



Local Consolidated ESSA Program Application

Fiscal Year 2026

2025-2026 School Year

Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201

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Table of Contents

Overview	4
Executive Summary	7
Key Personnel and Steering Committees.....	10
Extent of Need	16
Evidence of Impact.....	28
Evaluation and Dissemination.....	36
Budget Narratives Index.....	44
Appendices.....	45
Blueprint	48
Educational Equity	54
Equitable Services – Sections 1117 and 8501, Title I-A, Title I-C, Title II-A, Title III-A, and Title IV-A.....	62
Title I, Part A A-D, Teachers & Staff.....	71
Title I Part A, E-J, Specific Student Populations.....	77
Title I, Part A: Progress Monitoring.....	83
School Improvement Assurances	91
Evidence-based Strategies.....	92
LEA Requirements.....	93
School Allocations.....	98
Title I, Part C	Error! Bookmark not defined.
Title I, Part D Subpart 2 Narratives	100
Title II Part A, Section 1.....	110
Title II, Part A, Section 2.....	114
Title III, Part A, English Language Acquisition.....	119
Title IV, Part A Narratives.....	131

Title V, Part B.....	Error! Bookmark not defined.
Programs in Fine Arts	157
Gifted and Talented Education	161
Comprehensive Teacher Induction Program.....	171
Carryover and No Cost Extensions	187

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 II

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

Title V

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

Title I

Shanna Edmond
410-767-0047
shanna.edmond@maryland.gov

Title II

Jennifer Wojcik
410-767-0346
jennifer.wojcik@maryland.gov

Educational Equity

TBD

School Improvement

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

Title III

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

Gifted and Talented

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

School Improvement

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

Title III

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

Fine Arts

Lizzie Devereux
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Title IV

Donald Corbin
410-767-0792
donald.corbin@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 demonstrating equity to address disparities to provide comprehensive supports and improvements for all students. LEAs should identify any significant high-level changes to past practices and provide an evidence-based explanation for why those changes are being implemented. Additionally, LEAs should highlight any newly proposed practices or recently implemented practices with justification and results, if available, describing the anticipated or actual impact. LEAs are encouraged to create the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community.

The Washington County Public Schools (WCPS) 2025 ESSA plan is anchored in three key priorities: improving literacy, strengthening mathematics, and advancing student success through attendance, family engagement, and college and career readiness. These priorities are directly aligned with the Maryland Blueprint for the Future and the WCPS 2025–2030 Strategic Plan, both of which emphasize equitable access, rigorous instruction, and strong community partnerships. Together, these guiding frameworks ensure that all students are supported on a pathway to academic achievement, CCR readiness, and lifelong success. The sections that follow highlight progress, challenges, and targeted strategies for each priority area.

Improving Literacy Outcomes

Improving literacy outcomes begins with a strong foundation in the primary grades. By 2025, DIBELS data showed 68% of kindergarteners, 66% of first graders, and 63% of second graders were at or above benchmark, reflecting steady gains from 2024. On the state assessment, 3rd grade proficiency reached an all-time high of 51%, the first cohort to benefit from universal Pre-K access. As students advanced through upper grades, MCAP results showed 54.4% of all students proficient in English Language Arts, with notable growth in grades 7 (59%), 8 (55%), and 10 (69.5%). Despite these improvements, significant gaps persist, with only 13.8% of students with disabilities and 10.8% of Multilingual Learners scoring proficient.

To close these gaps, WCPS is advancing the Comprehensive Literacy Action Plan (2023–2025), grounded in the Science of Reading and supported by High-Quality Instructional Materials. Elementary schools are in their third year of CKLA implementation, while middle and high schools are beginning their second year with Amplify and StudySync, ensuring consistent, aligned instruction across grade bands. The district's Tutor Apprenticeship Program added over 17,000 hours of supplemental reading support in 2024–25, helping 665 students, including 124 who no longer required interventions. Looking ahead, expansion into math tutoring will further integrate literacy and numeracy. All Title funds are strategically aligned to reinforce these literacy priorities, ensuring resources are focused on accelerating outcomes for students who need the most support.

Strengthening Math Outcomes

Improving math outcomes is a central priority for WCPS, beginning with the development of strong numeracy foundations in the primary grades. In 2025, 3rd grade math proficiency reached 42%, the highest in recent years and a reflection of early learning investments, including expanded Pre-K access. Statewide data also show steady improvements across the middle grades, with 6th grade proficiency rising to 26%, 7th grade to 27%, and 8th grade to 20%, each marking gains from 2024.

Overall, the spring 2025 MCAP results reported that 28.2% of WCPS students achieved proficiency in mathematics. While this demonstrates gradual progress, achievement gaps remain significant. Only 7.2% of students with disabilities and 7.9% of Multilingual Learners reached proficiency, highlighting the ongoing need for targeted support to close disparities and ensure equitable outcomes.

To accelerate growth, WCPS is implementing the Comprehensive Math Plan (2024), which emphasizes High-Quality Instructional Materials (HQIM), structured 90-minute math blocks, and targeted interventions through the Multi-Tiered System of Support (MTSS). This framework ensures that students performing below grade level receive teacher-led, small-group instruction focused on problem-solving, reasoning, and essential skill development. Building on the success of the literacy model, the Tutor Apprenticeship Program is expanding into math for 2025–26, providing supplemental support in foundational areas such as multiplication automaticity while offering high school students exposure to careers in education.

Funding resources reinforce these strategies. Title I funding provides critical supplemental support to struggling learners in Title I schools and Multilingual Learners, ensuring access to interventions and extended learning opportunities. Title II funds further strengthen teacher capacity by supporting mentors for new teachers, enabling them to deliver consistent, high-quality math instruction that aligns with district priorities.

Attendance and Family Engagement

WCPS recognizes that improving attendance and strengthening family engagement are essential to advancing equity and academic outcomes. Student attendance declined slightly from 91.5% in 2023–24 to 91.2% in 2024–25, with chronic absenteeism continuing to impact learning. In alignment with the WCPS Strategic Plan, the district is embedding attendance strategies into school improvement planning, utilizing multi-tiered supports, and strengthening Student Support Teams to address barriers to consistent attendance. These efforts are supported by Community School funds, which provide wraparound services such as family liaisons, access to health and wellness supports, and community-based partnerships that directly reduce barriers to consistent attendance.

Family engagement remains a cornerstone of WCPS's approach. The Strategic Plan sets a goal that each school will engage with at least 50% of families by the end of 2025–26, with annual increases thereafter. Engagement efforts include the systemwide family survey, which provides actionable feedback to schools and the district, ensuring families have a voice in shaping priorities. Title I funding provide targeted supports for struggling learners in Title I schools and expand outreach efforts to families, while district partnerships with Judy Centers, Pre-K programs, and community organizations continue to grow, equipping caregivers with tools to support early learning and smooth transitions across grade levels.

College and Career Readiness (CCR)

College and Career Readiness (CCR) is central to both the WCPS Strategic Plan and Pillar 3 of the Blueprint for Maryland's Future. MCAP results serve as a critical checkpoint, identifying which students are on track to meet CCR expectations by the end of 10th grade. These benchmarks guide interventions in literacy and mathematics, so students receive timely support and remain positioned to access rigorous postsecondary opportunities. The Multi-Tiered System of Support (MTSS) platform, strengthened through Title IV, Part A funds, ensures schools can monitor progress, coordinate interventions, and align resources to meet student needs.

At the same time, WCPS is expanding multiple postsecondary pathways that prepare students for success beyond high school. Students achieved a 25-year high overall pass rate of 68.7% on AP exams, with standout results in Pre-Calculus (89%), English Literature (84%), and Biology (76%). Dual credit enrollment continues to rise, with more than half of juniors and nearly two-thirds of seniors earning college credit while still in high school. Career and Technical Education (CTE) programs also continue to thrive, with over 700 industry-recognized credentials earned in 2024–25 across high-demand fields such as healthcare, construction, IT, and hospitality. These opportunities provide students with both rigorous academic preparation and workforce-ready skills, ensuring that graduates are equipped for success in college, career, and life.

Conclusion

Through the aligned efforts of the ESSA plan, the Maryland Blueprint, and the WCPS Strategic Plan, the district is focused on raising achievement in literacy and math, strengthening attendance and family engagement, and expanding postsecondary pathways. By centering these priorities, WCPS is building a system where every student is prepared for success in college, career, and life.

