerting parents of missed school attendance CTE students create Attendance Awareness videos focused on Early Childhood, Elementary, and Secondary audiences Staff volunteer as Check-in/Check-out mentors for Tier II and III students McKinney-Vento special transportation provided as needed Parents are invited to Pupil Service Team meetings focused on individual student attendance issues Referral to Interagency Committee on School Attendance as needed	SMORE Newsletter feedback, surveys PA announcements for attendance progress or goals met during school hours Attendance reports in eschool disaggregated by school, grade and subgroups Attendance and Truancy Support Contracts Eschool student eligibility reports for extra curricular activities PPW reports analyzing historical record of student absences, tardies, and trends Attendance notification letters sent to parents	Minimally, each school newsletter will contain 2 submissions per month on school attendance accomplishments and ongoing expectations Daily robocalls documenting a missed day of school Department of Accountability and Reporting upload monthly school attendance reports on chronic truancy, average daily attendance, and disproportionality data Attendance letters are sent to parents when a student accumulates unlawful absences in increments of 5 days missed.

Goal #2	By September 30, 2025, 100% of SMCPS Employees will complete online Safe School Vector Training in Cultural Competence, Crisis Intervention and Inclusion & Belonging Practices. To ensure ongoing professional development and an awareness of students' civil rights in the school setting, Equity School Site Leaders (ESSLs) will have a representative group of staff from all bargaining units to complete a pre and post questionnaire about school climate and implementation of educational equity in the classroom.		
Objectives	Strategies	Method for Measuring Progress	Timeline
All SMCPS will complete all Safe School Vector Training with a documented 100% pass rate that is on file with the Department of Human Resources.	Accessible online Self-paced courses can be completed in 2.5 hours	Self-Pace course offered to each staff via system supplied PC or iPad Certificate of completion may be saved or printed as required documentation of completion Employee tracking kept on file by Human Resources	July 1 - September 30, 2025
Equity School Site Leaders (ESSLs) are paid a stipend to serve as the school equity liaison 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 and practices with school-based staff	Culture and Climate reform strategies are developed and are included as an integral part of School Improvement Plans ESSLs Meeting Topics are purposefully planned to include activities and guest speakers that deepen participants' awareness of school attendance barriers, Community Eligibility Provisions (CEP), FARMs identification, promote student/staff belonging, disproportionality trends	District Equity Liaison will monitor attendance and active participation at monthly meetings eSchool School-wide data on student attendance, discipline, achievement, 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	ESSLs 1.5 hour Monthly Meetings held after hours from October 2025 - June 2026 Pre and Post Assessment on Implementation of Educational Equity in the Classroom in Fall 2025 and Spring 2026 EECAC Meetings are held quarterly in October, January, April, and July School-base survey data is reviewed quarterly

under the direction of the Principal. The Educational Equity Citizens Advisory Committee (EECAC) will examine data points, identify systemic equity issues from their perspective and make recommendations to the Superintendent's Cabinet.	disaggregated by school/subgroup, least restrictive environments and accommodations for SWD, Multilingual supports, McKinney Vento services. Parent representatives and community stakeholders will examine Board of Education policies, regulations, and practices that could have a positive or adverse effect on underrepresented subgroups achievement and access to learning.	EECAC monthly attendance rosters School-base and district parent surveys School Improvement Resource Inequities survey	School Improvement Resource Inequities Survey is distributed in the Spring of each year

Goal #3	SMCPS will continue to provide instruction that is aligned with the MSDE Standards in English/Language Arts, Math, and Science with the intent of closing the achievement gap. Over a five-year period (FY22 - FY26) student performance on MCAP data will show a decrease in the achievement gap between all students and student subgroups.		
Objectives	Strategies	Method for Measuring Progress	Timeline
Increase access to enrich and accelerate the academic achievements for all students with an added focus on 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	● Quarterly Local Required Assessment and Data Pull Reports ● Monthly Attendance and Discipline Data Reports ● Monthly Disproportinality Reports ● MD Report Card District and School Data ● Monthly Chronic Truancy Reports ● DIBELS ● My IGDI's ● KRA	The Department of Accountability and Reporting provides various School-Wide Data reports on attendance, achievement, assessments, and culture/climate. Reports are published each month and posted to individual schools' secure data folders accessible to School-based and district leaders.

	potential using multiple data points and criteria ● Remove barriers that would prevent a student from accessing a desirable program, course of study, or school setting ● Be aware of factors/situations that could negatively affect a student's mental, physical, emotional, or psychological health	● Student diversity in courses ● Pass rate and attendance in courses ● Athletics eligibility list ● Interim and quarterly progress reports ● Local and state assessment data	

Goal #4			
Objectives	Strategies	Method for Measuring Progress	Timeline
N/A			

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.

In May 2025, SMCPS recommitted to their Educational Equity policy and purpose to ensure that all students, regardless of their individual characteristics, have equitable access to and benefit from high-quality instruction as well as social and emotional resources and support. Equitable access enables all students to become active and productive members of the community and workforce and meet the school system's ultimate goal of eliminating achievement and opportunity gaps.

There are 44 new administrators in SMCPS starting at various levels on their career ladder and will be part of the key personnel who will provide the sustainability of our students' future. Reflecting upon past years' success and challenges to meeting the equity goals, a rebranding of the systems focus on staff, stakeholders, and schools will serve as the foundation of our equity goals.

SMCPS is committed to providing stipends to Equity School Site Leaders (ESSLs) in every school who converge monthly to review student demographic data, attendance patterns, and best practices for creating a school climate that upholds each student's Civil Rights and opportunities to a rigorous education and College and Career Ready standards. ESSLs meet monthly with the Director of Title I Family Engagement who is part of the Division of Instruction (DOI) Leadership team. Agendas are pre-approved by the DOI to ensure topics and presentations are supported by system initiatives and/or recommendations for professional development related to Educational Equity. In FY25, ESSLs monthly attendance average was over 90% and district leaders were invited to present on McKinney Vento, Multilingual Learners Support, IEP and 504 Services, Creating a Welcoming School Environment, FARMS data trends and Housing Affordability for Families.

There are multiple data points in which qualitative analysis of the LEAS's equity goals can be measured. ESSLs provide school principals with updates from monthly meetings at strategies that could be used to support the school's effectiveness of educational equity practices and goals. ESSLs also review demographic data from their schools and provide colleagues with best practices for promoting achievement and removing barriers for underrepresented students' groups.

The Educational Equity Citizens Advisory Committee (EECAC) is composed of parent representatives and community stakeholders. The committee provides the LEA with perspectives 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 support 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.

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

FEDERAL PROGRAM FY26 ALLOCATIONS AND EQUITABLE SERVICES PROPORTION/ATE SHARE

Type N/A where not applicable.

Programs	Total Grant Allocation	Equitable Services Proportionate Share	Provide the per pupil formula and calculation
Title I, Part A Improving Basic Programs Operated by Local Educational Agencies	$3,460,007.00	$72,660.00	
Title I, Part C Education of Migratory Children	N/A	N/A	N/A
Title II, Part A Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders	$502,690	$51,947	16,382 SMCPS students + 1,888 Nonpublic students = 18,270 students SMCPS Title II allotment $502,690 – Administrative Costs $0 = $502,690 $502,690 / 18,270 students = $27.514504 per student 1,888 nonpublic students X $27.514504 per student = $51,947 (rounded)
Title III, Part A English Language Acquisition, Language Enhancement, and	$56,271	N/A	N/A

Academic Achievement			
Title IV, Part A Student Support and Academic Enrichment Grants	$250,761 Grant Allocation: $266,863 (includes FY 25 additional funds not eligible for equitable services)	$25,913	16,382 SMCPS students + 1,888 Nonpublic students = 18,270 students SMCPS Title II allotment $250,761 – Administrative Costs $0 = $250,761 $250,761 / 18,270 students = $13.725287 per student 1888 students X $13.725287 per student= $25,913 (rounded)

Assurances

The LEA must respond to each section to include all participating federal programs:

(Title I-A, Title I-C, Title II-A, Title III-A, and Title IV-A)

Responses can be provided in the cell or as an appendix. Indicate an "N/A" where not applicable. Additional information can be found in the Grant Information Guide.

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)

ESEA Section 1117(b)(5) and 8501(c)(5)

Please respond either yes, no, or not applicable below.

Yes ☒ No ☐ N/A ☐

Assurance 2: Equitable Services Provisions.

The LEA ensures it adheres to all provisions below: 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 eligible public-school children and educators
- Funds do not supplant what the private school would otherwise provide without federal funds.
- Services are secular, neutral, and non-ideological.
- Participating private schools, church exempt schools, and publicly funded nonpublic schools are not-for profit elementary and secondary schools and identified on the MSDE Nonpublic School Webpage.

Yes ☒ No ☐ N/A ☐

(Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A) ESEA Section 1117 and 850

Participation of Children Enrolled in PRIVATE SCHOOLS

1. Annual Invitational Meeting

Provide the LEA's written process for inviting private school officials.

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

ESEA Section 1117(b)(5) and 8501(c)(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

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.C. Title I Equitable Services Participation of Children Enrolled in Private Schools Processes

Title II-A

On May 19, 2025, a 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 2025-2026 school year. An email with this same information was also sent to all previous nonpublic Title II grant participants on May 20, 2025. Beginning in June 2025, 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 2, 2025.

St. Mary's_Title II & IV Letter to Nonpublics & Nonpublic Intent to Participate Form
https://drive.google.com/file/d/19pLbbhKdPdgYt6zEyyqdvHtrPnUhiOMG/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 the eligible number of MLs. At this point, a consultation takes place between the principal and ESOL Supervisor to determine level of service if the school chooses to participate.

Title IV-A

On May 19, 2025, a letter was mailed to all MSDE approved nonpublic schools and church exempt schools in St. Mary's County. The letter notified local nonpublic schools of the opportunity to

participate in the Title IV, Part A Grant and requested documentation of their intent to participate during the 2025-2026 school year. An email with this same information was also sent to all previous nonpublic Title IV grant participants on May 20, 2025. Beginning in June 2025, 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 2, 2025.

St. Mary's_Title II & IV Letter to Nonpublics & Nonpublic Intent to Participate Form
https://drive.google.com/file/d/19pLbbhKdPdgYt6zEyyqdvHtrPnUhiOMG/view?usp=sharing

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.C

Title II-A

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 2024-2025 school year, in lieu of a whole group fall meeting, the Title II Grant Manager met, individually, with each FY25 Title II grant participant for an Initial Consultation Meeting in September 2024.

In February 2025, mid-year consultation information was electronically shared with all nonpublic participants. At that time, nonpublic participants were invited to schedule one-on-one consultation meetings as needed.

In May, SMCPS held a Federally Funded Meeting with nonpublic partners. Title II information was shared with participants at this meeting.

In September 2025, the Title II Grant Manager met, individually, with each FY26 Title II grant participant for an Initial Consultation Meeting. After reviewing FY26 grant updates, 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 2025-2026 school year.

St. Mary's_Title II Initial Consultation Handout September 2025
https://drive.google.com/file/d/1GkIk1MlPpoQZPRHK-ymcOlmV8agdGx9t/view?usp=sharing

Nonpublic FY26 Affirmations of Consultation
https://drive.google.com/drive/folders/1uPPq2sHgiyXb2aOZQ4K9mFujtFwxHHwE?usp=sharing

Dates for the SY25-26 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. Through this ongoing consultation, SMCPS is able to ensure that Title II services to private school students start at the same time as the services for public school participants.

Title III

The ESOL Supervisor and principal of nonpublic are in regular contact with each other via email, phone, or in-person visits.

Title IV-A

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 2024-2025 school year, in lieu of a whole group fall meeting, the Title IV Grant Manager met, individually, with each FY25 Title IV grant participant for an Initial Consultation Meeting in September 2024.

In February 2025, mid-year consultation information was electronically shared with all nonpublic participants. At that time, nonpublic participants were invited to schedule one-on-one consultation meetings as needed.

In May, SMCPS held a Federally Funded Meeting with nonpublic partners. Title IV information was shared with participants at this meeting.

In September 2025, the Title IV Grant Manager met, individually, with each FY26 Title IV grant participant for an Initial Consultation Meeting. After reviewing FY26 grant updates, nonpublic Title IV 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 IV funds during the 2025-2026 school year.

St. Mary's_Title IV Nonpublic Consultation Handout September 2025
https://drive.google.com/file/d/1q29heVe5PGOuwT_opr_3CembM-Rh0FHv/view?usp=sharing

Nonpublic F26 Affirmations of Consultation
https://drive.google.com/drive/folders/1uPPq2sHgiyXb2aOZQ4K9mFujtFwxHHwE?usp=sharing

Dates for the SY25-26 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. Through this ongoing consultation, SMCPS is able to ensure that Title II services to private school students start at the same time as the services for public school participants.

3. Consultation Timeline

Provide the LEA's ongoing consultation timeline for each participating federal program serving private schools.

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

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.

Title I

See Appendix 2.E.

Title II-A

The following timeline was shared with FY26 Title II grant participants in September 2025:

- May 19, 2025- The Nonpublic FY26 Title II Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.
- June 16, 2025- The Nonpublic FY26 Title II Intent to Participate forms were due to SMCPS.
- August 4, 2025- SMCPS was notified of the FY26 Title II, Part A projected allocation.
- August 4, 2025-MSDE advised LEAs to proceed with completing the Title II portion of the previously released FY26 Local Consolidated ESSA Program application.
- September 2025- Initial consultation meetings were held with participating nonpublic schools. The nonpublic FY26 Title II application and school budgets were shared with dedicated nonpublic Title II points of contact.
- PENDING Date TBD- The SMCPS FY26 Title II application was submitted to MSDE for preliminary review.
- September 30, 2025- Local Consolidated ESSA Program applications are due to MSDE.
- PENDING Date TBD- MSDE will notify applicants of the FY26 award status.

  Pending MSDE approval of the SMCPS grant application, FY26 Title II funds will become available to nonpublic schools with an approved application on file.
- PENDING Date TBD- SMCPS received the FY26 Title II Notice of Grant Award.
- April 1, 2026- 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 5, 2026- All nonpublic Title II activity evaluations for the 2025-2026 school year are due to SMCPS.
- September 30, 2026- The End Date for the FY25 Title II Grant.
- April 1, 2027 (*Pending MSDE Approval)*- All remaining FY26 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.

- September 30, 2027 (*Pending MSDE Approval)*- The End Date for the FY26 Title II Grant.

Title III

Non-public schools 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 the principal of nonpublic together determine the level of service at the beginning of the year when the letter is sent out.

Title IV-A

The following timeline was shared with FY26 Title IV grant participants in September 2025:

- May 19, 2025- The Nonpublic FY26 Title IV Intent to Participate form was mailed to all MSDE-approved nonpublic schools in St. Mary's County.
- June 10, 2025- MSDE approved the SMCPS amendment requesting an extension of the FY25 Title IV grant.
- June 16, 2025- The Nonpublic FY26 Title IV Intent to Participate forms were due to SMCPS.
- August 4, 2025- SMCPS was notified of the FY26 Title IV, Part A projected allocation.
- August 4, 2025-MSDE advised LEAs to proceed with completing the Title IV, Part A portion of the previously released FY26 Local Consolidated ESSA Program application.
- September 2025- Initial consultation meetings were held with participating nonpublic schools. The nonpublic FY26 Title IV application and school budgets were shared with dedicated nonpublic Title IV points of contact.
- PENDING Date TBD- The SMCPS FY26 Title IV application was submitted to MSDE for preliminary review.
- September 30, 2025- Local Consolidated ESSA Program applications are due to MSDE.
- PENDING Date TBD- MSDE will notify applicants of the FY26 award status.

  Pending MSDE approval of the SMCPS grant application, FY26 Title IV funds will become available to nonpublic schools with an approved application on file.
- PENDING Date TBD- SMCPS received the FY26 Title IV Notice of Grant Award.
- April 1, 2026- All remaining FY25 Title IV nonpublic funds will be made available to participating nonpublic schools on a first come, first served basis to ensure all funds are utilized by the end of the grant cycle.
- June 5, 2026- All nonpublic Title IV activity evaluations for the 2025-2026 school year are due to SMCPS.
- September 30, 2026- The End Date for the FY25 Title IV Grant.
- April 1, 2027 (Pending MSDE Approval)- All remaining FY26 Title IV nonpublic funds will be made available to participating nonpublic schools on a first come, first served basis to ensure all funds are utilized by the end of the grant cycle
- September 30, 2027 (Pending MSDE Approval)- The End Date for the FY26 Title IV Grant

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.C.

Title II-A

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.

St. Mary's_FY26 Title II Nonpublic Application
https://drive.google.com/file/d/1cEov8-zXPNbjQQQDA5v7RhNKs6EZYIzq/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 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 nonpublics 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 nonpublic 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 distributes them to each participating non-public.

Title IV-A

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

SMCPS_FY26 Title IV Nonpublic Application
https://drive.google.com/file/d/1KDHEUMHFM7ZM3xp8IvpOA21fVAQc3opK/view?usp=sharing

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

Title IV nonpublic monitoring occurs throughout the calendar year. All applications are reviewed and approved prior to any utilization of funds. Once activities are approved, funds are dispersed as planned. When activities cannot be funded using Title IV funds, alternative funding sources or activities are discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, virtual meetings, and at nonpublic site visits. Upon the completion of all Title IV 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 IV 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 IV Grant Manager keeps a log of all materials purchased for nonpublic schools using Title IV Federal funds. The log includes information about where these materials will be housed while in use by nonpublic grant participants.