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)
Tamsyn Wilson	Title I Supervisor	Oversees and manages the Title I, Part A federal grant, ensuring full compliance with all federal requirements. Monitors all aspects of grant implementation and provides guidance and support to Title I staff. Collaborates with Title I schools to ensure instructional initiatives are aligned with School Improvement Plans. Oversees and monitors Title I purchasing to ensure alignment with both district- and school-level priorities.	1.0 FTE
Lisa Bennett	Title I Administrative Secretary	Works directly with the Title I Supervisor to support the Title I program through fiscal management, purchasing compliance, comparability, and grant monitoring. Provides programmatic support to help ensure all Title I requirements are met.	1.0 FTE
Dana Pentoney	Title I Homeless Coordinator	Provides county-wide support to address the educational needs of Homeless Students in	1.0 FTE

		accordance with the McKinney Vento Homeless Education Act.	
William Jackson	Coordinator of Student Services and Transition	Provides research-based strategies for prevention and intervention programs supporting children and youth who are neglected, delinquent, or at risk.	1.0 FTE
Steering Committee			
Name	Title	Organization Affiliation	
Dr. Gary Willow	Associate Superintendent for Curriculum and Instruction	Washington County Public Schools	
Dr. Jana Palmer	Executive Director of Elementary Education	Washington County Public Schools	
Jeff Proulx	Chief Operating Officer	Washington County Public Schools	
Theresa Baker	Executive Director of Human Resources	Washington County Public Schools	
Kameron Shives	Budget and Financial Reporting Analyst	Washington County Public Schools	
Lindsey Darr	Coordinator of Human Resources and Teacher Personnel	Washington County Public Schools	
Jeremy Jakoby	Director of Student Services School Counseling and School Health	Washington County Public Schools	
William Jackson	Coordinator of Student Services and Transition	Washington County Public Schools	
Dana Pentoney	Homeless and Foster Care Coordinator	Washington County Public Schools	
Kelly Longerbeam	Early Childhood Coordinator	Washington County Public Schools	
Maureen Margevich	Supervisor of Testing and Accountability	Washington County Public Schools	

*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)
Tamsyn Wilson	Title I Supervisor	Writing the grant and monitoring	N/A

Lisa Bennett	Title I Administrative Secretary	Reporting	N/A
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 D, SUBPART 2

Key Personnel			
Name	Title	Responsibilities	Time Devoted
TBD	TIPD Facility Liaison (temporary employee)	Work closely with partner facility personnel who have requested funding to address areas of need and to manage all other aspects of the grant.	100% or 1.0 FTE
Lisa Bennett	Title I Office Administrative Assistant	Purchasing, labeling, and distributing materials for partner facilities; Steering Committee	2.5% or .025 FTE (est. 1hr/week)
Billy Jackson	Coordinator of Student Services and Transition	Facilitate Transition meetings and complete transition tool at the meetings; Steering Committee	2.5% or .025 FTE (est. 2 meetings/month lasting 2 hours each)
Tamsyn Wilson	Supervisor of Title I School Improvement	Fiscal Monitoring & Oversight; Steering Committee	1.25% or .0125 FTE (2 hrs./month)
Jeremy Jakoby	Director of Student Services, School Counseling, and School Health	Steering Committee	.2% or .002 FTE (1hr/quarter)
Steering Committee			
Name	Title	Organization Affiliation	
TBD	TIPD Facility Liaison (temporary employee)	Washington County Public Schools (WCPS)	

Tamsyn Wilson	Supervisor of Title I School Improvement	WCPS
Lisa Bennett	Title I Office Administrative Assistant	WCPS
William Jackson	Coordinator of Student Services and Transition	WCPS
Jeremy Jakoby	Director of Student Services, School Counseling, and School Health	WCPS

*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)
Joni Burkhart	Supervisor of Professional Learning	Oversees Office of Professional Learning and Comprehensive Teacher Induction Program, supervises Mentors	100%
Danielle Kretzer	Administrative Assistant	Keeps track of all professional learning activities	100%
Sara Sandeen	Teacher Mentor	Mentoring probationary teachers	100%
Marsha Rand	Teacher Mentor	Mentoring probationary teachers	100%
Erin Orth	Teacher Mentor	Mentoring probationary teachers	100%

*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			

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
Rebecca Mana	STEM Teacher	Teaching STEM, Computer Science lessons to elementary students at Bester Elementary	1.0 FTE
Sherri Hubstenberger	STEM Teacher	Teaching STEM, Computer Science lessons to elementary students at Pangborn Elementary	1.00 FTE
Mark Mills	HVAC Teacher	Teacher, Heating Ventilation and Air Conditioning at North Hagerstown High School	.50 FTE
Dr. Gary Willow	Deputy Superintendent	Fiscal Monitoring & Oversight	Salary not paid through grant

Steering Committee		
Name	Title	Stakeholder Affiliation (school position, parent, community organization, etc.) Section 4106(c)(1)
Dr. Gary Willow	Deputy Superintendent	
Michele Jakoby	Administrative Assistant	
Micah Socks	Supervisor of Arts	
Adam Parry	Supervisor of Career Technology Education	
Jeromy Jakoby	Director of Student Services	

Dr. Ann Anders	Supervisor of Library Media	
Stakeholder Consultation		
Event	Date	Consultation Method (meetings, surveys, etc.) Link Evidence in Appendix
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
Dr. Gary Willow	Deputy Superintendent	Title II and Title IV Non-Publics	N/A
Michele Jakoby	Administrative Assistant	Title II and Title IV Non-Publics	N/A
Tamsyn Wilson	Title I Coordinator	Title I Non-Publics	N/A
Paula Moore	Supervisor of World Language	Title III Non-Publics	N/A

*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)

Washington County Public Schools (WCPS) continues to post strong graduation rates, with 95.3% of seniors graduating in 2025. However, the underlying data in course performance, standardized assessments, and attendance reveal persistent inequities and systemic challenges, particularly in mathematics, literacy for certain groups, and student engagement.

9th Grade Course Failures

More than a quarter of ninth graders (27.6%) failed two or more core semester courses. Students experiencing homelessness (70.2%), those in foster care (60%), students with disabilities (42.5%), Hispanic/Latino students (38.3%), and low-income students (~39%) were most at risk. By comparison, Asian students (5.9%) and White students (22%) had the lowest failure rates. Male students (31%) failed at higher rates than females (24%).

Attendance & Chronic Absenteeism

Attendance challenges remain a barrier. In 2024, WCPS's average daily attendance rate was 91.4%, with weaker figures at the secondary level. Chronic absenteeism disproportionately affected underserved groups:

- African American students: 32.1%
- Hispanic students: 31.3%
- Students identifying as two or more races: 36.7%
- White students: 22.7%
- Asian students: 14%

These high absenteeism rates align with course failures and low assessment performance, reinforcing the connection between disengagement and academic risk.

MCAP English Language Arts (ELA)

ELA proficiency across grades ranged from 44% to 59%. In middle school, Grade 7 peaked at 59% proficient, and Grade 8 held at 55%. However, English 10 demonstrated even stronger results, with 61% proficiency, outperforming both state averages and WCPS's middle grades.

Subgroup results highlight stark disparities:

- Multilingual learners: 10.8% proficient

- Students with disabilities: 13.8% proficient
- Hispanic students: 44.5% proficient
- African American students: 42.4% proficient
- Economically disadvantaged (FARMS): 43.8% proficient
- All students overall: 54.4% proficient

These results show that while WCPS is competitive with the state in ELA overall, wide achievement gaps persist for vulnerable student populations.

MCAP Mathematics

Mathematics performance is WCPS's most pressing academic concern. Across grades, proficiency remains below 30% overall. In Grade 8, only 20% of students were proficient, compared to 55% in ELA for the same grade.

Disaggregated subgroup math results reveal inequities:

- All students overall: 28.2% proficient
- African American students: 15.2% proficient
- Hispanic students: 19.4% proficient
- Economically disadvantaged (Hispanic): 17.5% proficient
- Multilingual learners: 7.9% proficient
- Students with disabilities: 7.2% proficient

These outcomes underscore math as a significant barrier, particularly for multilingual learners and students with disabilities, where fewer than 1 in 10 students are proficient.

Conclusion

WCPS demonstrates strong outcomes at the endpoint of high school, but data across 9th grade course failures, chronic absenteeism, and MCAP performance highlight systemic inequities. English 10 performance is a relative strength, showing promise in high school literacy instruction, yet significant subgroup gaps remain. Mathematics proficiency is alarmingly low, especially for African American, Hispanic, multilingual, and disabled students, making it the most urgent area for intervention.