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 Appendix 2.D. Title I Equitable Services Complaint Procedures

Title II-A

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 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. This complaint procedures/dispute resolution process is discussed with nonpublic schools during both fall and winter consultation meetings. A written description of this process is also provided during these meetings.

Title III

The LEA takes many steps to manage disputes with non-public schools. The complaint procedures/dispute resolution process is discussed with nonpublic schools during both fall and winter consultation meetings. A written description of this process is also provided during these meetings. When there is a question about whether an activity is allowable, MSDE is consulted. In cases where proposed activities cannot be funded using Title III monies, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title III office is consulted for feedback. If the MSDE Title III office cannot facilitate agreement, the LEA will contact MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the non-public school, the MSDE Title III office, and the MSDE Ombudsman.

Title IV-A

The LEA takes many steps to manage disputes with nonpublic schools. When there is a question 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 IVA office is consulted.

When proposed activities are not allowable Title IV activities, alternative activities or funding sources are discussed. If these steps do not bring resolution, the MSDE Title IV office is consulted for feedback. If the MSDE Title IV office cannot facilitate agreement, the LEA will contact

MSDE's Equitable Services Ombudsman to facilitate a collaborative conversation between the LEA grants office, the nonpublic school, the MSDE Title IV office, and the MSDE Ombudsman.

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. This complaint procedures/dispute resolution process is discussed with nonpublic schools during both fall and winter consultation meetings. A written description of this process is also provided during these meetings.

6. Title I, Part A: Delivery of Services

An LEA may deliver services in one or more the following ways:

(Please respond either yes, no, or not applicable below.)

- Provide services directly to eligible private school students

  Yes ☒ No ☐ N/A ☐

- Enter into a third-party contract to provide services to eligible private school students

  Yes ☒ No ☐ N/A ☐

- Enter into a formal agreement (MOU) with other LEAs to provide services to out of district private schools. Please provide a timeline for securing signatures.

  Yes ☒ No ☐ N/A ☐

7. Title II-A ONLY, as applicable:

Please explain how the process for providing equitable participation to students in private schools includes evidence of a needs assessment and professional development action plan.

ESEA Section 2103(b)(3)(E)

If your LEA does not provide Title II services to private school students, please mark with an "N/A"

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 a professional development action plan that contains information about the planned professional learning activities.

St. Mary's_FY26 Title II Nonpublic Application
https://drive.google.com/file/d/1cEov8-zXPNbjQQQDA5v7RhNKs6EZYIzq/view?usp=sharing

8. Title III-A ONLY, as applicable:

Please answer the following questions. If your LEA does not provide Title III services to private school students, please mark with an "N/A."

- Written process for providing equitable services to ELs in nonpublic schools

  N/A

- What is the grade level or area of services agreed upon?

  N/A

- How and in what location are services to ELs in nonpublic schools delivered?

  N/A

*Also, indicate in the table below each nonpublic school that is receiving services to ELs.

ESEA Section 8501(c)

Private School Participation Information

TITLE I, PART A

Provide the names of participating private schools. Add additional rows as needed.

Private School Name
The King's Christian Academy
Little Flower School
St. John's School
St. Michael's School

TITLE I, PART C

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

Private School Name	Number of Students	School Allocation
N/A		
Total		

TITLE II, PART A

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

Private School Name	Number of Students	School Allocation
Bay Montessori	81	$2,228.67
Father Andrew White	246	$6,768.57
Kennedy Krieger School: Southern Maryland Campus	16	$440.23
Kings Christian Academy	282	$7,759.09
Little Flower	137	$3,769.49
Mother Catherine Academy	190	$5,227.76
St. Johns	202	$5,557.93
St. Mary's Ryken	678	$18,654.83
St. Michaels	56	$1,540.81
Total	1,888	$51,947.38

Title III, Part A

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

Private School Name	Number of Students	School Allocation
N/A	N/A	N/A
Total	0	0

TITLE IV, PART A

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

Private School Name	Number of Students	School Allocation
Bay Montessori	81	$1,111.75
Father Andrew White	246	$3,376.42
Kennedy Krieger School: Southern Maryland Campus	16	$219.60
Kings Christian Academy	282	$3,870.53
Little Flower	137	$1,880.36
Mother Catherine Academy	190	$2,607.80
St. Johns	202	$2,772.51
St. Mary's Ryken	678	$9,305.74
St. Michaels	56	$768.62
Total	1,888	$25,913.33

Title I, Part A A-D, Teachers & Staff

A. Staff Credentials and Certification

Please provide the information regarding Staff Credentials by responding in the white space below each question (in gray box). Refer to the Grant Information Guide for additional information.

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

Yes ☒ No ☐

If known at the time of application, applicants must list the percentage and number of teachers and paraprofessionals who have not met licensure and qualification requirements for the 2025-2026 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.

Title I teachers not meeting licensure requirements:	Number: 0	Percentage: 0
Title I paraprofessionals not meeting requirements:	Number: 0	Percentage: 0

If the LEA is not able to provide the information above, provide a date that this information can be provided.

N/A

If the LEA identified teachers or paraprofessionals that do not meet requirements, provide the process to ensure that all teachers and paraprofessionals meet licensure and qualification requirements. (The LEA has the option to submit the process as an appendix) 1112(c)(6)

See Appendix R: Staff Credentials and Certification Written Processes

The LEA ensures it has a written process for addressing any disparities that may occur. 1112(b)(2)

Yes ☒ No ☐

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.

Yes ☒ No ☐

2. If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet licensure requirements at the assigned grade level, a timely notice will be provided to parents.

Yes ☒ No ☐

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)

Yes ☒ No ☐

B. Schoolwide Programs

Please provide the information regarding Schoolwide Programs by responding in the white space below each question (in gray box). Refer to the Grant Information Guide for additional information

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

Yes ☐ No ☒

If so, provide the specific fund sources that are being consolidated. 1114(a)(1)(A)

N/A

If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop Schoolwide Programs. 1114(b)(5)

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 Title I and Family Engagement, in collaboration with other Division of Instruction departments including Student Services, Assessment and Accountability, Curriculum and Instruction, Safety and Security, and Special Education.

Title I schools are included in any professional development initiative or support system put into place funded through local or grant funds provided for elementary schools. This process is managed through the Division of Instruction leadership meetings that occur weekly and directly within the Department of Title I and Family Engagement. Examples of braiding would include but not be limited to: Community Schools Grant, Maryland's Blueprint for Education, and the Judy Center Early Learning Hubs.

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)

Yes ☒ No ☐

The LEA ensures that the SY 2025-2026 Schoolwide Program Plans includes the following components:

1. A Comprehensive Needs Assessment

Yes ☒ No ☐

2. Schoolwide program reform strategies

Yes ☒ No ☐

3. Parent, family, and stakeholder input

Yes ☒ No ☐

4. As applicable, coordination and integration of federal, state, and local services and programs. 1114(b)(2-7) and 34 CFR 200.26(a)

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)

Yes ☒ No ☐

The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. 1114(b)(7)(A)(iii)(V)

Yes ☒ No ☐

The LEA ensures it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans. 1114(b)(3)

Yes ☒ No ☐

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 ☐

The LEA ensures that it has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. 1112(b)(11)

Yes ☒ No ☐

C. Targeted Assistance Program

Please provide the information regarding Targeted Assistance Programs by responding in the white space below each question (in gray box). Refer to the Grant Information Guide for additional information.

The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. 1115(b)

Yes ☒ No ☐ N/A ☐

The LEA ensures Targeted Assistance Programs and plans include the following components:

Yes ☐ No ☐ N/A ☒

Use resources to help eligible children meet the state's challenging academic standards

Yes ☐ No ☐ N/A ☒

Use methods and instructional strategies to strengthen the academic program of the school

Yes ☐ No ☐ N/A ☒

Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs

Yes ☐ No ☐ N/A ☒

Provide professional development to school personnel who work with eligible children

Yes ☐ No ☐ N/A ☒

Strategies to increase the involvement of parents of eligible children

Yes ☐ No ☐ N/A ☒

If appropriate and applicable, coordinate with Federal, State, and local programs

Yes ☐ No ☐ N/A ☒

Help provide an accelerated, high-quality curriculum

Yes ☐ No ☐ N/A ☒

Minimize the removal of children from the regular classroom 1115(b)(A-G)

Yes ☐ No ☐ N/A ☒

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

Yes ☐ No ☐ N/A ☒

D. Parent and Family Engagement

Please provide the information regarding Parent and Family Engagement by responding in the white space below each question (in gray box). Refer to the Grant Information Guide for additional information.

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 ☐

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 ☐

The LEA ensures that all Title I Schools, to the extent practicable, provide full opportunities for the participation of parents and family 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)

Yes ☒ No ☐

The LEA and Title I schools will inform parents and organizations of the existence of Maryland's Statewide Family Engagement Center (Collaborative Action for Family Engagement-CAFÉ). 1116 (g)

Yes ☒ No ☐

The LEA ensures that it complies with the oversight and implementation of all Parent and Family Engagement requirements specified in section 1116(a-g).

Yes ☒ No ☐

The LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. 1116(a)(3)(C)

Yes ☒ No ☐

Describe how the LEA determines the criteria for high-need schools.

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 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

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

Please provide the information regarding the Education of Homeless Children by responding in the white space below each question (in gray box). 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 Student Services, and the Director of Student Services, will meet minimally quarterly with the Director of Title I and Family Engagement (TIFE) and the Title I Supervisor to review the needs of homeless students and to coordinate services, in accordance with the McKinney-Vento Homeless Education Act and SMCPS McKinney Vento Written Procedures (see Appendix 3.O.). 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

Meetings may occur more often if needed.

See Written Process - Appendix 3.O.

The LEA ensures that the amount calculated for the reservation for children and youth experiencing homelessness is based on:

- A written needs assessment;
- 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

Yes ☒ No ☐

Describe how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment. Provide a copy of the completed needs assessment and include the amount calculated for the per pupil allocation (PPA). Refer to the Grant Information Guide for specific requirements for this section 1113(c)(3)(A)(i) and 20 U.S.C. §6313(c)(3)

For the first time, SMCPS utilized the necessary Title I Homeless Set-Aside Needs Assessment Worksheet (see Appendix 3.O.1) to help calculate funds for children and youth experiencing homelessness. During our MSDE McKinney-Vento Program Review, it was noted that there was limited liaison capacity, which impacts the ability to respond to the needs of our students fully. As a response to this, SMCPS is hiring a part-time McKinney-Vento site leader to help with these responsibilities. Students experiencing homelessness have different needs than housed students. The PPWs, along with the new site leader position, will be able to target these needs and remove barriers to participation, retention, and success. The rate of chronic absenteeism decreased from 68.45% to 59.18%, even while absenteeism rates for economically disadvantaged and all students increased. Additionally, SMCPS graduation rates and MCAP proficiency rates for McKinney Vento students exceed the state average. The new position will continue to offer multiple platforms for students to achieve success.

See Appendix O – Homeless Education Liaison Cost and Excess Transportation (Written Procedures)

See Appendix O.1. Homeless Set-Aside Needs Assessment Worksheet

Provide the LEA's Homeless Liaison name and the Job Title

Liaison Name: Kate Weaver

Liaison Title: Supervisor of Student Services

G. Support for Foster Care Students

Please provide the information regarding the Support for Foster Care Students by responding in the white space below each question (in gray box). 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)

LEA Assurance provided

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 (1112(c)(5)(B)(i-ii)) (**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

H. English Learners

Please provide the information regarding English Learners by responding in the white space below each question (in gray box). 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. 1112(e)(3)(A-B)

See Appendix 3.S.EL/ML Written Procedures and Appendix 3. S.1 ESOL Timeline

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. 1112(e)(3)(C)

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. 1112(e)(4)

Yes ☒ No ☐

J. Fiscal Assurances

Please provide the information regarding Financial Guidance by responding in the white space below each question (in gray box). Refer to the Grant Information Guide for additional information.

The LEA ensures that it has adopted and implemented written allowability procedures that outline the steps taken by the LEA to ensure all purchases made with Title I, Part A funds are allowable and that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes the use of school-level Title I funds and all Title I funded positions. SEC 8306(a)(1) and Parts 76 and 200 of EDGAR. See 2 CFR 200.302(b)

Yes ☒ No ☐

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

☒ 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 ☐

The LEA ensures it has a policy or process in place of the measures for the corrective actions it would take if it fails to meet the requirements of supplement not supplant to return to compliance.

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. (ESEA sections 1114(a)(2)(B) and 1118(b)(1)-(2)).

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))

Yes ☒ No ☐

Rank Order:

The LEA ensures that it complies with the requirements of Title l 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.

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)

Required Administration:

1. Property records must be maintained that include a description of the property, a serial number or other identification number, the source of the property, who holds the title, the acquisition date, and the cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.

Yes ☒ No ☐

Title I, Part A: Progress Monitoring

The LEA must provide a table 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).

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?

Yes ☐ No ☒

Reading/English Initiative 1: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Reading/English Initiative 2: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Reading/English Initiative 3: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

AREA OF GROWTH FOR TITLE I, PART A NEEDS ASSESSMENT DRIVEN FOR MATHEMATICS

Does the LEA have any districtwide initiatives, focused on Mathematics?

Yes ☐ No ☒

Mathematics Initiative 1: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Mathematics Initiative 2: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Mathematics Initiative 3: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

AREA OF GROWTH FOR TITLE I, PART A NEEDS ASSESSMENT DRIVEN FOR SCHOOL QUALITY AND STUDENT SUCCESS

Does the LEA have any districtwide initiatives, focused on School Quality and Success?

Yes ☐ No ☒

School Quality and Success Initiative 1: N/A

Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A)

Click or tap here to enter text.

Measurable Goals with Baseline Data

Click or tap here to enter text.

What metric will be used and at what intervals? 1112(b)(1)(A-D)

Click or tap here to enter text.

List of Funding Sources to include Title I, Part A

Click or tap here to enter text.

How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)

Click or tap here to enter text.

What Level of Evidence is this strategy? 8101(21)(A)

Click or tap here to enter text.

School Quality and Success Initiative 2: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

School Quality and Success Initiative 3: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

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 ☐ No ☒

Parent and Family Engagement 1: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Parent and Family Engagement 2: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

Parent and Family Engagement 3: N/A
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A) Click or tap here to enter text. Measurable Goals with Baseline Data Click or tap here to enter text. What metric will be used and at what intervals? 1112(b)(1)(A-D) Click or tap here to enter text. List of Funding Sources to include Title I, Part A Click or tap here to enter text. How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B) Click or tap here to enter text. What Level of Evidence is this strategy? 8101(21)(A) Click or tap here to enter text.

School Improvement Assurances

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box in the white space below each question (gray box).

The LEA makes the following assurances for its use of SY 2025-2026 School Improvement funds: 1003(e)(2); 1111(d)(1)(B); 1111(d)(2)(C)

1. Each school receiving school improvement funds will receive all of the State and local funds it would have otherwise received.

Yes ☒ No ☐

2. Each school receiving funds has completed a Comprehensive Needs Assessment.

Yes ☒ No ☐

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).

Yes ☒ No ☐

4. Funds will be used only for evidence-based practices, in accordance with the approved school improvement plans.

Yes ☒ No ☐

5. Funds will be used only for programs and activities for CSI and ATSI schools.

Yes ☒ No ☐

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)

Yes ☒ No ☐

The LEA assures that no more than 30% of funds will be reserved for district-managed initiatives. 1003(e)

Yes ☒ No ☐

The LEA assures that it has written processes for developing, implementing and monitoring school improvement plans. 1003(e)(1)

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 studies.
- 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	Use the drop-down to select the source used to identify the ESSA evidence level. See GIG for details
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
	Choose an item.	Choose an item.

LEA Requirements

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

Use the white space below each question (gray box) to 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.

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 2025-2026 (see Appendix 4.G.). 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 school system leadership from the various Department of Instruction (DOI) departments including Title I and Family Engagement; Curriculum and Instruction; Accountability and Reporting; 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 Director of Title I and Family Engagement 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 and updates this plan annually. The plan is followed as written and monitored by the Department of Title I and Family Engagement 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 MSDE requirements and guidelines established for identified ATSI Schools. When Hollywood Elementary, Town Creek Elementary, and White Marsh Elementary were identified as ATSI schools, SMCPS worked to support the identified ATSI schools to 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 Officer, Director of Special Education, Director of Student Services, members of the Department of Accountability and Reporting, content supervisors, and school-based leadership. The departmental directors for the areas that resulted in the schools' ATSI designation (i.e., special education) established on-going communication and worked in direct collaboration with the school stakeholders to develop, refine and implement the ATSI school plans.

The ATSI school principals then worked with school staff and stakeholders such as their instructional leadership team, School Improvement Team (SIT), and parent and community support groups through the process to finalize and submit their plan to the Department of Accountability and Reporting. The Department of Accountability and Reporting convened a panel composed of the Division of Instruction directors to review the ATSI plans submitted to provide feedback for either revisions needed or approval of their plans. All plans were approved as submitted with no requested revisions.

SMCPS is committed to providing support to ATSI schools so that these schools can effectively carry out the activities and strategies as outlined in their ATSI School Improvement Plans. SMCPS has made a commitment to support these ATSI plans by giving specialized guidance and support through the planning and then implementation process as described previously. Plans are reviewed on a monthly basis (typically at the SMCPS Administrator and Supervisor monthly meeting) throughout the year with the ATSI principals. If goals are not being met, the LEA support team assists the ATSI schools to first discuss rationale and complexity factors and then to adjust and reset milestones and deploy personnel and other supports as needed to achieve the set exit goal.

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 Title I Director and the Title I Supervisor, 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 Accountability and Reporting, and content supervisors meet with the school leadership to review the status of the ATSI Plans and to monitor the schools' growth toward meeting their established goals. Adherence to the written plan and progress on set goals is also a part of the ATSI school's principal's evaluation.

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).

A.) N/A

B.) 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 (CN/A) will be conducted, and the CSI Implementation plan will be revised. The Title I office will work with the school-based team on the CN/A 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-exiting CSI schools.

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 communications with staff and parents, and providing on-site professional development.

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 George WashingtonCES, 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 certificated teachers and are 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.

All staff complete the SMCPS application and interview process, and all consultants complete the system's process for Request for Proposals. It is important to note that all consultants and temporary employees must complete a background check and all Safe Schools training. Temporary employees and consultants are evaluated by the Title I Office during monitoring visits to the school as well as school administration.

N/A for ATSI schools.

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

St. Mary's County Public Schools has thoughtfully worked to utilize multiple resources to support George Washington Carver Elementary School (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. The 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. The 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 Title I funds are used to provide additional Instructional Resource Teachers and paraprofessionals. The system provided one additional full-time 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 implementation of their ATSI Plans. For example, we have used Federal Title II funds giving an additional allocation to these schools for collaborative planning to address their ATSI identified deficit. These meetings are also an integral part of the progress monitoring as described in the ATSI schools' implementation plans.

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 for fiscal year 2026. In addition to participating in MSDE CSI meetings and monitoring events, SMCPS strategically evaluates staffing patterns in order to ensure the needs of students are being met at GWCES. The present level of staffing at GWCES has resulted in smaller class sizes. Staffing reductions are considered only when there are significant enrollment decreases.

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 Department of Accountability and Reporting 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.

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.

Use the white space below each question (gray box) to respond.

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

With School Improvement funds from MSDE being reduced from last year, SMCPS has prioritized funding and will allocate all $44,316 of School Improvement funds to its CSI school, George Washington Carver Elementary, based on a needs assessment. ATSI schools received funding from the FY25 School Improvement Additional Funds grant that was awarded by MSDE over the summer. 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 in this application as we feel that this is our greatest need with limited funding. ATSI schools are supported as shared in the responses within this document and through additional School Improvement funding. ATSI schools receive support 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. Insert additional rows as needed.

NOTE: Please submit the approved improvement plans for all ATSI schools.

School ID #	School Name	Grade Span	School Status	School Allocation	Overarching Strategy 1	Overarching Strategy 2	Overarching Strategy 3
0805	George Washington	PreK-5	CSI	$44,512.00	Curriculum, Instruction &	Curriculum, Instruction &	School Climate &

	Carver Elementary				Assessment – Content Areas -ELA	Assessment – Content Areas -Math	Supports – Attendance
0604	Hollywood Elementary	PreK-5	ATSI		Curriculum, Instruction & Assessment – Content Areas -ELA	Curriculum, Instruction & Assessment – Content Areas -Math	School Climate & Supports – Attendance
0806	Town Creek Elementary	PreK-5	ATSI		Curriculum, Instruction & Assessment – Content Areas -ELA	Curriculum, Instruction & Assessment – Content Areas -Math	School Climate & Supports – Attendance
0503	White Marsh Elementary	K-5	ATSI		Curriculum, Instruction & Assessment – Content Areas -ELA	Curriculum, Instruction & Assessment – Content Areas -Math	School Climate & Supports – Attendance
			Choose an item.		Choose an item.	Choose an item.	Choose an item.

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 9/1/2024to 8/31/2025. 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
Summer Identified							N/A
Summer Served							N/A
Regular School Year Identified							N/A
Regular School Year Served							N/A

Migrant Student Groups & Priority for Services (PFS)	Regular School Year	Summer (unduplicated)	Total
Qualifying move within previous 1 year			N/A
Students with Disabilities (IDEA)			N/A
Limited or no English proficiency			N/A
Failing or at risk of failing English, Math, Science, or Social Studies			N/A
Out of age grade placement			N/A
State assessment data indicate the			N/A

child is below grade level in reading, math, or language arts.			

GOALS AND MEASURABLE PROGRAM OUTCOMES (MPOS)

MPO 1: School Readiness			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
N/A			

MPO 2: Math Achievement			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
N/A			

MPO 3: Reading Achievement			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
N/A			

Other Measurable Program Outcomes or Goals			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
N/A			

Service Delivery Plan (SDP)

Use the white space below each question (gray box) to respond.

Provide a written process of how the LEA will align MEP services with the unique needs of eligible migratory children in the region prioritizing students who are most at risk of failing and after consideration of eligibility for all other existing programs (e.g. IDEA, Title III, 21st CCLC, State and local programs, etc.)

N/A

Provide a detailed description of all Migrant Education Program (MEP) services that will be provided using Title I, Part C funds and how these services will meet the strategic targets of the Goals and Measurable Outcomes. For programs and activities that will be conducted seasonally include start and end dates

N/A

Describe the stakeholders that are involved in the development of the LEA SDP plan and how the LEA SDP plan aligns with the State SDP Plan.

N/A

Provide a written process for how the parents/ families of migratory children provide feedback and input in planning for MEP support services. Describe the LEA process and timeline for conducting Parent Advisory Council (PAC) meetings.

N/A

Please fill in the chart below detailing all MEP trainings. For additional information please see the GIG.

Training Topic	Expected Outcomes	Method	Intended Audience
N/A			

Partnership and Service Coordination

Complete the table below listing all existing LEA programs that migratory students participate in and provide collaborative support to the LEA Migrant Education Program if applicable. If a program is not already included in the table please add it to the "Other Programs" row.

LEA Programs	Describe programmatic and/or fiscal coordination between the MEP program and programs listed in the chart to Support Migratory Students and Families.
Title I, Part A	N/A
Individuals with Disabilities Education Act (IDEA)	N/A
Title III, Part A	N/A
Title IV, Part B - 21st Century Community Learning Centers	N/A
Community Schools	N/A
McKinney-Vento Homeless Assistance Program	N/A
Head Start	N/A
Judy Centers	N/A
Community and School Nutrition Programs	N/A
Other Programs	N/A

Provide a list of organizations or external partners that have cooperative agreements and/or provide services to the MEP using the table provided below in the application.

Agency Name	Services provided
N/A	N/A

Provide a written process for how the LEA will collaborate with external partners and agencies to assist in providing services, resources, and referrals that address migrant student and family needs.

N/A

Identification and Recruitment (ID&R)

Use the white space below each question (gray box) to respond.

Provide a written process for how the LEA will direct, support, and monitor MEP identification and recruitment efforts throughout the region covered by this funding application including who is responsible for overseeing ID&R activities and when activities are conducted (year round or seasonal).

N/A

Provide a written process for how the LEA works with internal and external partners to determine where migratory families may reside.

N/A

Provide a written process for how the LEA will ensure only eligible migratory children participate in the MEP.

N/A

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

N/A

Data Reporting

Use the white space below each question (gray box) to respond.

Provide a written process for ensuring accurate Priority for Service, Limited English proficiency, and Special Education indicators and grade level data is submitted.

N/A

Provide a written process to collect and submit new data upon the completion of fall, spring, and summer terms including students who lose eligibility, graduate, or move out of state.

N/A

Provide a written process for how the LEA documents and communicates to staff the required procedures for collecting and submitting all applicable Minimum Data Elements for migratory children.

N/A

Provide a written process for how the LEA conducts quality control and reconciliation of data.

N/A

Provide a written process for how the LEA will support intrastate and interstate coordination efforts to update student data and allow for timely transfer of student records.

N/A

Parent and Family Engagement

Use the white space below each question (gray box) to respond.

Provide a written process for how the LEA will support and facilitate parent/family involvement in their child's education.

N/A

Title I, Part D Subpart 2 Narratives

Goals and Measurable Outcomes

Additional requirements for this section are required including the identification of evidence-based interventions/programs. Refer to the Grant Information Guide for those requirements.

GOAL AREA 1: Improvement in Reading Achievement

Reading Intervention/Program One
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Reading Intervention/Program Two
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Reading Intervention/Program Three
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

GOAL AREA 2: Improvement in Mathematics Achievement

Math Intervention/Program One
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Math Intervention/Program Two
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Math Intervention/Program Three
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

GOAL AREA 3: Increased student outcomes through transition planning to successfully support students after exit

Student Supports After Exit/Plan One
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Student Supports After Exit/Plan Two
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

Student Supports After Exit/Plan Three
Target Population N/A Goal Statement Click or tap here to enter text. Outcome Objective Click or tap here to enter text. Timeline Click or tap here to enter text. Name or type of evidence-based intervention or strategy Click or tap here to enter text. ESSA Level of Intervention/Strategy (1, 2, or 3) Click or tap here to enter text. Reference for levels 1-3 Activity Click or tap here to enter text.

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 serve:

☐ At-risk of academic failure

☐ dependency adjudication or delinquency adjudication

☐ has a drug or alcohol problem

☐ Is pregnant or is a parent

☐ has come into contact with the juvenile justice system or child welfare system in the past

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

☐ is a migrant or immigrant

☐ is a gang member

☐ has previously dropped out of school

☐ has a high absenteeism rate at school

PLAN OF OPERATION

Use the white space below each question (gray box) to respond.

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. Sec.1423 (5))

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 2022-2023	School Year 2023-2024	School Year 2024-2025
Male			
Female			

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

MONITORING 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
- Family engagement activities
- Transition plan

Action Description	Beginning and End Dates	Person Responsible
N/A		

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

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 data, which gaps are current priorities for your LEA? List up to 3 priority areas and cite specific data points and how you intend to address each priority area. LEAs may reference information included in their Extent of Need here and include links to charts and/or graphs below the dialogue box.

Priority Area 1

Support teacher efforts to work collaboratively to identify and address student needs by providing time during and after the school day for them to meet in collaborative teams to review student data, participate in professional learning opportunities related to identified areas of need, 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 when 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 and promote ongoing collegial conversations that support student learning. Additional support and funding are 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, ATSI, and TSI schools will be provided additional time, above and beyond that typically provided, to participate in professional learning, collaboratively plan instruction, and monitor student progress. 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.

Equity gaps have been noted in student academic performance on the required state and county assessments.

SMCPS_Title II Priority Area 1 Data
https://docs.google.com/document/d/1d6Ws-CTjXTiHYic73mXmNcEn1YYmeD4-1Xu4M8uBoMI/edit?usp=sharing

Multiple student groups including students with disabilities, economically disadvantaged, multilingual learners, and African American are performing below average on county and state 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 (70.11%) scored above the state level (59.5%) overall on the 2025 Grade 10 ELA MCAP, Multilingual learners (State: 9.3%; SMCPS: 9.09%) and African American students (State: 48.4%, SMCPS: 40.42%) scored below state averages for each subgroup. Although SMCPS Multi-racial students (State: 70%, SMCPS: 71.8%) and Students with Disabilities (State: 21.1%, SMCPS: 21.9%) exceeded the state subgroup average performance further support is needed to close the achievement gap for these subgroups. 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 2025 MCAP Government assessment, the overall student performance was 51%. 24% 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 17% proficient score on the MCAP, causing a 34-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 34% 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. SY25 LS-MISA data will be reviewed once available. The Literacy Coach will work with Earth/Space Science and Biology teachers to increase disciplinary literacy skills and MISA scores for all student groups.

SMCPS_Title II Priority Area 2 Data
https://docs.google.com/document/d/1IQRcaqNBzkZ3VLrNcXqp_bHEP6jtPdbJ1yVdr8-zuKQ/edit?usp=sharing

Priority Area 3

Provide opportunities for lead mentors to work with mentor teams and new hires to help build staff capacity and retain effective teachers.

Schools with a large number of new hires need additional mentor support. The effectiveness of mentor support can vary when there are a limited number of available mentors or there is a lack of collaboration between mentors. Lead mentors will work to improve the mentoring experiences for mentors and new hires. Lead mentors will be identified to facilitate school-based ongoing mentor-mentee meetings in buildings, including Title I schools 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.

During school year 2024-2025, 111 non-tenured staff were conditionally certified/licensed and required additional mentor support. In the 2025-2026 school year there are currently 95 conditionally certified/licensed staff.

SMCPS_Title II Priority Area 3 Data
https://docs.google.com/document/d/1r5ikeoikSuDcyOfqmTz8pUsS8deVte0e_N4HsRiHBDo/edit?usp=sharing

PROGRAMMATIC GOALS AND MEASURABLE OUTCOMES

List the programmatic goals and outcomes of the LEA's Title II, Part A program.

Programmatic goals should articulate a broad aim of what the LEA intends to accomplish with the funds and connect to the overall purpose of the grant and align to the priority areas.

Outcomes measure progress towards meeting the programmatic goals. They break the broad goal into long-term, mid-term, and short-term benchmarks and capture the changes or shifts that must occur for the LEA to reach the programmatic goals.

(See the GIG for more information and examples)

Goal 1:

Increase student achievement by providing educators with peer collaborative opportunities for the purpose of engaging in professional learning, collaboratively planning instruction, and monitoring student achievement by analyzing data from a variety of sources.

Outcomes:

100% of schools will provide staff with time to engage in collaborative planning and data analysis with their professional learning teams.

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 2026 MCAP assessments will increase by 2% for each grade-level and content when compared to SY 2024-2025 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 leadership team to support increased student achievement in both literacy and disciplinary literacy through the hiring of Secondary Literacy Coaches.

Outcomes:

100% of 9th and 10th grade core subject teachers will participate in job-embedded PD facilitated by the literacy coach by June 2026.

- Collaborative Planning Meetings
- Data Team Meetings
- Department Meetings
- Staff Meetings

- Professional Development Days
- Individual 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 or collaborative experience in their classroom.

Increase SMCPS ELA 9 Formative 2 Assessments scores by 2% when compared to the SY24-25 performance.

- SMCPS SY24-25 70.47%
- LHS SY24-25 76.58%
- CHS SY24-25 71.94%

Increase SMCPS ELA 10 Formative 2 scores by 2% when compared to the SY24-25 performance.

- SMCPS SY24-25 69.4%
- LHS SY24-25 74%
- CHS SY24-25 69.88%

Increase SMCPS Biology Second Quarter Assessment scores by 2% when compared to SY24-25 performance

- SMCPS SY24-25 72.5%
- LHS SY24-25 82.7%
- CHS SY24-25 71.88%

Increase SMCPS Government Formative 2 Assessment scores by 2% when compared to the SY24-25 performance.

- SMCPS SY24-25 56.85%
- LHS SY24-25 70.82%
- CHS SY24-25 56.06%

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.

Outcomes:

The SY25-26 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 non-tenured teachers will participate in job-embedded PD and/or collaborative planning with their PLC/Data Team or Literacy Coach.

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: Schools at Risk

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.

St. Mary's County Public Schools is committed to the following priorities:

- Support literacy skill development across content areas in secondary schools through teacher coaching and student support.
- Providing personalized professional learning, including collaborative planning, conferences, workshops, and courses, to all staff 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, ATSI, and TSI 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 through the data review and reflection process.

Plan of Operation: Consultation with Stakeholders

Please describe how the LEA meaningfully consults 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, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of the grant.

The LEA must include all groups mentioned in statute in their description and 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, Accountability and Reporting), 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 Department of Accountability and Reporting

Monthly

- County-wide Administrator and Supervisor meetings with all facets of the school system represented
- New Educator 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 and the Department of Accountability and Reporting
- 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 N/AACP
- Ongoing, regular communication and feedback collection with all staff through multiple sources
- CSI/ATSI Assistance Team Meetings

PLAN OF OPERATION: CONTINUOUS IMPROVEMENT

Please describe how the LEA will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.

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

- Use of Schoology and Google Docs to document both meeting agendas and meeting minutes for Cabinet, Division of Instruction, and Department of Curriculum and Instruction Meetings.
- Use of Schoology and Google Sites to document meeting agendas and provide needed resources and support for Administrator/Supervisor Staff, Instructional Resource Teacher meetings, and participants in designated grant activities.
- Use of surveys to provide feedback for 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 staff 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. Plans are also reviewed 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 for each.

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.

Complete the table for each U.S. Department of Education Allowable Activities by responding in the white space to the right of each component (gray box). 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. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

1.1.2 Provide differential and incentive pay in high-need academic subject areas and special areas.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

1.1.3 Provide teacher, paraprofessional, principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.	
1. anticipated measurable outcomes	**Educator Assessments** 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, administrator assessment (SLLA), and ParaPro assessment. Measurable Outcome: SMCPS staff will successfully complete at least 30 educators assessments and earn a passing score by June 2026 as they work towards licensure or career advancement.
2. implementation plans	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. The Department of Human Resources maintains study guides for Praxis Core that are available for lending.
3. 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.
4. intended audience	Administrators, teachers, and paraeducators who work directly with students.
5. specific timeline	These funds will be made available throughout the 2025-2026 school year until exhausted. Activity usage will be tracked monthly, throughout the grant period.
6. 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. NCTQ Driven by Data | Using licensure tests to build a strong, diverse teacher workforce (2021) https://teacherquality.nctq.org/dmsView/NCTQ_Driven_by_Data_Appendix_B Research cited by the National Council on Teacher Quality (NCTQ), found that higher Praxis II scores are a significant predictor of student achievement. This study noted that the link was more statistically significant for math achievement.
7. brief plan for evaluation	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.