Addressing these challenges will require targeted support in math and literacy, expanded attendance and engagement strategies, and equity-focused interventions to ensure that graduation rates reflect true readiness for college and careers.

TITLE I PART A

Extent of Need: As mentioned above, in the Spring of 2025, Washington County Public Schools had a 51.4% proficiency rate on the English Language Arts Maryland Comprehensive Assessment Program (MCAP) for grades 3-8 and 30.4% proficiency rate for Mathematics. In comparison, in grades 3-5 on

MCAP Title I schools have performed in the proficiency range of 10.3% to 43.5% in English Language Arts.

A comprehensive review of academic and non-academic data informed the Title I School Improvement Planning process for the 2024-2025 school year. This included local reading assessments such as Interims, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Early Reading Intervention (eRi), and Capti, as well as math assessments like Growth Measure and Math Interims. Surveys provided additional insight into student needs beyond academics. Executive Elementary Director Dr. Jana Palmer met with school administrators on August 6th and 7th, 2025 to provide guidance to Principals in how to conduct extensive Needs Assessments and in the development of School Improvement Plans grounded in both county-wide and school-specific data. Follow up Quarterly Data meetings and monthly Principal Council meetings will ensure consistent implementation of School Improvement Plans with timely feedback, guidance, and support from Content Specialists, Special Education Specialists, the Early Learning Coordinator, the Title I Supervisor, and the Executive Elementary Director.

Given persistently low proficiency levels in Reading and Math, Title I schools identified the need to strengthen Tier I instruction. In response, each school established specific, measurable goals and objectives that support broader county and school priorities—not only in Reading and Mathematics, but also in Culture, Safety, Wellness, and Community Engagement. Schools conducted detailed analyses of disaggregated data to address subgroup performance gaps, ensuring that all goals and strategies were aligned to the District Engagement Plan. Title I funds are used to provide additional teachers and paraprofessionals in the 8 schools to reduce class size, allow for targeted supplemental instruction in an effort to support identified ESSA subgroups.

Comprehensive Support and Improvement (CSI) schools—Bester and Pangborn—and Additional Targeted Support and Improvement (ATSI) schools—Jonathan Hager and Hickory—developed focused, data-driven strategies to address the academic and instructional needs of their identified subgroup: students with disabilities. These schools implemented multi-tiered systems of support, including Tier II and Tier III instructional plans, designed to provide targeted interventions and differentiated instruction to accelerate student progress. Leveraging ESSA performance targets, each school established measurable goals tailored to their students with disabilities, ensuring alignment between instructional priorities and subgroup-specific needs. Title I stipends (additional pay) are utilized to pay staff for School Improvement planning meetings during the summer and throughout the school year. These meetings include the initial development of the school improvement plan and yearlong monitoring of the plan.

To ensure a cohesive and unified approach, CSI schools engaged in frequent and collaborative planning sessions with senior district leadership. This partnership supported the alignment and integration of multiple improvement plans, including School Improvement Plans, CSI Plans, and Community School Implementation Plans. This coordination fostered consistency across initiatives and strengthened the overall coherence of their school improvement efforts. ATSI schools similarly embedded subgroup-focused goals within their School Improvement Plans, utilizing progress monitoring tools and collaborative team structures to track impact and refine strategies throughout the year. Title I stipends are utilized to support continuous collaboration throughout the school year to ensure that progress monitoring is occurring and that school teams remain focused on student achievement.

Ongoing progress monitoring is a critical component of our continuous improvement process and takes place bi-monthly through structured Focused Improvement Planning meetings. These meetings are held at the classroom level and bring together school-based teams composed of administrators, teachers, specialists, and content supervisors. The primary purpose of these sessions is to analyze

student performance data, assess progress toward academic goals, and collaboratively identify necessary instructional shifts. These data-informed conversations promote a culture of shared accountability and ensure that instructional strategies are responsive to student needs. Feedback cycles are built into this process and are initiated based on the outcomes and action steps identified during the CFIP meetings. These cycles ensure that progress is regularly evaluated and that any instructional shifts are implemented with intentionality and monitored for effectiveness. Title I funds provide an additional lead teacher at all 8 of the identified Title I schools to support with instructional planning, mentoring, and coaching.

To further align school-level efforts with district-wide priorities, Title I principals participate in monthly Council Meetings that are strategically designed to support the advancement of School Improvement Goals and the broader District Engagement Plan. These meetings are structured to promote collaboration and capacity building, as principals are grouped into cohorts to encourage the exchange of best practices, peer learning, and cross-school support. An important component of this professional learning model includes cohort visits where principals have the opportunity to observe effective instructional practices. Principals then take this new learning back to their leadership team to determine where these evidence-based strategies fit into their needs assessment and school improvement plan.

At the system level, Dr. Palmer leads Quarterly Data Review meetings, which provide a deeper dive into school and subgroup performance. These meetings involve a comprehensive review of student achievement data, with a focus on the ESSA targeted groups. Classroom observations and walkthroughs conducted during these meetings inform the discussion, allowing for a richer understanding of instructional delivery and student engagement. During these sessions, district and school leaders work collaboratively to identify trends, determine needed instructional shifts, and revise supplemental supports as necessary. The team also develops detailed, timely action steps that are designed to be implemented before the next quarterly review, ensuring that data-driven decision-making remains a continuous and proactive process. Title I funds are used to fund the Title I supervisor and the Title I secretary. One of the main purposes of these roles is to support all 8 Title I schools by providing needed technical assistance. The Title I supervisor is a member of the quarterly data team ensuring that all meetings align with the Title I requirements and support academic achievement aligned in school improvement plans.

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.

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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.

WCPS serves a population that includes youth who are neglected, delinquent, or at risk and who reside in one of four residential facilities in Washington County- Cedar Ridge School, Oak Hill House, The Board of Childcare, and The ARC of Washington County, Inc. Data from the Maryland Longitudinal Data System and local assessments identify high rates of mobility, chronic absenteeism, and gaps in literacy and numeracy among students transitioning from correctional or alternative programs. WCPS will annually require each facility, who requests funding, to submit a facility profile, a list of top priorities from their needs assessment, a professional development plan, and job descriptions (if applicable).

If these needs are not addressed, the broader community faces increased dropout rates and reduced postsecondary readiness. WCPS uses the facility prioritized needs to guide TIPD programming—identifying instructional, behavioral, and transition supports essential for successful reentry into comprehensive schools.

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 III, PART A, ENGLISH LANGUAGE ACQUISITION

EXTENT OF NEED

Washington County Public Schools (WCPS) conducted a comprehensive needs assessment using MCAP academic data, ACCESS English language proficiency (ELP) data, internal ELP scores, local data, and stakeholder input. Findings show both areas of growth and persistent gaps impacting multilingual learners (MLs).

Reflection on Previous Goals and Outcomes

Last year's Title III goals focused on increasing ELP, improving academic achievement in ELA and math, expanding professional learning for all educators, and strengthening parent and community engagement. MCAP and ACCESS data show persistent gaps in academic achievement and English language proficiency for ML students, especially in mathematics Grades 3–5 and Algebra 1. While staffing additions such as Bilingual Achievement Paraprofessionals (BAPS) will address Tier 2 math interventions, there remains a need for ML tutors to provide supplemental small-group and one-on-one language development support focused on literacy, academic vocabulary, and writing skills. Tutors will work with classroom teachers and ML specialists to target specific student needs to be identified through data review and progress monitoring.

Positive outcomes included:

- Full implementation of enrollment support for all multilingual families through the International Welcome Center.
- Expanded professional learning on co-teaching, language-rich instruction, and family engagement practices.
- Growth in ACCESS exit rates for MLs, rising from 10.3% in 2023 to 10.7% in 2024 and a draft 12.28% in 2025. WCPS outperformed the state averages the past three years, reflecting the impact of intentional language development strategies already in place.

At the same time, MCAP results reveal ongoing academic gaps:

- In ELA, only 18.0% of ML students scored proficient in Grade 3 compared to 47% of all students in 2025. Proficiency declines further in higher grades, with only 7.3% proficient in Grade 10 in 2025.
- In math, fewer than 10% of ML students across Grades 5–8 scored proficient, with the lowest rates in middle school math and Algebra 1.

Measure	Result
ACCESS Exit Rate (2025)	12.28% (increase from 2024)
Grade 3 ELA Proficiency 2023-2024 (MLs vs. All)	21.8.% (4.9% increase from 2022-2023) vs 47%
Grade 3-8 ELA Proficiency 2023-2024 (MLs vs. All)	11.% (-1.2 decrease from 2022-2023) Vs. 50.4%
Grades 3–8 Math Proficiency 2023-2024 (MLs vs. All))	9.5% (1.4 increase from 2022-2023) vs. 29.9%
Grade 5 Math Proficiency (MLs vs. All)	9.9% (.6 increase from 2022-2023) vs. 30.3%

Assessment	2025	2024	2023	Assessment	2025	2024	2023
Mathematics 03	17.6%	20.9%	16.1%	ELA 03	18.0%	21.8%	16.9%
Mathematics 04	13.9%	9.7%	12.0%	ELA 04	16.1%	12.9%	18.2%
Mathematics 05	4.0%	9.9%	9.3%	ELA 05	5.7%	6.2%	8.9%
Mathematics 06	5.4%	1.6%	5.4%	ELA 06	7.7%	4.3%	7.0%
Mathematics 07	2.6%	3.0%	0.0%	ELA 07	10.9%	8.8%	4.8%
Mathematics 08	5.4%	3.8%	0.0%	ELA 08	4.7%	4.9%	12.2%
Algebra 1	4.2%	1.8%	3.6%	ELA 10	7.3%	9.8%	10.8%

Internal 2025 ELP data shows listening as the strongest domain (3.9 ES, 4.4 MS, 3.5 HS) while speaking (2.6–3.1) and writing (2.8–3.2) remain the lowest across grade levels. Students exiting the program averaged 5.8 in listening and 4.9 overall, illustrating the gap between current performance and full proficiency expectations.

ACCESS Year / Grade Band	Listening	Reading	Speaking	Writing	Overall	ACCESS Exit Rate (%)
Elementary 2025	3.9	3.0	3.1	2.8	3.0	—
Middle School 2025	4.4	2.9	3.0	3.1	3.2	—
High School 2025	3.5	3.1	2.6	3.2	3.0	—
Exit Criteria 2025	5.8	5.4	4.3	4.4	4.9	12.28

Exit Criteria 2024	—	—	—	—	—	10.7
Exit Criteria 2023	—	—	—	—	—	10.3
Exit Criteria 2022	—	—	—	—	—	12.1

New Goals and Evidence-Based Strategies

To address these findings, WCPS will launch expanded staffing, professional learning, and instructional initiatives focused on math achievement for MLs:

- Seven Bilingual Achievement Specialists (BAPS): Five in elementary schools and two in high schools will provide Tier 2 math instruction in Grades 3–5 and Algebra 1.
- Professional Learning:
 - Summer workshops from Seidlitz Education on *7 Steps to a Language-Rich and Interactive Classroom*, *Co-teaching*, *Overcoming Co-teaching Barriers*, *Teaching Newcomers*, and *Math for MLs*.
 - Curriculum writing embedding language objectives into the Grades 3–5 math curriculum and aligning to high-quality instructional materials (HQIM).
 - Monthly math PD for Grades 4 and 5 teachers and monthly BAP training to deepen collaboration between the ML and math departments.
 - WIDA's Making Meaning of Math hybrid series in Spring 2026 for math teachers, BAPS, and ML staff.
- Co-Teaching and Language Integration: Math and ML teachers will integrate QSSSA and the 7 Steps into daily instruction with scaffolds and supports aligned to HQIM.

Anticipated Outcomes

By the end of the funding cycle, WCPS expects to:

- Increase math proficiency rates for ML students in Grades 3–5 and Algebra 1 by at least 3 percentage points.
- Raise ELA proficiency for ML students on MCAP by at least 3 percentage points in targeted grades.
- Increase the percentage of ML students exiting English language development by at least 1% above current levels.
- Ensure BAPS, math teachers, and ML educators receive coordinated, ongoing professional learning on language-rich instruction and co-teaching/co-planning models.

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:

Spring 2024

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.

WCPS conducts a comprehensive, districtwide needs assessment on a three-year cycle as part of the ESSA Consolidated Strategic Plan renewal process. This cycle aligns with the WCPS School Improvement Planning (SIP) model and the WCPS Education Policy, which requires all schools to annually analyze disaggregated outcome data and monitor progress for student groups. Although data review and SIP revisions happen every year, the full ESSA needs assessment is reset every three years, ensuring that WCPS begins each new cycle with a clean, districtwide analysis that informs the next ESSA application (e.g., the full reset planned for the 2026–2027 plan).

Year 1 of the Cycle (Comprehensive Review).

WCPS conducts a full needs assessment using a broad set of quantitative and qualitative data. This includes MCAP reading and math performance by grade level and by subgroup (economically disadvantaged, multilingual learners, students with disabilities, race/ethnicity), chronic absenteeism trends, 9th-grade course failure patterns, graduation and CCR readiness data, and participation in well-rounded programs. For example, MCAP results show persistent gaps: in ELA, proficiency rates remain significantly lower for multilingual learners and economically disadvantaged students; in math, proficiency for students with disabilities remains well below the all-student average. Chronic absenteeism data also indicate disproportionality for these same student groups. These findings become the foundation for identifying Title IV priorities.

WCPS also gathers stakeholder input from teachers, principals, parents/guardians, HCC representatives, WCTA leadership, and community partners during monthly council meetings, survey responses, and program review sessions. This comprehensive review produces a districtwide profile of need aligned to the WCPS Strategic Plan and Blueprint goals.

Year 2 of the Cycle (Monitoring and Adjustment).

Schools update their SIPs using the Making Meaning Protocol and Needs Assessment (4S) tool (as outlined in School Improvement materials). Principals meet monthly with district supervisors and department staff to analyze updated data, including mid-year MCAP benchmarks, attendance, discipline patterns, and subgroup trends. Schools identified as CSI or ATSI complete enhanced needs assessments focused on the low-performing student groups identified by MSDE. Adjustments to Title IV initiatives are made based on findings, ensuring alignment with needs that emerge during implementation rather than relying solely on prior-year data.

Year 3 of the Cycle (Evaluation and Preparation for New Plan).

Each school conducts a full SIP review by November 1, evaluating SMART goals, progress monitoring,

and root-cause analyses. District teams review progress toward equity-focused objectives, CCR readiness goals, and well-rounded access indicators (e.g., participation in CTE, AP, dual enrollment, and fine arts). These reviews inform systemwide decisions about Title IV priorities for the next cycle.

During this year, WCPS begins preparing a new comprehensive needs assessment for the next ESSA cycle, ensuring that the process “starts fresh” with updated data, stakeholder input, and revised priority areas for the 2026–2027 plan.

Alignment to Title IV Needs.

Across the three-year cycle, the needs assessment consistently highlights areas that match Title IV Part A priorities:

- **Well-Rounded Education:** gaps in math achievement, limited access to computer science at CSI schools, and the need to strengthen fine arts and CTE pathways.
- **Safe and Healthy Students:** disproportionality in chronic absenteeism, discipline patterns, and school climate survey data; need for expanded mental health services, PBIS, and restorative practices.
- **Effective Use of Technology:** need to expand technology-based supports embedded in MTSS academic planning.

This structured, recurring process ensures the LEA meets ESSA requirements, maintains continuity in improvement efforts, and grounds all Title IV decisions in current, disaggregated, stakeholder-informed data.

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

Mathematics proficiency: With only 28.2% of all students proficient and fewer than 10% of multilingual learners and students with disabilities achieving proficiency, math is the most urgent academic priority.

Literacy supports beyond elementary grades: While English 10 showed strength (61% proficiency), large subgroup disparities remain in literacy achievement, requiring continued investment in targeted interventions.

Access to enriched curriculum: Expansion of computer science instruction at CSI schools and music education programs (e.g., Quaver Music) supports equitable opportunities for enrichment and creative learning.

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

Attendance and chronic absenteeism: Over 30% of African American, Hispanic, and multi-racial students are chronically absent, requiring systemic attendance interventions.

Behavioral and emotional supports: Implementation and strengthening of PBIS, restorative practices, and MTSS to address both academic and behavioral needs.

Mental health: Expanded mental health supports for students experiencing trauma, instability, or social-emotional challenges.

Transition supports: Structured transition activities at key points (elementary to middle, middle to high school) to reduce dropout risk and improve engagement.

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

Computational thinking and coding: Continued investment in computational thinking instruction and computer science courses at CSI schools.

Integration of technology into MTSS: Leveraging digital platforms for intervention planning, progress monitoring, and instructional support in math and ELA.

Teacher capacity: Ongoing professional development for teachers in technology-enhanced learning, particularly in math and literacy intervention.