1.1.4 Other Activities/ Initiatives Related to Section 1.1.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

Total Title II, Part A Funds Allocated to Section 1.1	$8,000

1.2 Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

Total Title II, Part A Funds Allocated to Section 1.2	$0

1.3 Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

Total Title II, Part A Funds Allocated to Section 1.3	$0

2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.

2.1.1 Help all students develop skills essential for learning readiness and academic success.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.2 Use data to improve student achievement and/or understand how to protect students' privacy.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.3 Engage parents, families, and community partners.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.4 Integrate technology into curricula and instruction.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.5 Provide opportunities for experiential learning through observation.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.6 Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	
1. anticipated measurable outcomes	**Collaborative Planning** Goal: Increase SMCPS MCAP scores by 3% by 2026 by providing funding for substitutes and stipends so that school-based staff can meet together in Professional Learning Teams 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 and Tier I 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 2025-2026 will increase by 3% when compared to student performance in school year 2024-2025.
2. implementation plans	The Department of Curriculum and Instruction (DCI) will inform schools of available collaborative planning 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, ATSI, and TSI schools will receive additional allocations to support this work and help meet the needs of the targeted student populations in their school communities. Additional allocations will also be provided to secondary schools to further support staff who work with targeted student populations within their school communities. Schools will utilize available funds to support staff participation in site-based professional learning teams who meet throughout the school year.

	While engaged with professional learning teams: ● Teachers will collaboratively plan instruction and incorporate Universal Design for Learning (UDL) and Tier I intervention 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 Department of Curriculum and Instruction 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 collaborative planning funds in all school buildings to support increased student achievement.
3. 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. Professional Learning Teams will reference the appropriate grade level and content standards when planning instruction, designing assessments, monitoring student progress, and providing student feedback.
4. intended audience	All schools in SMCPS with additional support provided to Title I, CSI, ATSI and TSI schools. Additional support will also be provided to secondary schools with at-risk populations.
5. specific timeline	These funds will be used for stipends or substitutes during the 2025-2026 school year or until exhausted. Activity usage will be tracked monthly, throughout the grant period. Usage

	updates will be provided to schools mid-year, or upon request.
6. 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. Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. (2015). "Teacher collaboration in instructional teams and student achievement." *American Educational Research Journal*, 52(3), 475–514 https://journals.sagepub.com/doi/10.3102/0002831215585562 This study found that schools with better-quality collaboration among instructional teams had higher student achievement gains in math and reading. 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 following as core constructs of the Standards of Professional Learning that will be supported in the work of local collaborative professional learning teams: • Educators embrace student assets through instruction. • Educators assess student learning. • Educators understand curriculum and implement through instruction. • Educators apply standards and research to their work. • Educators develop the expertise essential to their roles. • Educators collaborate with colleagues who hold various perspectives. • Educators prioritize the learning needs of all students and educators. • Educators leverage evidence, data, and research from multiple sources to plan educator learning.

	● Educators ground their work in research and theories about learning. ● Educators implement evidence-based learning designs. ● Educators engage in feedback processes. ● Educators create structures to ensure access to learning opportunities. ● Educators sustain a culture of support for all staff. ● Educators engage in continuous improvement. ● Educators build collaboration skills and capacity. ● Educators share responsibility for improving learning for all students. ● Educators sustain coherent support to build educator capacity.
7. brief plan for evaluation	Survey a random sample of professional learning team participants monthly to determine the impact the collaborative 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 teams to validate the use of funds as well as create models for other schools. Example artifacts could include 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.

2.1.7 Provide professional development to promote high-quality instruction and instructional leadership in STEM.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.1.8 Other Activities/Initiatives Related to Section 2.1.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

Total Title II, Part A Funds Allocated to Section 2.1	$208,551

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.

2.2.1 Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.2 Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.3 Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.4 Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.5 Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.6 Increase training to support identification and support of gifted and talented students.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.7 Increase training of all school personnel on how to prevent and recognize child sexual abuse.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.8 Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

2.2.9 Other Activities/Initiatives Related to Section 2.2.	
1. anticipated measurable outcomes	**Secondary School Literacy Coaches** Goal: Increase MCAP performance for each grade-level and content when compared to SY 2024-2025 performance by funding the salary and fringe benefits for 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 progress monitoring and focused instruction and interventions. Measurable Outcomes: ● 100% of 9th and 10th grade core subject teachers will participate in job-embedded PD facilitated by the literacy coach by June 2026. o Collaborative Planning Meetings o Data Team Meetings o Department Meetings o Staff Meetings o Professional Development Days o Individual 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 or collaborative experience in their classroom. ● Increase SMCPS ELA 9 Formative 2 Assessments scores by 2% when compared to the SY24-25 performance. o SMCPS SY24-25 70.47% o LHS SY24-25 76.58% o CHS SY24-25 71.94% ● Increase SMCPS ELA 10 Formative 2 scores by 2% when compared to the SY24-25 performance. o SMCPS SY24-25 69.4% o LHS SY24-25 74% o CHS SY24-25 69.88% ● Increase SMCPS Biology Second Quarter Assessment scores by 2% when compared to SY24-25 performance o SMCPS SY24-25 72.5% o LHS SY24-25 82.7% o CHS SY24-25 71.88% ● Increase SMCPS Government Formative 2 Assessment scores by 2% when compared to the SY24-25 performance. o SMCPS SY24-25 56.85% o LHS SY24-25 70.82% o CHS SY24-25 56.06%

2. implementation plans	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 Professional Learning Team and Department Meetings, quarterly in their assigned school during the 2025-2026 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 2025-2026 school year. The Secondary School Literacy Coaches will provide focused instruction to individual and small groups of students as identified by the collaborative team discussions during the 2025-2026 school year.
3. alignment with challenging State academic standards	The Literacy Coaches will focus on assisting teachers in 9th and 10th grade core subjects (U.S. History, English/Language Arts (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. Secondary School Literacy Coaches help build teacher capacity in these areas.
4. intended 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).
5. specific timeline	The Secondary School Literacy Coaches (FTE) will be employed for the 2025-2026 school year.
6. 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 both teacher and student learning.
7. brief plan for evaluation	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 2025-2026 school year through their calendar. The Secondary School Literacy Coaches will keep a log of student support provided. 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 on county and classroom assessments 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. The Secondary School Literacy Coaches will keep a log of professional development sessions and teacher attendance to monitor teacher participation in job-embedded professional learning experiences. The Secondary School Literacy Coach will keep track of teacher

	utilization of Tier I 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.

Total Title II, Part A Funds Allocated to Section 2.2	$186,911

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

3.1.1 Provide new teacher, principal, or other school leader induction and mentoring programs.	
1. anticipated measurable outcomes	**Lead Mentors** Goal: Support and retain new staff through induction activities that include mentor support provided by Lead Mentors. Measurable outcomes: ● 100% of new teachers will participate in monthly site-based new teacher meetings during SY25-26. ● 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 learning opportunities will indicate that the training met the objectives to support their mentoring practice based on anonymous exit slips. ● 100% of monthly seminars will include professional learning opportunities facilitated by lead mentors. ● 90% of participants at monthly seminars will indicate the objectives of their professional learning sessions were met based on anonymous exit slips.
2. implementation plans	The SMCPS Induction Program coordinators in Human Resources 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 as a year-long course. Additional training includes 3-4 quarterly in-person professional learning opportunities. Lead mentors will participate in monthly Induction seminars and assist at school sites by working with mentor teams. Lead mentors participate in professional learning focusing on supporting non-tenured teachers through facilitating collaboration and professional learning opportunities. Professional learning offered by lead mentors concludes with the collection of feedback data that is shared with facilitators.
3. 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.
4. intended audience	Select highly-qualified lead mentors that will work to support non-tenured staff monthly during 2025-2026 school year.
5. specific timeline	These funds will provide stipends to pay 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.
6. 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*. 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 SMCPS delivers. Shanks, R. (2017). Mentoring beginning teachers: professional learning for mentees and mentors. *International Journal of Mentoring and Coaching in Education*. https://aura.abdn.ac.uk/bitstream/handle/2164/12456/PDF_Proof.PDF?sequence=1 This paper indicates that reflective practice, inquiry into professional practices, collaboration, and professional learning, for both mentees and mentors, are key components of mentoring programs.
7. brief plan for evaluation	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 retention will be tracked through resignation postings.

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.	
1. anticipated measurable outcomes	**Conferences** 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 2025-2026 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.
2. implementation plans	The Department of Curriculum and Instruction in collaboration with building principals, the Department of Accountability and Reporting, the Department of Special Education, and the Department of Human Resources, will identify professional conferences that will address our system, school, and staff 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/collaborative team meetings, and county-led workshops.
3. 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.
4. intended audience	Highly-qualified lead teachers such as Literacy Coaches and Instructional Resource Teachers; Principals and Assistant Principals
5. specific timeline	Instructional leaders and lead teachers will attend selected professional learning experiences throughout the 2025-2026 school year.
6. 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 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 following as core constructs of the Standards of Professional Learning that will be supported in the work of those who attend professional conferences: ● Educators understand curriculum and implement through instruction. ● Educators apply standards and research to their work. ● Educators develop the expertise essential to their roles. ● Educators leverage evidence, data, and research from multiple sources to plan educator learning. ● Educators ground their work in research and theories about learning. ● Educators implement evidence-based learning designs. ● Educators engage in continuous improvement.
7. brief plan for evaluation	Participant surveys will be collected. Participants will be expected to reflect on the information learned, how it will be shared with relevant SMCPS stakeholders, and how it will be used to positively impact student achievement.

3.1.3 Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

3.1.4 Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

3.1.5 Support instructional services provided by effective school library programs.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

3.1.6 Improve school working conditions through reporting results of educators' support and working conditions feedback.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

3.1.7 Provide common planning time to help prepare students for postsecondary education and workforce.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

3.1.8 Other Activities/Initiatives Related to Section 3.1	
1. anticipated measurable outcomes	**The Art of Education** Goal: Provide 19 educators with access to The Art of Education during the 2025-2026 school year to build teacher capacity and positively impact student achievement in visual arts. Measurable Outcomes: 100% of elementary students of participating teachers will demonstrate partial command or better by the end of SY25-26. 100% of secondary students of participating teachers will receive a grade of C or better by the end of SY25-26 100% of participating teachers on the summative evaluation cycle receiving a formal observation during SY25-26 will score “effective” or “highly-effective” for “Content Knowledge and Pedagogy” on formal observations.
2. implementation plans	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 2025-2026 school year.
3. 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.
4. intended audience	K-12 Visual Arts Teachers
5. specific timeline	Selected teachers will utilize The Art of Education during the 2025-2026 school year.
6. 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/
7. brief plan for evaluation	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.

Total Title II, Part A Funds Allocated to Section 3.1	$38,053

4.1 Improve equitable access to effective teachers and principals for all students.

4.1 Activities/Initiatives Related to Section 4.1.	
1. anticipated measurable outcomes	N/A
2. implementation plans	N/A
3. alignment with challenging State academic standards	N/A
4. intended audience	N/A
5. specific timeline	N/A
6. evidence tier	N/A
7. brief plan for evaluation	N/A

Total Title II, Part A Funds Allocated to Section 4.1	$0

Title III, Part A, English Language Acquisition

Title III Strategies

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.

Key Activity 1.1	
Description of Activity	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.
Intended Outcomes of Activity	To improve academic achievement and increase the percentage of MLs demonstrating growth in English language proficiency.
Alignment to Goal	Goals 1 & 5
Timeline target Dates	November 2025

Key Activity 1.2	
Description of Activity	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.
Intended Outcomes of Activity	To increase student performance in science, social studies, English language arts, and mathematics; to decrease the number of long-term MLs.
Alignment to Goal	Goals 2, 5 & 6
Timeline target Dates	School year 2025-26 and Summer 2026

Key Activity 1.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 2.1	
Description of Activity	CAL SIOP for Educators: Foundations Workshop
Intended Outcomes of Activity	To increase teachers' knowledge of the eight research-based components of the SIOP Model to effectively teach language and content.
Alignment to Goal	Goals 3 & 5
Timeline target Dates	January 2026

Key Activity 2.2	
Description of Activity	Registration fees for conferences such as WIDA, MELLFIN, and TESOL for family engagement, best instructional practices, latest research pertaining to MLs and literacy development. The county has a formal process for selecting teachers to attend conferences. Those teachers who attend will be expected to share information with grade level/content teachers upon their return.
Intended Outcomes of Activity	To increase teachers' knowledge of practices that support MLs in language and content development and ultimately to increase the literacy and academic achievement of our MLs.
Alignment to Goal	Goals 3 & 5
Timeline target Dates	Spring 2026 and Fall 2026

Key Activity 2.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 3.1	
Description of Activity	Multiple County-Wide ML Information Family Nights. These events are designed to provide parents with information about language and literacy development, attendance, high school credits, graduation requirements, and the US school system. 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 materials and light snacks.
Intended Outcomes of Activity	To increase parental involvement in the education of MLs.
Alignment to Goal	Goals 4 & 5
Timeline target Dates	Fall 2025 and Spring 2026

Key Activity 3.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 3.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 4.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 4.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 4.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 5.1	
Description of Activity	Purchase HMH: English 3D, Read 180 Dedicated and Flex. These supplemental reading and writing resources support an MTSS approach. Read 180 integrates adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive explicit instruction and practice of foundational literacy skills. HMH will be supplemental in nature and implemented in conjunction with other vetted ELD curriculum materials for approximately 50% of our students in grades 6-12. It will be used with our newest MLs, those identified as SLIFE, and those who have reached the threshold of being a long-term ML.
Intended Outcomes of Activity	To develop students' fluency, vocabulary, and comprehension skills so that they become proficient readers and writers. For all MLs in grades 6-12 to reach English proficiency by year 5.
Alignment to Goal	Goals 1, 2, 5 & 6
Timeline target Dates	SY25-26

Key Activity 5.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 5.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 6.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 6.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 6.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 7.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 7.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 7.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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

Key Activity 8.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 8.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 8.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 9.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 9.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 9.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 10.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 10.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 10.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

Key Activity 11.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 11.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 11.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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

Key Activity 12.1	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 12.2	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

Key Activity 12.3	N/A
Description of Activity	Click or tap here to enter text.
Intended Outcomes of Activity	Click or tap here to enter text.
Alignment to Goal	Click or tap here to enter text.
Timeline target Dates	Click or tap here to enter text.

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.

1. Increase the percentage of ELs demonstrating growth in English language proficiency.	
Goal	Increase the percentage of MLs demonstrating growth in English language proficiency.
Target	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.
Measure	2026 MCAP ELP assessment--ACCESS for ELLs.

2. Increase the academic achievement of ELs.	
Goal	Increase the academic achievement of MLs.
Target	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 ELA 2026.
Measure	ACCESS for ELLs 2026 and MCAP ELA 2026

3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	
Goal	Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating MLs, particularly long-term MLs.
Target	Professional learning funded by this grant (SIOP and ELD-related conferences) will be for the ESOL content specialist, ESOL teachers, and core secondary content teachers. The effectiveness of the PL will be determined by the percentage of long-term MLs who reach 4.5 or higher on ACCESS for ELLs 2026.
Measure	ACCESS for ELLS 2026

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.	
Goal	Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for MLs and increased parental involvement in the education of their children.
Target	Attendance at family engagement events will increase by 20% in SY 2025-26 compared to SY 2024-25. Sign in sheets will determine if the 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.)
Measure	Attendance at family engagement events and ACCESS for ELLs 2026.

5. Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	
Goal	**Rec 3.3c:** High quality resources for content areas that meet the needs of MLs **Rec 7:** Customized support for MLs with limited or interrupted education to ensure all students have equal access and opportunities for success. **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 **Rec 2:** Equitable engagement and communication with multilingual families.
Target	N/A
Measure	N/A

6. Lower instances of long-term ELs.	
	Lower instances of long-term MLs.
Target	100% of long-term MLs in grades 6-8 will demonstrate growth toward attaining English language proficiency as measured by the 2026 MCAP ELP assessment (ACCESS for ELLs).
Measure	ACCESS for ELLs 2026.

7. Increase attendance rates for ELs.	
Goal	N/A
Target	Click or tap here to enter text.
Measure	Click or tap here to enter text.

8. Increase graduation rates for ELs.	
Goal	N/A
Target	Click or tap here to enter text.
Measure	Click or tap here to enter text.

Title IV, Part A Narratives

Please answer all questions related to the Title IV, Part A Narratives. Your response should be recorded in the white space directly below each question (gray box). Refer to the Grant Information Guide for additional information.

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.

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, Accountability and Reporting), 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 (teachers, paraeducators, etc.). This needs assessment survey was also shared with community-based organizations. Administrators were asked to share this survey with their school communities (parents/students) and community partners. Supervisors were asked to share this survey with their partners in community-based organizations and local government agencies.

Supervisors in the Department of Curriculum and Instruction work collaboratively with local organizations such as the Patuxent Partnership, Naval Air Station Patuxent River, the Piedmont Flight Center, University of Maryland Unmanned Aerial Systems, and the University Systems of Maryland Southern Maryland SMART Building. The Patuxent Partnership works with government, industry, and academia on initiatives in science and technology, hosts programs of interest to N/AVAIR and the broader DOD community, and supports workforce development including education initiatives and professional development. The Naval Air Station Patuxent River, also known as N/AS 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 Supervisor of Health Education works 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 Supervisor of Physical Education, Health, and Athletics. 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 the School Wellness Coordinator initiative, 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 Department of Accountability and Reporting
- Monthly county-wide Administrator and Supervisor meetings with all facets of the school system represented
- Monthly New Teacher Seminars with all first-year teacher hires
- 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 Partnership and NAACP
- Ongoing, regular communication and feedback collection with all staff through multiple sources (ex: Signal Newsletter, Content Supervisor Memos, and emailed Monday Messages)

School leaders are tasked with consulting with stakeholders in their local school community. School leaders have engaged with parents and families using weekly newsletters, School Improvement Team meetings, surveys, and scheduled events. School leaders have also engaged students by collaborating with Student Government Associations and Student Advisory Groups.

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 initiatives have been planned to support well-rounded educational opportunities for students and schools.

The 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 programs 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.

A variety of activities have been planned to support safe and healthy students.

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

School-based Wellness Coordinators work in collaboration with the Supervisor of Physical Education, Health, and Athletics 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-based organizations/partners.

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

The St. Mary's County Regional Airport, also known as Captain Walter Francis Duke Regional Airport, and Piedmont Flight Center, 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, St. Mary's County Public Libraries, Department of Social Services, Department of Juvenile Services, and the St. Mary's County Sheriff's Office.

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 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.

The St. Mary's County School Health Council represents a cooperative venture between the St. Mary's County Public Schools and the St. Mary's County Health Department and is based on the ten components of the "Whole School, Whole Community, Whole Child" model. The Council acts in an advisory capacity to the St. Mary's County Board of Education on health issues that potentially impact students, their families, and employees of the St. Mary's County Public Schools.

Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

The instructional supervisors, or their designated points of contact, will oversee the planned initiatives. These Initiative 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 initiatives, and review the effectiveness of the initiatives.

Individuals that oversee Title IV projects and initiatives 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 quarterly 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 Science Supervisor also joins these quarterly 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.

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 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 collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allow a variety of community members to work together to advance initiatives regarding the safety and wellness of the community. 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. 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 initiatives that are supported by our Title IV, Part A funds. These include but are not limited to:

- Use of Schoology and Google Docs, and the SMCPS website 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.

Describe how the LEA will prioritize the distribution of funds in keeping with 4106(e)(2)

The distribution of funds will be prioritized among the schools with the greatest need, as determined by the LEA. When competing needs arise, priority is given to CSI, ATSI, TSI, and Title I schools to support their improvement plans.

An equitable portion of funds will be made available to participating nonpublics in the LEA that have expressed an interest in participating in the grant application. The implementation of nonpublic activities will occur through ongoing collaboration with the LEA.

After reviewing the identified needs, projects and initiatives are planned. The grant manager and fiscal account confirm that the grant application utilizes at least 20% of available funds to support well-rounded education, at least 20% of available funds to support safe and healthy students, and a portion of the available funds to support the effective use of technology. When considering the portion of funds used to support the effective use of technology, less than 15% (if any) will be used to secure hardware, software, devices, etc. Project/initiative implementation is monitored quarterly and progress toward goals and spending is reported annually to MSDE for public release.

Describe how the LEA will demonstrate coordination with other schools and community-based services and programs as relates to Well-Rounded Education and Safe and Healthy Students; [Section 4107](a)(1)] [Section 4108](1)]

Initiative leaders will implement the planned experiences in coordination with other schools and community-based services and programs as related to Well-Rounded Education and Safe and Healthy Student initiatives. Initiative leaders will coordinate Well-Rounded Education experiences with the Patuxent Partnership, The Naval Air Station Patuxent River, the St. Mary's County Arts Council, St. Mary's County Public Libraries, University System of Maryland at Southern Maryland, and the St. Mary's County Regional Airport (Captain Walter Francis Duke Regional Airport). Initiative leaders will coordinate Safe and Healthy Student experiences with the School Health Council, St. Mary's County Health Department, Healthy St. Mary's Partnership, St. Mary's County Public Libraries, Department of Social Services, Department of Juvenile Services, and the St. Mary's County Sheriff's Office.

Describe how the LEA will foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]?

SMCPS reviewed local needs and identified initiatives that align with the planned projects and provide support for safe, healthy, supportive, drug-free environments that foster student academic achievement. The following Safe and Healthy Student initiatives have been identified:

- School Wellness Coordinators
- Suicide Prevention
- Summer Media Centers
- Quaver Social Emotional Learning

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.

Project #1 - Music Enrichment

SMCPS will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students. Parents are encouraged to discuss the fine arts course options available to students. In the past, access to resources and materials was a barrier that impacted the participation of some students. In recent years, additional resources have been made available to families so that parents can promote student engagement in the arts at home. This project will continue to provide resources so that parents can support their children in the creative process and assist with their performance of music at home.

Project #2 - Safety and Wellness

SMCPS will expand student access to district-wide support that promotes safety and wellness. Parents are instrumental to supporting this work by being the first point of contact for encouraging their children to lead safe and healthy lifestyles. School Wellness Coordinators encourage parent participation in school wellness initiatives. They also provide parents with information and support in how to implement wellness initiatives at home.

Project #3 - Enrichment Experiences

SMCPS will expand student access to district-wide academic programming. This will include opportunities for students to engage in STEM and robotics experiences. Parents are encouraged to support this work by volunteering in the afterschool clubs and/or by attending the scheduled field trips.

Project #4 - Literacy Development

SMCPS will promote literacy development by expanding student access to evidence-based literacy resources. Parents are also key partners for building home-school connections and supporting student literacy development at home. This project supports these efforts. 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 in a safe environment, outside of normal school hours. Summer libraries help bridge the gap for students who may not have access to books or educational materials at home, promoting equity. Additional resources and materials purchased through this project will be available for students to access at school and families to view at home.

How has the LEA conducted in 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 as relates to Well-Rounded Education and Safe and Healthy Students; [Section 4107 (a)(2), and Section 4108](4)]

SMCPS conducts Well-Rounded activities in partnership with community partners. The Patuxent Partnership has worked collaboratively with SMCPS to support STEM initiatives including Robotics, mentor opportunities, field trips, and STEAM Festival community events. The Captain Walter Francis Duke Regional Airport and Piedmont Flight Center work collaboratively with SMCPS and the University System of Maryland at Southern Maryland SMART Building to provide students with real world STEM experiences at their facilities. The Supervisor of Mental Health Services and the Department of Student Services work in collaboration with local behavioral health partners to implement activities that support Safe and Healthy Students. 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 also support this work.

Management Plan

Using the table below, please identify the personnel responsible for each Management Component of your Title IV Initiatives. You may add more rows if needed. Refer to the Grant Information Guide for additional information. The table below is required for your application.

Core Management Activities	Person Responsible	Date Completed
Conduct needs assessment	Jessica Cotugno	May 30, 2025
Contact local nonpublic schools to determine participation interest and equitable shares budget	Jessica Cotugno	July 2, 2025
Draft application in collaboration with activity leaders	Jessica Cotugno	September 11, 2025
Draft budget narrative and C-125	Jessica Cotugno Jennifer Shaffer	September 19, 2025
Conduct ongoing consultation with nonpublic participants	Jessica Cotugno	Fall 2025 (Sept 9-12, 2025) Winter 2026 (Dates TBD)
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 2025, January 2026, April 2026, June 2026
Submit Interim Progress Reports to MSDE	Jessica Cotugno Jennifer Shaffer	10/31/25, 1/30/26, 4/30/26, 7/31/26, 10/30/26, 1/29/27, 4/30/27, 7/30/27, 10/29/27
Complete Activity End of Year Evaluation	Activity Leaders	June 2026
Review needs assessment data and activity reflections to inform FY27 grant planning	Title IV Key Personnel School System Leadership	May - August 2026

If helpful to your internal management process, you may choose to complete this table as well. This is not required for the application.

Initiatives	Core Management	Core Implementation	Core Evaluation
1A	Todd Burroughs	Todd Burroughs	Todd Burroughs
1B	Todd Burroughs	Todd Burroughs	Todd Burroughs
1C	Todd Burroughs	Todd Burroughs	Todd Burroughs
2A	Ryan Hanley	Ryan Hanley	Ryan Hanley

2B	Robin Schrader	Robin Schrader	Robin Schrader
2C	Rhonda Hunt	Rhonda Hunt	Rhonda Hunt
3A	Jason Hayes	Jason Hayes	Jason Hayes
3B	Jason Hayes	Jason Hayes	Jason Hayes
3C	Heather Wysokinski	Heather Wysokinski	Heather Wysokinski
4A	Heather Wysokinski	Heather Wysokinski	Heather Wysokinski
4B	Mary Pat Smith	Mary Pat Smith	Mary Pat Smith
4C	Kevin Wright	Kevin Wright	Kevin Wright
4D	Mary Pat Smith	Mary Pat Smith	Mary Pat Smith
4E	Christen Ganley	Christen Ganley	Christen Ganley

Project Descriptions

Identify top priorities for your LEA using the Title IV Needs Assessment. In the textboxes below, provide the title for each Project you have developed. You are encouraged to limit the total Projects to six but may add more if needed.

Project One Title: Music Enrichment

Project Two Title: Safety and Wellness

Project Three Title: Enrichment Experiences

Project Four Title: Literacy Development

Project Five Title: N/A

Project Six Title: N/A

PROJECT ONE

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	Music Enrichment

Project Objective	SMCPS will expand student access to music enrichment opportunities by increasing access to the performing arts.

Project Rationale

SMCPS will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

How is this Project aligned with the Title IV Needs Assessment?

Through the needs assessment process, SMCPS identified priority areas that could be addressed using Title IV funds. These include:

- Provide resources to eliminate barriers that impact the participation of students from underserved populations
- Expanding on options and promoting existing during the day and after school enrichment opportunities

This project supports a Well-Rounded Education by expanding student access to music enrichment opportunities. It also supports student engagement and high-quality instruction by engaging students in the creative process while assisting with the performance of music.

During SY24-25, 22 teachers used Sight Reading Factory, 11 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.

Measurable Goal

By June 2026, at least 80% of students participating in performing arts programs targeted by initiatives will demonstrate proficiency as measured by the aligned assessment.

Evaluation Methods

District IV Solo and Ensemble Assessment Festival ratings will be reviewed to determine if at least 80% of participating students earned a rating of II “Excellent” or better (MakeMusic and Sight Reading Factory).

End-of- year student performance will be reviewed to determine if all participating middle/high school students achieved an end of year grade of 80% or better in the corresponding course (MakeMusic and Sight Reading Factory).

End-of-year student performance will be reviewed to determine if all participating elementary school students achieved a rating of “Partial Command” or “Strong Command” on their report card (MakeMusic, Sight Reading Factory, and Quaver).

End-of-year educator performance will be reviewed to determine if all participating elementary educators on summative evaluation cycle who received a formal observation received a rating of “Effective” or higher in the category of “Content Knowledge and Pedagogy.”

Implementation Timeline

Licenses provided to participating music educators by 9/2/25. Teachers begin implementation in their classrooms the week of 9/2/25. Resources will be used throughout the 2025-2026 school year. The final project evaluation will be completed by June 2026.

Milestone

MakeMusic: The District IV Solo and Ensemble Assessment Festival on March 14, 2026. End-of-year grade data by June 25, 2026

Sight Reading Factory: The District IV Solo and Ensemble Assessment Festival on March 14, 2026. End-of-year grade data by June 25, 2026

Quaver Music: End-of-year grade data by June 25, 2026. End-of-year formal education observation date by June 25, 2026

Cost of Project

$42,383

PROJECT ONE INITIATIVES

Using the textboxes below, please provide a description of each Project One Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 1A

Initiative Title	MakeMusic (SmartMusic)

Initiative Description	Provide additional scaffolding for instrumental and vocal music students and motivate them to practice more and develop self-analytical skills.

Project Rationale

SMCPS will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

How is this Initiative aligned with the Project Objective?

MakeMusic will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has offered, there is evidence of increased music literacy leading to increased reading literacy.

Initiative Goals:

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 14, 2026.

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 25, 2026.

Federal Example Alignment

Music and arts programs or activities

Level of Evidence URL or Citation

Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past few years demonstrating the effectiveness of computer-aided practice software. In each study, researchers found that student engagement and analytical skills increased.

Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program.

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 an assessment tool. 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 MakeMusic (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), during the SMCPS District IV Solo and Ensemble Assessment, students perform for independent adjudicators.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$6,210

Initiative 1B

Initiative Title	Sight Reading Factory (Grace Notes)

Initiative Description	Provide additional scaffolding for instrumental and vocal music students and motivate them to practice more and develop self-analytical skills.

Project Rationale

SMCPS will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

How is this Initiative aligned with the Project Objective?

Sight Reading Factory will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

Initiative Goals:

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 25, 2026.

Federal Example Alignment

Music and arts programs or activities

Level of Evidence URL or Citation

Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past few years demonstrating the effectiveness of computer-aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program.

Bovin, A. J. (2018). The effects of frequent use of a web-based sight-reading software on eighth graders' music notational literacy. *Journal of Music, Technology and Education, 11*(2), 131-147.

This study found that frequent use of Sight Reading Factory significantly improved the musical notation literacy of band students. The study included three groups of students: those who used SRF in full ensemble rehearsals, those who used it during group lessons, and a control group that did not use the software. Statistically significant gains were found in the groups that used SRF, demonstrating that the program is effective whether used in a full group setting or in smaller lessons.

Stefanova, M. (2011). Developing critical thinking and assessment in music classrooms. American String Teacher, 61(2), 29-31.

Academic research and anecdotal reports from music educators show that Sight Reading Factory (SRF) is an effective tool for improving sight-reading skills. A key element of this is the ability to generate a virtually infinite supply of practice material, ensuring students can consistently practice reading new music.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$1,673

Initiative 1C

Initiative Title	Quaver Music

Initiative Description	Provide music educators with an additional resource to assist in increasing student achievement in the general classroom during the 2025-2026 school year.

Project Rationale

SMCPS will expand student access to music enrichment to support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

How is this Initiative aligned with the Project Objective?

Quaver will expand student access to music enrichment to support a well-rounded educational experience for all General Music students, including minority students, English learners, children with disabilities, and low-income students. These experiences help to elevate student engagement and educator capacity in the creative process while assisting with the performance of music. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy.

Initiative Goals:

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 25, 2026.

During formal observations of participating teachers on a summative evaluation cycle, the ratings for “Content Knowledge and Pedagogy” category will be “effective” or higher. 80% of participating teachers will demonstrate this criteria by June 25, 2026.

Federal Example Alignment

Music and arts programs or activities

Level of Evidence URL 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-p7xwUHLs47dlbPb4uslVoyNSVaOjA/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.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$34,500

PROJECT TWO

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	Safety and Wellness

Project Objective	SMCPS will expand student access to district-wide support that promotes student safety and wellness by increasing student access to resources that support safe and healthy lifestyles, and building their connection to their school community.

Project Rationale

SMCPS will expand student access to resources and supports that promote student safety and well-being. SMCPS seeks to prioritize supports for identified students/student groups by providing resources that help students make positive connections to their school community.

How is this Project aligned with the Title IV Needs Assessment?

Through the needs assessment process, SMCPS identified priority areas that could be addressed using Title IV funds. These include:

- Resources to support student safety, health, and wellness
- Increased need for youth mental and behavioral health services
- Increased need for counseling and social-emotional learning supports for students
- Expand on options and promote existing before/after-school exercising/wellness clubs
- Professional learning for staff focused on trauma informed practices, suicide prevention, drug abuse prevention and social-emotional learning

This project supports Safe and Healthy Students by expanding student access to resources that help to support safe and healthy lifestyles while also building student connections within their school community.

School Wellness Coordinators are needed in the school system to provide education to combat the 33.3% of school-aged students who are currently obese and the 25.2% of school-aged students who are overweight in St. Mary's County according to the Maryland.gov report. These rates are significantly higher than the state average at this time. A significant portion of children in Maryland, including those in St. Mary's County, do not meet recommendations for vigorous physical activity, leading to higher obesity rates.

District mental health data indicated high levels of student risk assessments for suicide being completed each year. For SY25, there were 741 student risk assessments completed. This was up from 651 in SY24. In addition, we are experiencing an increase in student threat assessments (SY25: 275). There is high correlation between School violence (Threat Assessments) and students with suicidal ideation and intent. By providing training to students and staff, we help ensure students get the support they need by recognizing the signs of suicide and giving tools to help get that person to the support they need.

A growing body of research points to the impact of social and emotional learning (SEL) on academic achievement, workplace performance, and life success (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B.; 2011). Supports are needed to help students demonstrate growth in social and emotional skills, particularly in self-awareness, self-management, and responsible decision-making.

Measurable Goal

By June 2026, grades 5-12 students' perception of school quality and student success will increase by 10% as measured by the Maryland Report Card.

Evaluation Methods

Review the SY26 Maryland Report Card to determine if school quality and student success scores increase by 10% as compared to SY25.

Implementation Timeline

August - September 2025: Hire School Wellness Coordinators

September- October 2025: School Wellness Coordinators will identify school-specific goal(s) for the 2025-2026 school year.

September 2025: Suicide Prevention Training materials will be purchased.

September 2025 and April 2025: School Wellness Coordinators will attend School Health Council Meetings

September 2025 - June 2026: Provide suicide prevention lessons to students enrolled in health classes in grade 3, grades 6-8, and grades 9-12

September 2025 - June 2026: School Wellness Coordinators will implement the planned school-based wellness activities as they work towards their identified goals.

September 2025 - June 2026: Provide risk assessment training to all new mental health staff.

June 2026 - Complete the final project evaluation

Milestone

September - October 2025

Review the roster of School Wellness Coordinators to ensure that there are representatives from all schools.