What local needs have stakeholders identified through an equity lens?

Stakeholders consistently highlight the disproportionate struggles of multilingual learners, students with disabilities, and economically disadvantaged students. The equity lens reveals that gaps are most evident in math proficiency, literacy support for upper grades, chronic absenteeism, and access to enrichment programs. Stakeholders also stress the importance of culturally responsive practices, access to mental health supports, and technology equity across schools.

Which student groups are the most challenging to serve?

The most challenging groups to serve are:

Multilingual learners, with fewer than 11% proficient in ELA and 8% proficient in math.

Students with disabilities, with only 14% proficient in ELA and 7% proficient in math.

Economically disadvantaged students, particularly Hispanic and African American subgroups, who show disproportionately low outcomes in both math and literacy.

Students experiencing homelessness or foster care, who face the highest rates of course failure and absenteeism.

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

Several systemic inequities are evident:

Disparities in access to rigorous coursework and advanced programs, especially for multilingual learners and students with disabilities.

Attendance barriers linked to housing instability, poverty, and transportation challenges.

Resource allocation gaps, where high-needs schools require stronger supports in mental health, enrichment, and technology integration.

Opportunity gaps in early interventions, leading to compounding disadvantages in literacy and math through secondary grades.

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

WCPS prioritizes by triangulating data with stakeholder input and aligning with Title IV Part A categories. Immediate focus is placed on areas with the widest achievement gaps (math proficiency, chronic absenteeism, and literacy for vulnerable groups). Title IV activities are then targeted to address these needs—such as supporting MTSS for students behind in math/ELA, expanding computer science

and music for enrichment, strengthening PBIS and restorative practices, and providing transition supports and mental health services. The LEA uses monthly leadership councils, union collaboration, and community partnerships to monitor implementation and adjust priorities based on ongoing data review.

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

Evidence of Impact: Washington County Public Schools (WCPS) has demonstrated intermittent yet promising gains in reading achievement across its Title I schools. While incremental progress has been observed, particularly in early primary grades, the district adopted a High-Quality Instructional Materials (HQIM CORE) resource to ensure a more consistent and equitable system of instruction to accelerate and sustain student growth. All elementary schools across the county are utilizing the HQIM during their 90-minute literacy block.

Desired Outcome: WCPS ELA Goal -30% increase by the end of the 2029-2030 school year in the number of K-10 students meeting grade level expectations in core instruction in literacy.

In alignment with the *Ready to Read Act of 2019* and *Code of Maryland Regulation 13A.03.08*, WCPS employs evidence-based practices to support the development of essential literacy skills. The district's literacy framework aligns with the science of reading and emphasizes a comprehensive approach to reading, writing, speaking, listening, and language use across content areas. As a core component of this effort, WCPS has adopted *Amplify Core Knowledge Language Arts (CKLA)*, a structured, knowledge-building curriculum that supports foundational and comprehension-based reading skills. To this end, WCPS remains committed to establishing a coherent, county-wide approach to literacy that ensures all students—regardless of background or learning needs—have full access to high-quality instruction, high quality educators, and opportunities to reach their full academic potential. Amplify coaches supported year one implementation providing onsite modeling, coaching, and feedback. CSI schools received an additional 4 sessions to ensure integrity to the resource. Due to this high level of professional development, both CSI schools have District Level Literacy Lead classroom teachers that are models for other teachers across the district. New and tenured teachers across the district visit these classrooms to observe the implementation of high-quality instruction where all students are owning their learning.

Desired Outcome: WCPS Math Goal-100% increase by the end of the 2029-2030 school year in the number of K-10 students meeting grade level expectations in core instruction in math.

In alignment with WCPS Comprehensive Math Plan, WCPS employs evidence-based practices that equip students with critical skills, understandings, and practices that enhance student engagement in mathematics. As a core component of this effort, WCPS continues to implement High Quality Instructional materials supported by Illustrative Mathematics. To this end, WCPS remains committed to establishing a coherent, county-wide approach to mathematics that ensures all students—regardless of background or learning needs—have full access to high-quality instruction, high quality educators, and opportunities to reach their full academic potential. To ensure a more student-centered approach, WCPS ensured that all Pre-K to 8 mathematics classrooms had common scheduling expectations for scheduling each content area and specifically for scheduling a 90-minute block of mathematics, including 60 minutes of Tier 1 instruction and 30 minutes of supplemental instruction. This shift ensured an uninterrupted math block where all students had access to high quality Tier 1 instruction by their teacher of record eliminating intervention/supplemental instruction during this time. Title I Schools provided additional planning opportunities for teachers and paras for extensive

lesson prep to ensure all students' academic needs were being met during this uninterrupted instructional block. During this time school teams focused on their targeted subgroups/population based on their ESSA data to determine outcomes and research-based strategies to meet their needs. This is evident in each school's improvement plan.

Title I schools have developed robust School Improvement Plans that are grounded in data and aligned to identified needs, measurable goals, and targeted evidence based instructional strategies. A systemic process for progress monitoring has been established, engaging instructional teams—composed of supervisors, administrators, teachers, and specialists—in regular data reviews. These collaborative meetings are designed to assess student progress toward grade-level proficiency and inform timely instructional adjustments that are responsive to individual student needs aligned with our targeted population. These meetings serve as a valuable means of professional reflection and growth, promoting consistency across the district and alignment to the standards. The School Improvement process has ensured that all schools are aligned with the district's literacy and mathematics vision, with evidence-based strategies and consistent, explicit instruction—grounded in the science of learning—being implemented in all classrooms to equip students with the skills needed to become successful readers and writers.

To ensure equitable access to rigorous instruction and intervention, WCPS employs a multi-tiered system of support (MTSS). This model ensures that all students receive high-quality, grade-level instruction while those requiring additional support benefit from targeted interventions tailored to their specific learning profiles. This tiered approach allows educators to differentiate effectively and address learning gaps in real time. Although many schools have not yet met their ESSA targets for their targeted population, the county is seeing growth with the targeted subgroup population who are receiving consistent research-based Tier 2 and Tier 3 interventions that are occurring outside of the 90-minute literacy block.

Data derived from a variety of formative and summative assessments also informs the district's professional learning priorities. Ongoing professional development—delivered at both the county and school levels—focuses on deepening content knowledge and refining instructional delivery. Training sessions are designed to build consistency in curriculum implementation and ensure that all staff are equipped to meet the diverse needs of their students. Coaching cycles facilitated by content specialists are embedded into the ELA and Math professional development sessions to ensure consistent implementation and feedback. Staff engaging in professional development paired with a coaching cycle are seeing success in their classrooms. This growth is consistently occurring across the district in the primary grades. This growth is due to the students having explicit instruction grounded in the science of reading for three consecutive school years.

In addition, Title I schools prioritize meaningful family engagement. Parent and caregiver workshops are offered regularly to build home-school partnerships and equip families with the tools needed to support reading development at home. Title I schools are focusing parent/family engagement efforts on families of students from our targeted subgroup populations (Special Education, Multi-Lingual, etc). Materials and resources provided through these sessions are aligned to classroom strategies, ensuring coherence and continuity between school and home learning environments. Parent and family workshops are geared towards growing families' understanding in the science of learning and providing them with evidence strategies and tools that they can utilize with their students at home.

TITLE I, PART D, SUBPART 2

In FY26, a WCPS temporary employee or contractor, serving as a liaison, will work with each partner facility as they provide academic, behavioral, and transition support to strengthen student engagement, attendance, and successful reentry for these at-risk youth.

The program's impact will be measured through improvements in reading/math achievement and increased student outcomes such as credit accrual, enrollment in vocational training, and postsecondary education opportunities. These partner facility supports as well as WCPS strategies which are grounded in ESSA Level 2–4 evidence, are expected to result in increased academic success, stronger school connection, and stronger college and career readiness for students participating in the TIPD program.

TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION**Evidence of Impact**

WCPS has a demonstrated history of implementing evidence-based strategies that positively impact multilingual learners (MLs). Past performance data shows that intentional language development supports, co-teaching and collaboration, professional learning for teachers, and family engagement initiatives have contributed to increased English language proficiency growth and stronger instructional practices across schools.