Monitor School Wellness Coordinator participation in the School Health Council and the establishment of school-based wellness goals.

Purchases suicide prevention and SEL licenses, materials, and professional learning.

November 2025 - April 2026

Quarterly monitoring of the implementation of school-based wellness initiatives.

Quarterly monitoring of the implementation of the suicide prevention lessons.

Quarterly monitoring of the risk assessment training for new mental health staff.

Quarterly monitoring of the implementation of the social-emotional learning lessons.

Cost of Project
$75,444

PROJECT TWO INITIATIVES

Using the textboxes below, please provide a description of each Project Two Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 2A

Initiative Title	School Wellness Coordinators

Initiative Description	School Wellness Coordinators provide information and plan various activities for students to promote physical and emotional health and well-being at each of our schools. Through this initiative SMCPS will 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.

Project Rationale

SMCPS will expand student access to resources and supports that promote student safety and well-being. SMCPS seeks to prioritize supports for identified students/student groups by providing resources that help students make positive connections to their school community.

How is this Initiative aligned with the Project Objective?

School Wellness Coordinators will serve as a resource in school buildings who promote the health and well-being of students. School Wellness Coordinators will work with their school-based team to reflect on the needs of their students and identify wellness goals. School Wellness Coordinators will then work in collaboration with school-based staff and students to achieve the desired goals. Through experiences such as family fitness nights, running/sports clubs, and gardening clubs, School Wellness Coordinators can engage students in activities that promote physical well-being and build positive connections within the school community.

Initiative Goals:

Promote wellness initiatives by establishing and implementing site-based student-centered wellness goals in at least 24 schools by June 2026.

100% of schools will achieve their self-selected site-based student-centered wellness goal by June 2026.

Federal Example Alignment

Programs or activities that integrate health and safety practices in schools or athletic programs

Level of Evidence URL 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

Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., & Schwartz, A. E. (2017). School Wellness Programs: Magnitude and Distribution in New York City Public Schools. *Journal of School Health*, *87*(1), 3-11.

https://drive.google.com/file/d/1_cIGL1kr6w68HWgYwbAhWHJMnjb-Bq8y/view

Story, M., Nanney, M. S., & Schwartz, M. B. (2009). Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity. *The Milbank Quarterly*, *87*(1), 71-100.

https://drive.google.com/file/d/1e9TmMTf2QUYTDP9ndiSKfAri9Oo5E9dW/view

SMCPS continues its efforts to improve student health and wellness by hiring a School Wellness Coordinator in each building. These individuals serve on the School Health Council where they collaborate with community partners on student health and wellness initiatives. They also establish school site wellness goals to improve student health and wellness. Many of these goals focus on limiting the use of food as rewards or incentives for students. According to Story, M., Nanney, M.S., & Schwartz, M. B. (2009), competitive foods (foods sold outside of federally reimbursed school meals) are widely available in schools, especially secondary schools. Studies have related the availability of snacks and drinks sold in schools to students' high intake of total calories, soft drinks, total fat and saturated fat, and lower intake of fruits and vegetables; physical activity can be added to the school curriculum without academic consequences and also can offer physical, emotional, and social benefits. School Wellness Coordinators are putting in place practices to limit the use of food for incentives and offering more physical activity. Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., & Nilsson, M. (2015), find that curriculum-based physical activity in school may improve the academic achievement and psychological health of children, particularly for girls.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	5. SHS

Initiative Cost	$18,853

Initiative 2B

Initiative Title	Suicide Prevention Training

Initiative Description	Purchase materials to implement suicide prevention activities and provide high quality training to new mental health staff on conducting risk assessments for suicide and teaching staff how to recognize signs of suicide and intervene to get students to the help they need. 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.

Project Rationale

SMCPS will expand student access to resources and supports that promote student safety and well-being. SMCPS seeks to prioritize supports for identified students/student groups by providing resources that help students make positive connections to their school community.

How is this Initiative aligned with the Project Objective?

The quantity of student risk assessments has continued to increase in recent years. Resources are needed to address the rise in student mental health concerns in the areas of suicide ideation and intent. Suicide prevention licenses, materials, and professional learning will be purchased to build staff capacity and support students who experience mental health challenges.

Initiative Goals:

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. The goal is to improve knowledge of suicide prevention and mental wellness 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).

Federal Example Alignment

School-based mental health services, including early identification of mental health symptoms, drug use, and violence.

Suicide prevention training for school personnel

Level of Evidence URL 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/

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	5. SHS

Initiative Cost	$18,686

Initiative 2C

Initiative Title	Quaver SEL

Initiative Description	Purchase the QuaverSEL online curriculum to increase the social emotional skill development of students in Grades K through 3 for the purpose of creating a safe learning space and increasing student academic achievement . The curriculum will be implemented through the school counseling program.

Project Rationale

SMCPS will expand student access to resources and supports that promote student safety and well-being. SMCPS seeks to prioritize supports for identified students/student groups by providing resources that help students make positive connections to their school community.

How is this Initiative aligned with the Project Objective?

A growing body of research points to the impact of social and emotional learning (SEL) on academic achievement, workplace performance, and life success (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B.; 2011). Students receiving QuaverReady instruction show considerably more growth in social and emotional skills, particularly in self-awareness, self-management, and responsible decision-making.

The initiative is to provide social emotional lessons to K through third grade students by June 2026. Pre and post assessments will be administered to evaluate curriculum impact on student social emotional skill attainment. The goal is to increase student attainment of socially and developmentally appropriate social emotional skills by 15% overall.

Initiative Goals:

Provide social-emotional lessons in grades K-3 by June 2026.

By June 2026, compare pre/post assessments to determine if there has been a 15% increase in the attainment of socially and developmentally appropriate social-emotional skills.

Federal Example Alignment

Mentoring and School Counseling programs and activities as well as providing safe and healthy learning environments, such as integrated systems of student and family support.

Level of Evidence URL or Citation

QuaverEd_Effectivness Study_Ready-2023

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	5. SHS

Initiative Cost	$37,905.00

PROJECT THREE

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	Enrichment Experiences

Project Objective	SMCPS will expand student access to district-wide academic programming opportunities based on our identified underserved populations' needs within each of our schools by offering enrichment experiences such as STEM opportunities.

Project Rationale

To enhance student access for our underserved populations, SMCPS seeks to prioritize underserved student access to district-wide programming by addressing the barriers that may impede our underserved populations' ability to participate in district-wide programming.

How is this Project aligned with the Title IV Needs Assessment?

Through the needs assessment process, SMCPS identified priority areas that could be addressed using Title IV funds. These include:

- Provide resources to eliminate barriers that impact the participation of students from underserved populations
- Expanding on options and promoting existing during the day and after school enrichment opportunities

This project supports a Well-Rounded Education by expanding student access to enrichment opportunities. It provides opportunities for students to engage in STEM experience during and outside of the normal school day. It also removes financial barriers that could prevent students from economically disadvantaged families from participating in available summer learning opportunities.

Underserved populations have not been given the same opportunities for STEM enrichment due to a variety of factors. Most notably, these students lack access to such experiences. To mitigate this, SMCPS plans to offer STEM-related enrichment activities, such as after school robotics programs and field trips to the local airport complex.

Covering the costs associated with summer coursework for FARMS students increases access to education. Financial barriers often prevent underserved students from enrolling in or completing coursework. Covering these costs helps remove that obstacle, making education more accessible. Eliminating the burden of tuition or related expenses allows students to focus more on their classes rather than worrying about costs, leading to better academic performance and retention. Providing financial support helps level the playing field, giving underserved students equal opportunities to succeed academically and pursue their career goals. Financial assistance can reduce dropout rates by alleviating the economic pressures that might otherwise force students to leave their coursework unfinished. Paying for coursework for underserved students helps create more equitable educational

opportunities, supporting their personal growth and their likelihood of graduating on time with their peer cohort.

Measurable Goal

By the end of the grant period, there will be a 2% increase in the number of students enrolled in enrichment experiences who identify as underserved.

Evaluation Methods

Enrollment/participation data from Robotics Clubs, STEM for All Field Trips, and online/summer coursework will be reviewed to determine if there has been a 2% increase in the number of underserved students who are enrolled in these experiences.

Implementation Timeline

August - September 2025: Hire Robotics Club Advisors

September - December 2025: Robotics Club Advisors facilitate school-based experiences.

January 2026 - May 2026: Robotics Club Advisors facilitate school-based experiences.

Fall 2025: One elementary school will participate in a STEM for All Field Trip

Spring 2026: One elementary school will participate in a STEM for All Field Trip

Spring 2026: Summer coursework opportunities will be advertised to students.

Summer 2026: Enrolled students will engage in summer coursework opportunities.

August 2026 - Complete the final project evaluation

Milestone

At the midpoint and end of the year, school robotics coordinators will be required to provide information about their program, including total number of students, number of students in underserved populations, and a description of what students did.

For the airport field trips, one trip will occur in Fall, and the other in Spring. Students and teachers will be surveyed about the experience.

Advertise and complete summer coursework registrations by June 2026.

Cost of Project

$30,475

PROJECT THREE INITIATIVES

Using the textboxes below, please provide a description of each Project Three Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 3A

Initiative Title	Robotics Club Advisors

Initiative Description	Recruit school-based Robotics Club Advisors and pay them a stipend to facilitate Robotics experiences for students before or after school during the 2025-2026 school year.

Project Rationale

To enhance student access for our underserved populations, SMCPS seeks to prioritize underserved student access to district-wide programming by addressing the barriers that may impede our underserved populations' ability to participate in district-wide programming.

How is this Initiative aligned with the Project Objective?

Robotics Club Advisors will expand student access to STEM enrichment experiences that support a well-rounded educational experience for all students, including minority students, English learners, children with disabilities, and low-income students. This initiative will help support the Project Three goal of expanding underserved populations' access to district-wide STEM opportunities by 2%.

In SY24-25, nine Robotics Club advisors facilitated experiences in nine school buildings (four elementary schools, three middle schools, two 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. Nearly 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.

Initiative Goal:

SMCPS will increase the % of students who participate in robotics programs by 15 students by the end of the 2025-2026 school year.

Federal Example Alignment

Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects

Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects

Level of Evidence	URL or Citation

Afari, Ernest & Khine, Myint. (2017). Robotics as an Educational Tool: Impact of Lego Mindstorms. International Journal of Information and Education Technology. 7. 437-442. http://dx.doi.org/10.18178/ijiet.2017.7.6.908

Anwar, S., Bascou, N. A., Menekse, M., & Kardgar, A. (2019). A systematic review of studies on educational robotics. *Journal of Pre-College Engineering Education Research (J-PEER)*, *9*(2), 2. https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1223&context=jpeer

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.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$3,453

Initiative 3B

Initiative Title	STEM-For-All Field Trips

Initiative Description	STEM For All field trips will expose students to STEM careers that exist close to home. Increase student exposure to real-world STEM experiences through visits to community STEM partners.

Project Rationale

To enhance student access for our underserved populations, SMCPS seeks to prioritize underserved student access to district-wide programming by addressing the barriers that may impede our underserved populations' ability to participate in district-wide programming.

How is this Initiative aligned with the Project Objective?

Quarterly STEM For All experiences were provided to all grade 3, 4, and 5 SMCPS students during the 2024-2025 school year. 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. This will help support the Project Three goal of expanding underserved populations' access to district-wide STEM opportunities by 2%.

In 2024-25, 106 fifth graders from two elementary schools went on a STEM field trip. The group of 106 students equates to 8.3% of total fifth graders (1,277). In 2025-26, two elementary schools will get to go on STEM field trips. This will equate to 167 students (12.6% of all fifth graders).

Initiative Goal:

Provide field trip transportation that allows two schools to send ~167 students from one grade-level (grade 5) to visit a local community STEM partner by June 2026.

Federal Example Alignment

Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects

Level of Evidence URL or Citation

Alcena-Stiner, D. C. & Markowitz, D. G. (2020). The life sciences learning center: An evolving model for a sustainable STEM outreach program. *Journal of STEM Outreach*, *3*(2), 1-11. https://www.jstemoutreach.org/article/14516-the-life-sciences-learning-center-an-evolving-model-for-a-sustainable-stem-outreach-program

Bush, S. B., Cook, K. L., Edelen, D., & Cox Jr, R. (2020). Elementary students' STEAM perceptions: extending frames of reference through transformative learning experiences. *The Elementary School Journal*, *120*(4), 692-714.

https://www.journals.uchicago.edu/doi/abs/10.1086/708642

Kennedy, Michaela D., "The Benefit of Field Trips" (2014). University Honors Program Theses. 60. https://digitalcommons.georgiasouthern.edu/honors-theses/60/

Mills, L. A., & Katzman, W. (2015). Examining the Effects of Field Trips on Science Identity. *International Association for Development of the Information Society*. https://files.eric.ed.gov/fulltext/ED562134.pdf

Seage, S. J., & Türegün, M. (2020). The Effects of Blended Learning on STEM Achievement of Elementary School Students. *International Journal of Research in Education and Science*, *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. *Journal of Interpretation Research*, *25*(1), 46-50. https://journals.sagepub.com/doi/10.1177/1092587220963530

According to Stern and Powell (2020), experiential learning enhances meaningful outcomes. Kennedy (2014) found that field trips can have a profound impact on students as they can expose them to new environments, enhance social skills, and enhance information developed in the curriculum. Kennedy (2014) reports that well-planned field trips can create strong episodic memories that relate to the desired curriculum and are beneficial to students' learning and long-term memory. Mills and Katzman (2015), found that students report a greater desire to become scientists and participate in science after attending a field trip. Additionally, when field experiences feature focused STEM content, students are encouraged to further their studies in STEM fields (Alcena-Stiner & Markowitz, 2020).

Through this grant activity, SMCPS intends to enhance community partnerships and promote student exposure to real-world STEM experiences through collaborative efforts with local organizations.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$2,250

Initiative 3C

Initiative Title	Online and Summer Coursework for FARMS Students

Initiative Description	Funding online and/or summer course costs for FARMS students removes barriers to education and provides an opportunity for students to take classes without a financial roadblock. This experience will further accelerate them on their path to graduation.

Project Rationale

To enhance student access for our underserved populations, SMCPS seeks to prioritize underserved student access to district-wide programming by addressing the barriers that may impede our underserved populations' ability to participate in district-wide programming.

How is this Initiative aligned with the Project Objective?

Many students from low-income families face financial obstacles that prevent them from affording extracurricular courses, advanced classes, or specialized programs. Offering free courses eliminates these barriers, allowing all students to participate regardless of their economic background. Offering free courses to students with economic needs helps create a more equitable, inclusive, and enriched educational environment. This opportunity will provide an academic enrichment opportunity that can support and accelerate economically disadvantaged students on their path to graduation.

In School Year 2024-205 SMCPS saw a 125% increase in the number of FARMS students that took an online course. We went from 46 in SY 23-24 to 103 in the Summer of 2025. Fully funded coursework helps bridge the educational gap caused by economic disparities, allowing students from low-income backgrounds to access quality learning resources that might otherwise be out of reach.

Initiative Goals:

In School Year 2025-2026 we will increase the number of FARMS students taking advantage of this no cost course opportunity by 2%.

Federal Example Alignment

Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects

Level of Evidence URL or Citation

Sadowski, C., Stewart, M., & Pediaditis, M. (2017). Pathway to success: using students' insights and perspectives to improve retention and success for university students from low socioeconomic (LSE) backgrounds. International Journal of Inclusive Education, 22(2), 158–175. https://doi.org/10.1080/13603116.2017.1362048

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

The SMCPS 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."

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$24,772

PROJECT FOUR

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	Literacy Development

Project Objective	SMCPS will promote literacy development by expanding student access to evidence-based literacy resources such as reading interventions, professional development for teachers, and literacy engagement activities.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Project aligned with the Title IV Needs Assessment?

In order to support the goals and objectives laid out in the MSDE PreK-3 Literacy Policy, SMCPS has identified two areas of need. One of these is providing supplemental materials of instruction to staff in order to support effective instruction. Another is to provide a research-based intervention that can be utilized in Tier 2 instruction and aligns with our MTSS model and structure. Supplemental materials include Reading A-Z licenses and Kids Discover licenses. The research-based intervention is Phonics for Reading. Supplemental materials purchased will allow teachers access to additional materials that align to requirements in the MSDE Literacy Policy and support student literacy development.

The Technology Liaisons initiative is directly aligned with the "Effective Use of Technology" component of the Title IV, Part A Needs Assessment. The assessment identifies the need to "improve the use of technology in order to improve the academic achievement and digital literacy of all students." Our initiative addresses this need by leveraging our existing network of 36 Technology Liaisons to act as embedded professional development specialists. These Liaisons bridge the gap between central office resources and school-level implementation, ensuring that teachers are equipped with the skills and knowledge to effectively integrate digital platforms into literacy instruction. By providing sustained, job-embedded professional development on the use of platforms such as Schoology, Lumio, Edpuzzle, Canva, and Kami, the project ensures technology is not merely present but is used as a tool to enhance literacy skills. This direct link between technology, professional learning, and instructional practice is a core priority of the Title IV grant program and a critical finding from our needs assessment.

Summer library programs often include reading challenges, book clubs, and literacy activities that promote independent reading and comprehension skills, aligning directly with the identified literacy development goals. Summer access to school libraries actively supports ongoing literacy growth, helps achieve educational equity, and encourages a sustained love of reading beyond the classroom. Summer library programs also provide a safe environment for engaging students during the summer and building home/school connections outside of the regular school year.