Proven Practices and Results

WCPS has implemented the 7 Steps to a Language-Rich and Interactive Classroom, co-teaching models, and language objectives embedded into math curricula along with expansion of ML supports in high-quality instructional materials (HQIM) in elementary math and ELA. These strategies align with best practices identified by the WIDA Consortium and Seidlitz Education for English language development. *The 7 Steps to a Language-Rich Classroom*, co-developed by John Seidlitz, is grounded in research demonstrating that students taught by educators trained in these strategies significantly outperformed peers in math, reading, and English language proficiency, particularly in middle grades. As highlighted in Ellevation Education's interview with John Seidlitz, this approach strengthens academic language development across all content areas by embedding structured, interactive practices into daily instruction. WCPS started to incorporate the 7 Steps model this summer through professional learning for ML and math teachers, curriculum writing for Grades 3–5 math, and training for Bilingual Achievement Specialists. Aligning our proposed activities with this evidence-based framework ensures that instructional practices will be research-driven and focused on improving both language proficiency and academic achievement for multilingual learners.

Results show measurable impact:

- ACCESS exit rates rose from 10.3% in 2023 to 10.7% in 2024 and 12.28% in 2025, exceeding the state average despite significant increases in ML enrollment.
- Teacher participation in ML-focused professional learning reached 100% of ML teachers and select classroom teachers, serving MLs with workshops on co-teaching, math for MLs, and newcomer instruction offered in partnership with Seidlitz Education.
- Family engagement activities through the International Welcome Center expanded parent participation and improved communication between schools and multilingual families, contributing to increased attendance and student engagement.

Lessons Learned and Refinements

While language proficiency rates improved, MCAP data revealed persistent academic achievement gaps in math and ELA for ML students, particularly in Grades 3 to 5 math and Algebra 1. Past professional learning efforts raised teacher awareness but lacked dedicated staffing to deliver Tier 2 academic interventions in math. The district also identified a need for structured, sustained collaboration between math, ELA, and ML educators to align instructional practices with language development goals especially for co-teaching and co-planning.

Future Impact of Proposed Activities

The proposed plan directly addresses these gaps by:

- Adding seven Bilingual Achievement Paraprofessionals (BAPS) with five in elementary schools and two in high schools to provide Tier 2 math interventions in Grades 3 to 5 and Algebra 1.
- Embedding language objectives into elementary math curricula and delivering monthly collaborative PD for math teachers, BAPS, and ML educators, including WIDA's Making Meaning of Math series.
- Continuing Seidlitz Education, WIDA and WCPS ML and content workshops on co-teaching, overcoming instructional barriers, and integrating QSSSA and the 7 Steps into daily instruction.
- Expanding family engagement initiatives and bilingual communication strategies to address barriers to attendance and academic success.

High School 2024 ELP								
Year	LEA	LEA Name	Possible Points	Earned Points	Earned %	Improved	Target Met	HS Ranking
2024	6	Carroll	10	4.505	0.451	N	N	1
2024	21	Washington	10	4.270	0.427	N	N	2
2024	7	Cecil	10	4.125	0.413	Y	Y	3
2024	13	Howard	10	3.021	0.302	Y	N	3
2024	23	Worcester	10	3.000	0.300	Y	N	5
2024	18	Saint Mary's	10	2.933	0.293	N	N	6
2024	20	Talbot	10	2.741	0.274	Y	N	7
2024	15	Montgomery	10	2.708	0.271	N	N	7
2024	8	Charles	10	2.582	0.258	Y	N	7
2024	12	Harford	10	2.511	0.251	Y	N	10

2024	16	Prince George's	10	2.504	0.250	N	N	11
2024	A	State	10	2.501	0.250	N	N	STATE
2024	4	Calvert	10	2.500	0.250	N	N	12
2024	22	Wicomico	10	2.418	0.242	N	N	13
2024	30	Baltimore City	10	2.305	0.230	N	N	14
2024	5	Caroline	10	2.240	0.224	Y	N	15
2024	10	Frederick	10	2.199	0.220	Y	N	16
2024	3	Baltimore County	10	2.160	0.216	N	N	17
2024	17	Queen Anne's	10	2.118	0.212	N	N	18
2024	2	Anne Arundel	10	2.077	0.208	N	N	19
2024	19	Somerset	10	1.818	0.182	N	N	20
2024	14	Kent	10	1.429	0.143	N	N	21
2024	9	Dorchester	10	0.682	0.068	N	N	22

Middle School ELP 2024

LEA	LEA Name	Possible Points	Earned Points	Earned %	Improved	Target Met	MS LEA Ranking
6	Carroll	10	5.694	0.569	Y	N	1
21	Washington	10	4.675	0.467	Y	Y	2
4	Calvert	10	3.864	0.386	N	N	3
23	Worcester	10	3.600	0.360	Y	N	4

5	Caroline	10	3.151	0.315	Y	N	5
20	Talbot	10	2.875	0.288	Y	N	6
22	Wicomico	10	2.465	0.247	Y	N	7
12	Harford	10	2.281	0.228	Y	N	8
13	Howard	10	2.180	0.218	N	N	9
30	Baltimore City	10	2.145	0.215	Y	N	10
15	Montgomery	10	2.052	0.205	N	N	11
19	Somerset	10	1.923	0.192	N	N	12
3	Baltimore County	10	1.825	0.183	Y	N	13
A	State	10	1.815	0.182	N	N	STATE
9	Dorchester	10	1.778	0.178	Y	N	14
8	Charles	10	1.765	0.176	N	N	15
18	Saint Mary's	10	1.719	0.172	N	N	16
7	Cecil	10	1.633	0.163	N	N	17
2	Anne Arundel	10	1.580	0.158	Y	N	18
14	Kent	10	1.500	0.150	N	N	19
10	Frederick	10	1.440	0.144	Y	N	20
17	Queen Anne's	10	1.406	0.141	N	N	21
16	Prince George's	10	1.324	0.132	N	N	22

Elementary ELP 2024

LEA	LEA Name	Possible Points	Earned Points	Earned %	Improved	Target Met	Elementary Ranking
23	Worcester	10	8.594	0.859	Y	Y	1
4	Calvert	10	8.476	0.848	Y	Y	2
6	Carroll	10	7.909	0.791	N	Y	3
14	Kent	10	7.391	0.739	N	Y	4
21	Washington	10	7.133	0.713	N	Y	5
13	Howard	10	6.785	0.679	N	Y	6
19	Somerset	10	6.780	0.678	N	Y	7
5	Caroline	10	6.696	0.670	N	Y	8
15	Montgomery	10	6.668	0.667	N	Y	9
3	Baltimore County	10	6.476	0.648	N	Y	10
10	Frederick	10	6.465	0.646	N	Y	11
12	Harford	10	6.424	0.642	N	Y	12
8	Charles	10	6.339	0.634	N	N	13
2	Anne Arundel	10	6.324	0.632	N	Y	14
A	State	10	6.264	0.626	N	Y	STATE
9	Dorchester	10	6.238	0.624	Y	Y	15
7	Cecil	10	6.214	0.621	N	N	16
18	Saint Mary's	10	6.094	0.609	N	N	17
17	Queen Anne's	10	6.020	0.602	N	Y	18

16	Prince George's	10	5.909	0.591	N	Y	19
22	Wicomico	10	5.790	0.579	N	Y	20
30	Baltimore City	10	5.302	0.530	N	Y	21
20	Talbot	10	4.916	0.492	N	Y	22
1	Allegany	10	4.667	0.467	N	N	23

Evaluation and Dissemination

TITLE I, PART A

EVALUATION PLAN

Describe the evaluation plan.

Evaluation Plan: In this measure, Title I schools will utilize Title I School Improvement Plans to further define school-based needs and to develop goals and strategies to assist in providing the resources needed for students to maximize full learning potential as measured through MCAP and local assessments.

Needs Assessment: Individual schools have conducted Needs Assessment utilizing MCAP scores and the Maryland Survey Results to determine areas of strength and weakness.

Questions will be school specific and tied to the Needs assessment data. School teams will develop questions based on results of the data and items that need additional clarification to gain full understanding. Sample questions may include: How will we know the goal has been met? What will we observe in classrooms? What data will be collected? How can you use artifacts to inform instructional next steps? What will you model, coach, and practice? What is the timeframe for reviewing the data? Goals and strategies will be clearly defined, and progress will be monitored throughout the school year.

Description of Data: School Teams will meet bi-monthly to review multiple data sources, i.e. local assessments (CKLA, Illustrative Mathematics, etc.), teacher created assessments, student work samples, surveys, etc. Teams will make quarterly decisions based on the review of data and will make any needed adjustments to instruction, resources, etc. District level staff will join for Quarterly Data discussions, where District level support for the school will also be discussed and addressed as needed.