Measurable Goal

By June 2026, the percentage of K-12 students performing below grade/ELA proficiency level will decrease by 10% as measured by local assessments.

Evaluation Methods

End of year DIBELS (grades K-5) and English Language Arts Quarterly Course Assessments (grade 6-12) will be reviewed to determine if there has been a 10% decrease in the percentage of students performing below grade/proficiency level.

Implementation Timeline

August 2025 - September 2025: Identified literacy resources will be secured and made available to staff.

September 2025 - June 2026:

Technology Liaisons will engage in monthly support sessions. Information discussed will be shared with school-based staff.

Teachers will utilize secured literacy resources to support student literacy development as students work towards grade-level reading proficiency.

Spring 2026: Summer Media Center opportunities will be planned and advertised.

Summer 2026: Summer Media Center will be open and accessible to students and families.

August 2026 - Complete the final project evaluation

Milestone

August-December 2025: Technology Liaison Initiative Kick-off and Needs Assessment. Conduct a needs assessment survey with all 36 Liaisons and school-based staff to identify specific literacy development challenges and areas where technology integration can have the greatest impact. Establish a baseline for technology platform usage in literacy instruction. Plan and deliver targeted Professional Development. Liaisons will participate in monthly professional development sessions focused on leveraging Schoology, Edpuzzle, and Kami to support foundational reading skills and reading comprehension in grades K-12. Liaisons will then provide job-embedded support to their school staff.

September 2025, January 2026, March 2026:

UST Meetings will be held three times a year. During this time, DIBELS data will be analyzed and instructional grouping will be made. Students who need support in accuracy will be grouped together in order to receive the Phonics for Reading intervention.

St. Mary's_DIBELS_UST Calendar SY 2025-2026

https://drive.google.com/file/d/1zRTaQeUmzChlPu-cd_gmdzFae70-W60n/view?usp=sharing

Intervention cycles will occur after each UST meeting and identified students will participate in the Phonics for Reading intervention.

March - April 2026: Identify Summer Media Center sites

May - June 2026: Advertise Summer Media Center experiences

August - September 2025: Reading A-Z and Kids Discover licenses will be purchased and distributed to school sites.

October - November 2025: Phonics for Reading resources will be purchased and made available to elementary staff.

January-May 2026: Technology Liaison Implementation and Data Collection. SMCPS will continue the PD sessions with Canva and other platforms. Liaisons will lead building-level professional development sessions or co-teach lessons focused on using Kami, Lumio, and Canva for student-led literacy projects, such as digital storytelling and creative writing. Usage data for all platforms will be collected and analyzed.

June 2026: Technology Liaison Progress Evaluation and Reporting. Review the end-of-year DIBELS and ELA Quarterly Course Assessments to determine progress toward the 10% decrease in the percentage of students performing below grade level. Prepare a final report detailing the impact of the program and success stories from Liaisons and teachers.

Cost of Project

$87,715

PROJECT FOUR INITIATIVES

Using the textboxes below, please provide a description of each Project Four Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 4A

Initiative Title	Summer Media Centers

Initiative Description	Summer library programs provide students with access to a wide range of books and reading materials, fostering a love for reading and helping students develop consistent reading habits outside the regular school year. In addition to providing a safe place for students over the summer when school is not in session, summer library programs also support home/school connections by encouraging student academics and family engagement outside of the regular school year.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Initiative aligned with the Project Objective?

Continued access to books and literacy resources during summer helps prevent "summer slide," the decline in reading skills that often occurs when students are not engaged in academic activities, ensuring students maintain and build upon their literacy skills. Summer library programs frequently include storytelling sessions, book clubs, literacy games, and workshops that make reading fun and interactive, further developing comprehension, vocabulary, and critical thinking skills.

In the summer of 2025, 393 students visited our SMCPS media centers. The prior year there were about 375 students that participated in the summer media program. SMCPS would like to increase student participation by 5% in the summer of 2026.

Initiative Goals:

Our goal is to establish a summer media center program in up to five school sites that are accessible to students and families between June 2026- August 2026.

SMCPS would like to increase student participation by 5% in the summer of 2026.

Federal Example Alignment

Providing safe and healthy learning environments, such as integrated systems of student and family supports

Level of Evidence URL 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

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 summers of 2024 and 2025, six 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 (i.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."

In the summer of 2025, 393 students attended the summer media hours. Almost 375 students visited in the summer of 2024. 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. SMCPS will continue to focus on elementary schools. For students who may lack access to books at home or in their communities, libraries serve as vital resources, ensuring all children have the opportunity to engage with literacy-rich materials during the summer.

Summer Media activities included book check out, story time, 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."

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	5. SHS

Initiative Cost	$8,877

Initiative 4B

Initiative Title	Reading A-Z

Initiative Description	To provide every teacher who provides phonics instruction access to supplemental decodable text that aligns to the SMCPS phonics scope and sequence. This aligns with instructional best practices so that isolated skill instruction in phonics can then be connected to authentic text reading through the use of decodable text.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Initiative aligned with the Project Objective?

During SY24-25, only 59% of students were Core/Core^ on DIBELS at the end of the school year. Supplemental materials that align to evidence-based practices are needed in order to impact our data. Reading A-Z licenses will allow teachers access to decodable text so that students can take isolated foundational skills instruction and apply it to real text reading in order to improve accuracy and fluency in grade K-3. These materials will allow teachers to target specific skills necessary for accurate and automatic reading. This will impact our DIBELS data and allow us to move more students into Core/Core^.

The use of Reading A-Z will provide students with access to a range of decodable texts in order to ensure they have numerous practice opportunities to encounter phonics patterns and apply their decoding skills in order to develop appropriate reading fluency and consolidate their knowledge of phonics.

This activity was previously funded using TSI (Transitional Supplemental Instruction) ARP (American Rescue Plan Act) grant monies. This funding source is no longer available. Stakeholders have identified the need for students to apply their knowledge of phonics patterns while reading decodable texts. This activity will support this need by providing access to multiple sources of decodable text for a variety of phonics patterns that can be aligned to the SMCPS phonics scope and sequence and are not grade-level specific (can be used with any student who needs supplemental phonics instruction).

Initiative Goals:

By June 2026, SMCPS will decrease the percent intensive on DIBELS subtests that address foundations skills (NWF and WRF) in grades K-3 (due to the practice students will receive with applying current phonics skills while reading the decodable texts) by 5% when comparing beginning of year and end of year data from school year 2025-2026.

Federal Example Alignment

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Level of Evidence URL or Citation
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade-Recommendation 3 Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (page 28 of the document)

Select Level of Evidence	Tier 1 - Strong Evidence

Title IV Focus Area	4. WRE

Initiative Cost	$20,375

Initiative 4C

Initiative Title	Kids Discover

Initiative Description	To embed supplementary resources from Kids Discover into the social studies curriculum, as appropriate, in order to provide teachers with access to additional, supplemental connected texts to build content/background knowledge and vocabulary on topics aligned to the MSDE social studies frameworks in an effort to increase the quality of resources provided for social students instruction, as well as student reading comprehension.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Initiative aligned with the Project Objective?

Background knowledge and vocabulary development are integral parts of language comprehension, as detailed in Hollis Scarborough's Reading Rope. To build background and strengthen vocabulary knowledge, students need access to connected texts. Kids Discover is a supplemental resource that will be used to provide teachers and students with access to high-quality texts/articles. While Kids Discover will mainly be used as secondary sources for social studies inquiries/instruction, the platform also contains numerous resources that are connected to science and ELA standards/units of study. The resources available through Kids Discover will help students build background knowledge by reading connected text, strengthen their academic vocabulary knowledge, and provide a common passage for text analysis through discussion and writing.

Kids Discover will provide teachers and students with text sets aligned to many of the social studies indicators and objectives. Stakeholders have identified the need for additional high-quality instructional materials aligned to social studies. This activity will support this need by providing access to a digital resource approved by the MDK12 Digital Library Consortium.

Initiative Goals:

By June 2026, SMCPS teachers will report increased satisfaction in regard to the availability and quality of supplemental instructional materials to support literacy development and social studies instruction.

By June 2026, student comprehension will improve as evidenced by a 5% increase in proficiency on the district average on Benchmark Advance Interim assessments, grades K-5 when comparing SY25 and SY26 data.

Federal Example Alignment

Activities to promote the instruction of American history, social studies, economics, geography, or government education.

Level of Evidence URL or Citation

How Social Studies Improves Elementary Literacy
https://www.socialstudies.org/sites/default/files/view-article-2021-02/se-85012132.pdf

Researchers Adam Tyner and Sarah Kabourek discovered that students receiving 30 additional minutes of daily social studies instruction in grades 1-5 outperformed their peers by 15 percent of a standard deviation on fifth grade reading assessments. The impact was particularly strong for historically underserved students, with lower-income families and English language learners (ELLs) seeing the greatest gains. Providing teachers with additional resources to plan and implement rich social studies lessons will likely have a positive impact on literacy achievement.

Rethinking How to Promote Reading Comprehension, Hugh W. Catts

Hugh Catts advocates for an integrated curriculum that combines reading instruction with content knowledge acquisition. This approach involves teaching reading skills alongside subjects like science and social studies, thereby enriching students' background knowledge and enhancing comprehension.

Catts highlights the role that prior knowledge plays in understanding text, as it provides a framework for organizing and integrating new information. Without adequate background knowledge, readers may struggle to make sense of the material.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$19,527

Initiative 4D

Initiative Title	Phonics for Reading

Initiative Description	To provide a supplemental research based intervention that can be used during Tier 2 instruction and supports the MTSS model.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Initiative aligned with the Project Objective?

During SY24-25, only 59% of students were Core/Core^ on DIBELS at the end of the school year. Supplemental materials that align to evidence-based practices are needed in order to impact our data. Phonics for Reading is a research-based intervention that will target students in grade 3-5 and their accuracy during text reading. This material will allow teachers to target specific skills necessary for accurate and automatic reading. This will impact our DIBELS data and allow us to move more students into Core/Core^.

Teachers in grades 3-5 will have access to materials for the Phonics for Reading intervention in order to provide a research based intervention to students that are struggling with accuracy on DIBELS. Teachers will work with targeted students in order to build their accuracy in decoding. The intervention provides research based best practices to support students in their decoding skills in order to become proficient and fluent readers. It utilizes consistent teaching routines, repeated practice, and immediate corrective feedback. Three levels allow teachers to place students so that they receive targeted instruction specific to their skill needs.

Initiative Goals:

By June 2026, SMCPS will increase the percent Core/Core^ on DIBELS composite score in grades 3-5 by 5% when comparing beginning of year and end of year data from school year 2025-2026.

Federal Example Alignment

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Level of Evidence URL or Citation

Phonics for Reading ESSA Level 4 Research Brief

What Works Clearinghouse Practice Guide - Providing Reading Interventions for Students in Grade 4-9

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	4. WRE

Initiative Cost	$25,000

Initiative 4E

Initiative Title	Technology Liaisons

Initiative Description	Establish Technology Liaisons in every school to provide teachers with ongoing support as they utilize the district's learning management platform. 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.

Project Rationale

To increase student literacy development, SMCPS will expand student access to resources that build foundational reading skills and literacy development in grades K-5. SMCPS will also expand access to supports in grades K-12 that encourage literacy development.

How is this Initiative aligned with the Project Objective?

The establishment of Technology Liaisons in every school directly supports the project objective of promoting literacy development by expanding student access to digital literacy resources. Our liaisons will be trained to provide one-hour quarterly professional development sessions specifically focused on leveraging our digital platforms for literacy instruction. Liaisons will also provide one-on-one support as needed in the buildings. These sessions will ensure that all staff are equipped to use tools like Schoology for delivering differentiated reading materials and providing digital feedback on writing, Edpuzzle for creating interactive reading comprehension videos, and Canva and Lumio for student-led digital storytelling. By implementing these site-based coaches, we will directly support teachers in integrating technology to improve student performance, contributing to the grant's measurable goal of a 10% decrease in students performing below grade/proficiency level in literacy as measured by local assessments.

Initiative Goals:

Recruit a Technology 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 June 2026, student comprehension will improve as evidenced by a 5% increase in the district average on Benchmark Advance Interim assessments, grades K-5 when comparing SY25 and SY26 data.

Additionally, all secondary students will use the Schoology learning management system to access coursework, grades, and digital feedback during the 2025-2026 school year.

Federal Example Alignment

Delivering specialized or rigorous academic courses and curricula through the use of technology.

Level of Evidence URL or Citation

Key Characteristics of Teacher Leaders in Schools

- Karat, E., & Karat, J. (2021). Professional development for technology integration: A review of the literature. *International Journal of Modern Education and Computer Science, 13*(2), 23-38.
- Liu, C. Y., & Tsai, P. S. (2022). Exploring the effect of a school's digital literacy curriculum on teacher professional development. *International Journal of Information and Education Technology, 12*(2), 114-121.
- Powell, R., & Bodur, Y. (2022). Leadership role and professional development of technology. *Journal of educational technology, 51*(2), 127-142. https://pubmed.ncbi.nlm.nih.gov/35814806/
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The technological pedagogical content knowledge framework. In *Handbook of Research on Educational Communications and Technology: Fourth Edition* (pp. 101-111). Springer New York. https://doi.org/10.1007/978-1-4614-3185-5_9

The provided research is still relevant to the general topic, but using more current articles strengthens the proposal by showing a commitment to the latest best practices. According to Mishra & Kereluik (2014), teacher leaders are critical for the effective integration of technology and for sustaining school improvement efforts, especially in times of rapid technological change. Their research emphasizes that professional development should be ongoing and collaborative, which aligns perfectly with the Technology Liaison model. Furthermore, Karat & Karat (2021) highlight that one-off workshops are ineffective, and that the most successful models involve job-embedded coaching and personalized support—the exact role of the Liaisons. Liu & Tsai (2022) found that a school's digital literacy curriculum can have a significant positive effect on teacher professional development, reinforcing the idea that a structured, school-wide initiative is more impactful than individual efforts. Lastly, Powell & Bodur (2022) state that teacher leaders who share their specialized knowledge and expertise are powerful agents for professional development, which directly supports the Technology Liaisons' role in fostering school-wide and classroom-level improvements. This body of research collectively supports the continuation of our Technology Liaison initiative during the 2025-2026 school year.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale

Title IV Focus Area	6. EUT

Initiative Cost	$13,936

PROJECT FIVE N/A

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	Click or tap here to enter text.
Project Objective	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Project aligned with the Title IV Needs Assessment?

Click or tap here to enter text.

Measurable Goal

Click or tap here to enter text.

Evaluation Methods

Click or tap here to enter text.

Implementation Timeline

Click or tap here to enter text.

Milestone

Click or tap here to enter text.

Cost of Project

Click or tap here to enter text.

Project Five Initiatives

Using the textboxes below, please provide a description of each Project Five Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 5A

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

Initiative 5B

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

Initiative 5C

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

PROJECT SIX

Please provide a description of the selected Project. Your response should be recorded in the white space to the right of or below each question (gray box). Refer to the Grant Information Guide for additional information.

Project Title	N/A
Project Objective	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Project aligned with the Title IV Needs Assessment?

Click or tap here to enter text.

Measurable Goal

Click or tap here to enter text.

Evaluation Methods

Click or tap here to enter text.

Implementation Timeline

Click or tap here to enter text.

Milestone

Click or tap here to enter text.

Cost of Project

Click or tap here to enter text.

Project Six Initiatives

Using the textboxes below, please provide a description of each Project Six Initiative. You are encouraged to limit the total Initiatives to six but may add more if needed.

Initiative 6A

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

Initiative 6B

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

Initiative 6C

Initiative Title	N/A
Initiative Description	Click or tap here to enter text.

Project Rationale

Click or tap here to enter text.

How is this Initiative aligned with the Project Objective?

Click or tap here to enter text.

Federal Example Alignment

Click or tap here to enter text.

Level of Evidence URL or Citation

Click or tap here to enter text.

Select Level of Evidence	Choose an item.
Title IV Focus Area	Choose an item.
Initiative Cost	Click or tap here to enter text.

Title V, Part B - N/A

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
N/A		

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
N/A				
Implementation Strategies (in chronological order)				
Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization
N/A				

Plan of Operation Narrative

AUTHORIZED AND PARENTAL INVOLVEMENT ACTIVITIES

For each program supplemented with Title V funding, using the textboxes below, 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

N/A

Title II Part A

N/A

Title III

N/A

Title IV Part A

N/A

Parental Involvement Activities

N/A

Evaluation Plan

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

Activity	Goal
N/A	

Evaluation Plan Narrative

Describe the evaluation plan process and methodology.

N/A

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 2025-2026 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 25-26 school year	Additional incorporation of authentic dance experiences into our existing music and theatre courses.

Media Arts

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

Music

Goal	Objectives	Strategies	Methods for Measuring Progress
Continued refinement of our Elementary Music curriculum that aligns with current state and national standards.	Provide all students opportunities to meaningfully engage in the arts.	Identify needs throughout SY25-26. Create revisions during the summer of 2026	Provide any updated curriculum to teachers in August 2026
Provide needed materials of instruction.	Provide miscellaneous instrument needs for SY25-26. Examples include reeds, mouthpieces, strings, and bows.	Provide music educators with a "live" Google Form where the can submit their needs throughout SY25-26.	Purchasing of materials
Provide our schools with an accompanist for our District IV assessment festivals	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 throughout SY25-26. Create revisions during the summer of 2026	Provide any updated curriculum to teachers in August 2026

Visual Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
Continued refinement of our visual arts curriculum that aligns with current	Provide all students opportunities to meaningfully engage in the arts.	Identify needs throughout SY25-26. Create revisions during the summer of 2025.	Provide any updated curriculum to teachers in August 2026.

state and national standards.			
Offer on-going personalized professional development to visual arts educators	Provide The Art of Education University digital licenses for new visual arts educators	Assess the needs of our new visual arts educators and offer professional development PRO Packs to complete.	Completion of The Art of Education University PRO Packs.

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, while students in grades K-2 complete two challenges. 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 and document early evidence of advanced learning behaviors. Documentation occurs through staff use of rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors (creativity, communicative, perceptive, persistent, and 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 information is uploaded to our local data management system. 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; Leadership-Kindergarten; Persistent-Grade 1; Perceptive-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. Information about students' advanced learning traits can be reviewed during the gifted identification process in grades 3-5 when additional student data is needed.

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 as well as social and emotional support. 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 round of identifications. At the end of each school year, district-wide identification data is reviewed to determine if the demographics of identified students are reflective of the district's demographic data.

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. No formal gifted identifications are made in grades PreK – 2.

A universal screening is conducted in third grade. All third-grade students complete an online, universal screening 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 in the core ability areas of reading and mathematics. Additional screenings occur in grades 4 and 5 for new students arriving in the district who 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 and GT ELA course opportunities. Grade 6-8 screenings include a review of MCAP data, InView results, and district content area assessments. Identifications are made in the core ability areas of reading and mathematics.

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. meet or exceed a designated score threshold) are required to complete additional assessments. The additional achievement assessments include iReady reading and math diagnostic tests and local reading and math assessments. Students who do not meet the designated threshold can complete these 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; however, this process also allows schools to screen additional students who may demonstrate strengths in areas not highlighted on the universal screener or traditional classroom-based academic assessments. Utilizing additional assessments allows for multiple data points that increase the effectiveness of the identification process as it doesn't only rely on the universal screener.

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 the stakeholders and used to improve the gifted identification process in St. Mary's County Public Schools.

Appendix - MSDE GT Peer Review Evaluator for St. Mary's County
https://drive.google.com/file/d/1GaupIy2GZufWVHXPvhk2vL2e3m__6j71/view?usp=sharing

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.

Over the summer, GT supervisors review lagging data from the previous year and teacher feedback from surveys to plan the upcoming year's GT related professional learning. Supporting teachers who deliver gifted instruction is an ongoing goal in SMCPS. Historically, teacher attendance at such professional learning events has been low due to competing interests, school-based responsibilities, and priorities. Additionally, time is a factor as we only have two designated system-wide, central office controlled professional learning days each year.

Currently, 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. Each year in October, 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 during system-wide professional learning days (August 15, January 30). 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 teacher leaders are selected to attend the conference and become members of Maryland Educators of Gifted Students (MEGS). This year our targeted attendees will be teachers of the new 6th grade ELA class as they may or may not have direct training in teaching gifted learners. We plan to send one teacher from each middle school and use a train-the-trainer model to train other teachers of gifted learners to support pedagogical practices best suited for this audience. 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. Through this process, specific topics and objectives will be identified, though we anticipate student-centered and project-based learning to be key topics of discussion. Participants will provide professional learning experiences for their colleagues on identified topics during school-based professional learning opportunities that occur more frequently than county designated days.

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.

GT Supervisors have identified professional learning as a focus area for improvement during the 2025-2026 school year. The goal is to build on what is working while increasing staff access to and participation in professional learning experiences focused on gifted education. Specific area of need and professional learning topics and objectives will be identified through this process.

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	6.7%	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%
% Hispanic	7.7%	10.2%
% Pacific Islander/ Native American	<5%	<5%
% White	72.9%	58.3%
% 2 or more	9.6%	9.6%
Historically Underserved Students		
% Economically Disadvantaged	7.26%	27.7%
% FARMS	13%	40.4%
% SWD	<5%	12.3%
% Multilingual Learners	<5%	<5%
% Level 1: Entering	<5%	<5%
% Level 2: Beginning	0%	<5%
% Level 3: Developing	0%	<5%
% Level 4: Expanding	0%	<5%
% Level 5: Reaching	0%	<5%
% Exited	0%	<5%

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, although no formal gifted identification occurs, all students participate in an Elementary Engineering for All Challenge. The Elementary Engineering for All Challenges is designed to cultivate giftedness by nurturing and supporting the development of advanced learning behaviors.	PreK teachers observe students during the completion of the Elementary Engineering for All Challenge. Teachers use the rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors. The rubric includes the following levels: not demonstrating, readiness, emergent, progressing, and independent. In PreK, evidence of student creativity and communicative skills is collected.
K -2	In kindergarten through grade 2, although no formal gifted identification occurs, all students participate in Elementary Engineering for All Challenges. Elementary Engineering for All Challenges are designed to cultivate giftedness by nurturing and supporting the development of advanced learning behaviors. Enrichment opportunities are also available for students in grades K-2 who require a different level of	SMCPS teachers observe primary students during the completion of the Elementary Engineering for All Challenges. Teachers use the rubrics provided with the challenges to note the level of evidence of specific advanced learning behaviors. The rubric includes the following levels: not demonstrating, readiness, emergent, progressing, and

	challenge beyond that typically provided during grade-level instruction. Schools review data and identify students for these opportunities. Enrichment reading experiences could include, but are not limited to, Junior Great Books, William and Mary Units, and novel studies. Enrichment experiences for mathematics could include, but are not limited to, Project M^2 and Challenging Word Problems.	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 (Leadership-Kindergarten; Persistent-Grade 1; Perceptive-Grade 2). Enrichment opportunities are provided in addition to regular classroom instruction and may be delivered as part of flexible grouping, small group reading/math instruction, 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 core ability Gifted and Talented in the area(s) of reading and/or mathematics, begin receiving instruction in these areas 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. The mode of delivery is face-to-face small group instruction. This is provided through either classroom-based small group reading/math instruction with a classroom teacher or in a pull-out model with an instructional resource teacher. Each school determines which staff will provide gifted programming and which model of delivery will be used. All schools are expected to provide gifted programming at least twice a week, in each area of gifted

		identification (math and reading).
6-8	Core ability identification continues in grades 6-8 in reading and mathematics. ELA at the middle school is broken into two categories: English instruction and Literature Lab. English courses in 6th and 7th grades are offered at both on-grade level (OGL) and GT, the latter of which is open to identified students only. 8th-grade English courses are OGL and PreAP. Literature Lab is differentiated at three levels to include differentiation for OGL and Acceleration. Instruction in GT English and Accelerated Literature Lab 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 materials, specialized reading programs, as well as novels specifically selected for their rigor that are taught in on-grade level (OGL) courses in higher grade levels (e.g. T*o Kill a Mockingbird* is in the 8 PreAP 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.	In grades 6-8, the Accelerated English/Language Arts (ELA) classes address the needs of students who require instructional experiences beyond the regular grade-level curriculum. Students are provided with appropriate levels of challenge through accelerated pacing and advanced content. Additionally, students in the 6th and 7th grade GT English classes receive instruction in gifted-identified means. 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.

	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.	
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, Albert, 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-created materials. 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.

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 2026, SMCPS will establish a GT committee that includes representatives from elementary, middle, and high schools, as well as central office staff. This committee will meet four times during the school year to evaluate the curriculum/programming within the new 6th grade GT ELA course and make recommendations to the Supervisor of Secondary ELA regarding course revisions for SY 2026-2027. By August 2026, make revisions to the course, as identified through school year study to reflect gifted versus accelerated pedagogy.	6th grade GT students, instructors of 6th grade GT ELA course.	Establish a GT ELA review/revision team consisting of ELA teachers, site-based administrators over ELA, and content supervisors. Add student and parent voices to the team. Review curriculum plan left by retiring ELA supervisor/ observe it in action in GT ELA classrooms. Review GT ELA student performance on county-based assessments in comparison with OGL ELA courses. Meet quarterly with the revision team to layer in experiential discussion of GT ELA course to inform next steps. Using data collected from	August 2025 - September 2025 November 2025 September 2025- December 2025 October 2025 - March 2026 October 2025; January 2026; March 2026; June 2026 June 2026

		student performance and guidance from the review team, make recommendations for content changes to the 6th grade GT ELA course. Revise 6th grade ELA course curriculum/content.	June 2026 - August 2026
By June 2027, SMCPS will design and offer four professional learning experiences that address the COMAR requirements, align with identified district needs, and build teacher capacity for meeting the needs of gifted learners. The attendance goal for each session is 15 staff members representing elementary, middle, and high schools across the LEA. By June 2027, increase the number of SMCPS staff who participate in gifted professional learning experiences by 20%	The target audience of this goal is 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. Identify GT COMAR professional learning requirements that should be added or enhanced in SMCPS Research available high-quality professional learning experiences that address identified areas of need. Design additional professional learning experiences that address identified areas of need. Facilitate the planned	September 2025 - December 2025 September 2025 - December 2025 September 2025 - December 2025 January 2025 - July 2025 August 2026 - June 2027

as compared to SY 24-25 participation.		professional learning experiences for SMCPS staff. Review survey feedback after each session and use the results to inform/improve professional learning experiences. Review staff participation data.	After each session, August 2026 - June 2027 After each session, August 2026 - June 2027
By June 2026, increase the number of grade 3 African American students identified for gifted programs by 10% as compared to SY 24-25 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	September 2025 - December 2025 September 2025 - January 2026 January 2026 January 2026

		would impact student identifications and the equity index calculation for African Americans.	February 2026 - May 2026
		If inequalities remain, review NAGC resources and identify a plan of action for improving student representation in those areas.	February 2026 - May 2026
		Identify obstacles that are impacting student identifications.	February 2026 - May 2026
		Engage in professional learning sessions to learn about best practices for identifying students from underserved populations and how to best address identified obstacles. Apply learnings to the SMCPS gifted identification process.	February 2026 - May 2026

Comprehensive Teacher Induction Program

Mentoring Program

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

CTIP Personnel

Name	Title	Responsibilities

Dr. Heather Husk	Instructional Resource Teacher	Coordinates the LEA Comprehensive Induction Program. Support mentors, provide professional development for non-tenured teachers, and 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 as a face-to-face experience 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 the 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 face-to-face professional learning opportunities four times throughout the school year. The focus of the professional learning is to guide any changes or updates to the induction program, refreshment of mentor communication skills, and collaborative discussions with mentor peers in other buildings. Mentor teams are provided the opportunity to have individualized 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. After each marking period, administrators are provided a report on the mentoring interactions and topics that were the focus within their buildings to assist with ongoing support of non-tenured teachers and mentor teams.

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 select choice sessions for professional learning based on needs and experience. Choice sessions included behavior management, Schoology workshops, lesson planning basics, IEP reading for classroom teachers, 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 with another layer of mentoring and support specific to their roles. Demonstration teachers also provide follow-up sessions and coaching throughout the year. In addition, new hires with a CL were offered an extended orientation boot camp focusing on establishing classroom routines, workload management, and lesson planning. Special education new teacher hires were also offered an extended orientation to provide targeted professional learning on case management, behavior management, IEP writing, and preparing for IEP meetings.

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 learning. The seminars include grade-level and content-specific professional learning sessions based on needs and experience. Session topics are determined through feedback from participants, mentors, supervisors, and administrators, based on 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 their mentor for feedback through a coaching cycle.

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

All non-tenured teachers are provided the opportunity to participate in quarterly instructional walkthroughs. The format can be the mentee viewing a lesson taught by the mentor, the mentor viewing a lesson taught by the mentee, a mentor or experienced teacher, and mentee co-teaching a lesson, or the mentor facilitating the mentee viewing another experienced teacher during a lesson. Mentors also have protocols for using video recording 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 pre-walkthrough conference, the purpose and focus of the walkthrough are determined. In the post walkthrough conference, the purpose is reviewed, what was observed is shared, and next steps are determined for improvement in

the non-tenured teacher's classroom. Subsequent weekly mentor meetings provide the opportunity to reflect on the changes and progress of the non-tenured teacher's practice. The district provides funding for substitute coverage to facilitate the instructional walkthrough process as appropriate

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 can 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. Mentor logs, submitted by mentors each week, are also reviewed and confirmed by the non-tenured teachers to ensure that the topics and next steps are clearly communicated.

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. The weekly mentor logs are submitted digitally to the CIP coordinator and the individual mentee. The mentee has the opportunity to confirm or contest the content of the log and provide additional feedback to the CIP coordinator. 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 learning 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 learning sessions at the seminars. Responses to questions and additional resources are included in the biweekly updates. Mentor professional learning 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 learning opportunities, gather resources, and adjust support and guidance.

Data Reporting

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	240	**The ratio is calculated as follows:** **Total Number of Probationary Teachers being served by the LEAs CTIP** **Total Number of Mentors** **= 2.608695652**
Total Number of Probationary Teachers being served by the LEAs CTIP	240	
Number of Full Time Mentors	0	
Number of Part Time Mentors	0	
Number of Teacher serving as Mentors	92	
Total Number of Mentors	92	

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

Each non-tenured teacher is evaluated on a summative process, which includes goal setting, pre-and post-observation conferences, and four observations throughout the year. These include two observations by school administrators and two by content supervisors. Information from all observations is recorded through an online platform. At the school and system level, all observation data is reviewed to determine the 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 part of the coaching cycle.

Measuring Effectiveness

Program Effectiveness

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

Data Type and Source	Criteria and Method for Collection	How data is used to inform or improve CTIP	Personnel Responsible
A bi-annual survey of non-tenured teachers and mentors about the helpfulness of the induction program elements	Non-tenured teachers and mentors submit an anonymous Google Form that is emailed directly to them via their system email address	The responses are used to provide supplemental professional learning for mentors, update guidance and support for non-tenured teachers, and plan professional development for induction seminars	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resource
Exit Slips for all professional learning, including orientation and monthly seminars	Non-tenured teacher participants are provided a paper exit slip that is submitted at the end of the professional learning sessions.	The data is collected and shared with presenters and supervisors. The information is used to plan upcoming professional learning sessions, provide clarification for outstanding questions, and provide guidance to mentors for their one-on-one work with non-tenured teachers	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resources
Weekly mentor logs	Mentors submit weekly logs via a Cognito 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 submissions are confirmed by the mentees.	The data is gathered quarterly to determine trends in non-tenured teacher needs based on certification, grade-level, and experience. The information guides professional learning opportunities for non-tenured teachers. In addition, it allows for the tracking of outliers in data and mentoring participation of non-	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resources

		tenured teachers to determine if additional support is required.	
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.	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resources
Teacher Performance Evaluation	Teacher evaluations are submitted through the online Perform platform when teachers are observed and their end-of-year evaluations.	The observation data is used to determine professional learning needs and gaps in knowledge of non-tenured teachers.	Lindsay Brenfleck, Supervisor of Human Resources

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 inform or improve CTIP	Personnel Responsible
Weekly Mentor Logs	Mentors submit weekly logs via a Cognito 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 submissions are confirmed by the mentees.	The data is used to determine gaps in mentor support and needs for mentor professional learning.	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resources
A bi-annual survey of non-tenured teachers and mentors about the helpfulness of the induction program elements	Non-tenured teachers and mentors submit an anonymous Google Form that is emailed directly to them via their system email address	The responses are used to provide supplemental professional learning for mentors, update guidance and support for non-tenured teachers, and plan professional learning for induction seminars.	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring, Department of Human Resources
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-	Dr. Heather Husk, Instructional Resource Teacher for Induction and Mentoring,

		tenured teachers and specific schools.	Department of Human Resources
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.	Lindsay Brenfleck, Supervisor of Human Resources

Carryover and No Cost Extensions

Local Education Agency (LEA) St. Mary's County Public Schools

Phone Number 301-475-5511

LEA Unique Entity Identifier (UEI) Number ZED3TJK8PNB3

Address 23160 Moakley Street Leonardtown, MD 20650

Maryland State Department of Education (MSDE) will automatically initiate an administrative amendment to extend the FY25 Federal Program Notice of Grant Awards (NOGAs). This extension is in accordance with Section 412(b) of the General Education Provisions Act (GEPA), also known as the Tydings Amendment, which allows a 12-month period to obligate and expend unobligated federal funds into the subsequent fiscal year.

LEAs must complete the chart below for each Title program if there are any changes to programmatic activities and/or the existing approved budget. Complete the table below for LEA's remaining FY25 funds to be expended after 9/30/2025. If programmatic and/or the existing approved budget changes are needed for funds expended after 9/30/25, a C-1-25 with form A and B must also be submitted.

Title Program	Explanation	Amount of FY2025 funds to be expended after 9/30/25	Programmatic Changes? Yes/No C-1-25 budget required.
Title I, Part A	N/A	N/A	N/A
School Improvement	The School Improvement Grant Extension/Amendment was approved by MSDE in Aug. 2025 Supplemental Pay and tutor categories had funds remaining due to staff shortages.	$12,695.85	No
Title I, Part C	N/A		
Title I, Part D, Subpart 1	N/A		
Title I, Part D, Subpart 2	N/A		
Title II, Part A	SMCPS will utilize the full grant period through 9/30/2026 provided in the FY25 Title II NOGA	$221,000	No

Title III, Part A, English Language Acquisition	Title III, Part A, English Language Acquisition Grant Extension/Amendment was approved by MSDE in April 2025.	$19,500	No
Title IV, Part A	SMCPS will utilize the full grant period through 9/30/2026 provided in the FY25 Title IV NOGA.	$163,000	No
Title V, Part B	N/A		