Evaluation: Schools will evaluate their overall progress after receiving Maryland State Assessment results and will use this data to inform and guide in the development of the next year's School Improvement Plan.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
MCAP Data	School Administrators	Spring /Summer
Maryland Survey Data	School Administrators	Spring/Summer
Local –County Assessments in ELA	School Administrators, Content Specialists, Lead Teachers	Quarterly
Local-County Assessments in Math	School Administrators, Content Specialists, Lead Teachers	Quarterly

DISSEMINATION PLAN

Describe the dissemination plan.

Dissemination Plan: Title I School Improvement Plans are shared with families and the community through multiple channels, including electronic newsletters, school websites, and hard copies available in each school's main office. Each school designates a staff member as a point of contact for any questions related to the plan. Parents and community members are encouraged to actively participate in School Improvement Teams and contribute to the development of these plans across the district.

Additionally, Community Schools host monthly parent advisory committee meetings that promote collaboration and shared decision-making among educators, families, students, and community stakeholders. Opportunities to review and provide input on School Improvement Plans are communicated throughout the year during back-to-school events, parent and family engagement nights, and community school activities. Feedback is gathered through surveys distributed at all events, ensuring ongoing and meaningful input that aligns with school improvement goals. Surveys and input forms are also accessible via social media, electronic newsletters, and communication platforms such as Blackboard Connect and Remind.

SCHOOL IMPROVEMENT

EVALUATION PLAN

Describe the evaluation plan.

ATSI and CSI School Improvement Planning and Monitoring Process

The school-level CSI and ATSI (Additional Targeted Support and Improvement) Plan is developed in alignment with the School Improvement Plan (SIP) to ensure consistency of goals and strategies across all planning documents. Stakeholders provide input through surveys given by schools and are vital members of each school improvement team. School improvement information is shared on a monthly basis through a newsletter provided to all families and vital community members.

ATSI Plans

In addition to the district's own needs assessment efforts, the Executive Director for Elementary Education provides training and assistance to principals of schools identified for ATSI status. This includes support in conducting root cause analyses, completing needs assessments, and developing action plans—including identifying tools and data sources for ongoing progress monitoring.

Each ATSI school utilizes its existing School Improvement Team to fulfill the responsibilities associated with ATSI planning. This team includes key stakeholders such as the principal, assistant principals, counselors, department leaders and/or grade-level teacher leaders, along with any additional staff the principal deems appropriate. The school improvement team also includes community stakeholders and parents. Within the scope of their work, the team conducts a comprehensive needs assessment focused on identifying performance and resource inequities. Using these findings, they develop and implement evidence-based strategies that directly align with identified needs.

Central office and school staff collaborate to determine a coordinated plan of action and a timeline to ensure that existing supports and resources are aligned with school goals and strategies.

CSI Implementation Plans

CSI (Comprehensive Support and Improvement) schools collaborate directly with the Executive Director of Elementary Education to develop a "Low-Performing Student Group Schools Implementation Plan." This planning process includes meaningful stakeholder engagement from

administrators, pupil personnel workers, teachers, social workers, grade-level teachers, community partners, and parents.

Schools conduct thorough data analysis to identify root causes and needs, which informs the development of tiered supports and a plan for monitoring progress and improving school performance.

Process for Approval

The Executive Director of Elementary Education works closely with all identified ATSI and CSI schools throughout the improvement planning process. Administrators receive ongoing guidance to ensure that their plans focus on strategies that will significantly improve student performance. Support includes assistance with root cause analysis and the development of measurable objectives. Feedback is provided throughout the process.

The School Improvement Plan, inclusive of the ATSI Plan, is shared with the Executive Director and Content Supervisors during quarterly visits for review and feedback. CSI schools follow a similar process but are required to complete and submit a separate "Low-Performing Student Group School Implementation Plan" to the Maryland State Department of Education (MSDE) for approval.

Monitoring and Progress Reviews

The Executive Director of Elementary Education holds quarterly data review meetings with department supervisors, principals, and school-based teams to ensure that regular monitoring of student subgroup performance is taking place. During these sessions, the team reviews school-level and subgroup-specific data to determine if academic adjustments or additional supports are needed. Recommendations for tiered interventions are made based on data analysis.

Addressing Resource Inequities

Following data analysis and progress monitoring, teams assess any inequities in service or support for low-performing student subgroups. Internal adjustments are made as needed to improve interventions. Department Supervisors provide additional support at the district level to address broader resource issues.

Schools meet quarterly with a cross-functional team—including content supervisors, Special Education staff, Multilingual Learner staff, and the Executive Director—to analyze data, celebrate successes, identify concerns, and plan next steps. These meetings include classroom walkthroughs, reviews of both school-level and individual student-level data, and immediate determination of support needs. While these comprehensive reviews occur quarterly, ongoing support is provided at least monthly, tailored to the specific needs of each school.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
County level interim data	Principal and team	Reviewed quarterly
County level assessments	Principal and team	Reviewed quarterly

School level referrals	Principal and team	Reviewed quarterly
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Dissemination Plan

The dissemination of the ATSI/CSI School Improvement Plan will be carried out through a structured, multi-layered approach to ensure that all stakeholders are informed, engaged, and aware of progress and revisions throughout the implementation cycle.

1. Initial Sharing of the Plan

- The completed plan will be presented to school staff during a scheduled faculty meeting.
- An overview will be shared with families and community partners through a summary presentation at a School Improvement Team (SIT) or stakeholder meeting.
- A written summary and infographic (if applicable) will be shared via the school's monthly newsletter, website, and parent communication platform.

2. Ongoing Progress Updates

- Progress toward goals will be shared quarterly during data review meetings which include school leadership, central office staff, and SIT members.
- Staff will receive updates during faculty or grade-level team meetings, highlighting instructional adjustments and intervention effectiveness.
- Families and community stakeholders will receive progress snapshots via newsletters, school social media platforms, and SIT/Parent Advisory meetings.

3. Stakeholder Engagement

- The School Improvement Team will meet monthly to review implementation progress, discuss feedback, and recommend modifications.
- Parents and community members will be invited to participate through stakeholder feedback sessions and surveys.
- Student leadership groups may receive developmentally appropriate updates and share feedback (if age-appropriate).

4. Plan Revisions and Reporting

- Revisions resulting from quarterly data review meetings will be documented and communicated to staff and SIT members.
- Revised components of the plan will be communicated to families and stakeholders through a mid-year update.

- Annual outcomes and impact will be reported at the end of the school year through a final summary shared with all stakeholders.

5. Accessibility of Information

- All written communication will be provided in multiple languages as needed to ensure equitable access.

TITLE I, PART D, SUBPART 2

Evaluation Plan

Describe the evaluation plan.

Data: The TIPD Facility Liaison is the person responsible to evaluate the effectiveness of TIPD programs through analysis of the following data, which is listed clearly in the grant application “Evaluation Timeline”: student progress in reading (English course final grade) and math course final grade, as well as increased student outcomes such as credit accrual, enrollment in vocational training (CTE, job training and employment), and postsecondary education opportunities.

Method of Collection: The TIPD Facility Liaison is the person responsible to collect data through report cards (Timeline- January 2026 and June 2026), transcripts (for credit accrual; Timeline- June 2026), surveys (Timeline- by August 2026), and/or other outcome data from the partner facilities.

Previously, a total of 118 students earned high school credits, and four students successfully earned diplomas from the three agencies: WCPS, Washington County Arc, and Cedar Ridge. In terms of academic growth, 62 students showed at least one grade-level improvement in reading, comprising 54 from WCPS, five from Washington County Arc, and three from Cedar Ridge. Conversely, only 22 students showed at least one grade-level improvement in math, including 14 from WCPS, five from Washington County Arc, and three from Cedar Ridge. The Results will continue to guide feedback to partner facilities, adjustments to their facility action plans, and future resource allocation to them.

The group homes will receive the funding annually during the month of November after an approved budget has been provided to WCPS.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Reading achievement data will be derived from an English course final grade analysis that is formally reported by a certified teacher of record and stored in the student information system.	TIPD Facility Liaison, Ms. Christine Corbeil will provide student local ID numbers to Information Technology or the Office of Accountability	June 15, 2026

Math achievement data will be derived from a math course final grade analysis that is formally reported by a certified teacher of record and stored in the student information system.	TIPD Facility Liaison, Ms. Christine Corbeil will provide student local ID numbers to Information Technology or the Office of Accountability	June 15, 2026
Count of students enrolled in school while served in the facility and after exit	Partner Facility Personnel will be required to request and maintain these data	July 2026
Tracking of credits earned while served in the facility and after exit (facility survey)	TIPD Facility Liaison, Ms. Christine Corbeil will provide student local ID numbers to Information Technology or the Office of Accountability and will require partner facility personnel to have a plan to request this from exited students.	July 2026
Tracking of vocational experience [CTE, job training, employment] while served in the facility and after exit (facility survey)	TIPD Facility Liaison, Ms. Christine Corbeil, will provide student local ID numbers to Information Technology or the Office of Accountability and will require partner facility personnel to have a plan to request this from exited students.	July 2026
Tracking of postsecondary education opportunities while served in the facility and after exit (facility survey)	TIPD Facility Liaison Ms. Christine Corbeil, will provide student local ID numbers to Information Technology or the Office of Accountability and will require partner facility personnel to have a plan to request this from exited students.	July 2026
Tracking of students completing the GED while served in the facility and after exit	Partner Facility Personnel will be required to maintain these data	July 2026

Dissemination Plan

Describe the dissemination plan.

The WCPS Office of Curriculum and Instruction hosts annual meetings with our nonpublic partners. During this spring meeting, WCPS staff provides information about this grant to potential partner facilities and explains the type of services that they can offer to these at-risk students. WCPS will ensure transparent and ongoing communication of TIPD program goals, progress, and outcomes with all relevant stakeholders, including partner facility leadership, school administrators (and other appropriate WCPS staff) in the group home/facility attendance area, and community partners. Program updates will be shared through quarterly WCPS/Department of Social Services stakeholder meetings, district-level leadership sessions, and regular communication between the Supervisor of Title I School Improvement and the TIPD Facility Liaison.

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

Describe the dissemination plan.

WCPS will ensure consistent communication about services and evaluation results for ML initiatives with district and school leadership, teachers, parents, community partners, and MSDE.

Communication of Expanded Services

New services, including additional BAPS, math and ML PD, and enhanced math supports for ML students, will be communicated through:

- WCPS website updates
- School newsletters and bilingual communication through the IWC
- Presentations at principal meetings, staff PD sessions, and ML teacher PLCs
- Parent and community information sessions led by bilingual liaisons
- Monthly updates at administrator meetings and Lead Teacher meeting
- Regular meetings with the Community School Managers and Student Services Department

Dissemination of Evaluation Results

Evaluation results will be shared through:

- Quarterly data reports summarizing ACCESS, MCAP, and instructional implementation data for district and school leaders
- Annual progress reports highlighting program impact and growth toward proficiency and attendance goals for all stakeholders

- BOE presentations with data visuals and summaries of program outcomes
- Family-friendly summaries at parent events translated into various languages for parents and community partners

Project By-products and Resources

Reports, data dashboards, training materials, and best practice guides created during the project will be available through:

- The WCPS professional learning portal, Frontline
- Shared Google Drive resources for ML teachers and administrators

State-level Title III consortium meetings and conference presentations

Budget Narratives Index

BUDGET NARRATIVES

The *Title I, Part A Fiscal Tables Excel* 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 D, SUBPART 2

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*.

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 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

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

WCPS's Blueprint Implementation Plan places educational equity at the center of districtwide improvement efforts, outlining specific strategies to eliminate opportunity and achievement gaps. The district's needs assessment identifies persistent disparities in literacy, mathematics, attendance, and College and Career Readiness among multilingual learners, students with disabilities, economically disadvantaged students, and students experiencing homelessness or foster care. These inequities reflect systemic barriers including limited access to rigorous coursework in earlier grades, inconsistent early intervention supports, and gaps in attendance and behavioral health resources.

To address these challenges, WCPS's Blueprint implementation strengthens Tier 1 instruction, expands evidence-based MTSS practices, and provides targeted interventions for students performing below grade level in reading and mathematics. The district uses disaggregated data and Blueprint accountability dashboards to identify students who are not yet on track for CCR and ensures that schools implement individualized support plans. Schools identified as CSI or ATSI receive additional resources, staffing, and coaching aligned to Blueprint priorities to accelerate improvement for the student groups most affected by inequities.

WCPS also removes structural barriers to advanced coursework by ensuring that all high school students have full access to Advanced Placement, dual credit, and Career and Technical Education programs. The district does not cap the number of AP, dual enrollment, or CTE courses a student may take, and WCPS covers all associated costs regardless of the number of courses selected. AP pathways, dual credit pathways, and CTE programs are available in every high school, ensuring that all students, including those from historically underserved groups, can fully participate in rigorous learning experiences that prepare them for college and careers.

Federal programs reinforce these equity commitments by supporting academic, instructional, and wellness needs across the district. Title I expands intervention services and family engagement. Title II strengthens professional learning focused on equitable instructional practices and inclusive classrooms. Title III enhances language acquisition supports and culturally responsive practices for multilingual learners. Title IV improves access to well-rounded educational opportunities, mental health supports, restorative practices, and student wellness initiatives. Together, these efforts align the Blueprint for Maryland's Future with ESSA-supported initiatives to create an integrated and equity-centered system that ensures every student has the opportunity to succeed.

TITLE I, PART A

Educational Equity: Washington County Public Schools utilizes Title I, Part A funding to ensure that students living in low-income school districts are provided an opportunity to receive a fair, equitable, high-quality education to assist students in meeting academic standards and to close achievement gaps. To achieve this, the Title I, Part A grant supports the initiatives of the 2024 WCPS Blueprint Implementation Plan through the following: Pillar 1, 1.1 Early Childhood Education: Access to High Quality, Full-Day Pre-K. The Title I Office works collaboratively with the Early Childhood department and Judy Center to provide students access to high quality education by eliminating barriers through the provision of resources, professional development training, and additional funding to support learning in the home through collaborative parent/ family engagement events. In addition, the Title I office

supports work in Pillar 1, 1.2 A High Quality, Mixed-Delivery Pre-K system through collaborative efforts with the Early Childhood department. Collaborative meetings are held with school principals, private providers, the Early Childhood Coordinator and a Title I Supervisor to ensure that we have transitions in place for students entering PreK. The Title I office Pillar 2, 2.5: High-Quality and Diverse Teachers and Leaders: The Title I Office works closely with the Human Resources Office to ensure that teachers and staff have the appropriate certification and licensure to work in Title I schools. The Title I Office supports the goal to recruit, develop, and retain the best staff for our schools in high poverty districts. Title I, Part A funds provide additional pay for staff to attend high quality evidenced based professional development grounded in research that directly connects to School Improvement Plans and initiatives. The Early Childhood department, the Title I department and Math and English Language Arts departments also work collaboratively to deliver high quality professional development opportunities to the PreK paraprofessionals and Kindergarten paraprofessionals which are paid for through Title I, Part A. The goal is to provide them with the strategies and techniques to gain a better understanding of curriculum and child development. Pillar 4, 1.16: More Resources to Ensure All Students Are Successful: The Title I, Part A grant allocates funds to provide additional resources to Title I schools. These funds are used to purchase materials, and to provide services needed for our diverse student groups. Parent and Family Engagement funds support all families by providing training, educational materials, connections to local resources and community services, and support for Adult ESL classes for our multilingual learner families.

SCHOOL IMPROVEMENT

At Emma K. Doub Elementary, school improvement efforts are directly aligned with both ESSA requirements and the Blueprint for Maryland's Future. As an ATSI school identified for students with disabilities, Emma K. Doub has prioritized strategies that ensure equitable access to high-quality instruction and supports. School Improvement funds are being used to add a paraprofessional position that increases capacity for small-group and individualized instruction, particularly in math and ELA. These interventions are integrated into the school's Multi-Tiered System of Supports (MTSS), which aligns with the Blueprint's focus on strengthening Tier 1 instruction and ensuring all students are on a path to college and career readiness.

Additionally, the school's improvement plan emphasizes data-driven monitoring of subgroup performance, professional learning for staff on the science of learning, and implementation of evidence-based practices such as PBIS and restorative approaches to strengthen school climate. These efforts mirror the WCPS Blueprint Implementation Plan by providing a comprehensive framework to close achievement gaps, enhance inclusive practices, and ensure that students with disabilities and other identified groups receive the targeted resources and interventions they need to succeed.

TITLE I, PART D, SUBPART 2

This program directly supports the Blueprint for Maryland's Future focus on college and career readiness by ensuring that youth returning from detention or alternative placements have equitable access to instruction, transition planning, and CTE pathways. It aligns with Pillar 4 (More Resources for Students to be Successful) by targeting services to students facing significant educational barriers and providing comprehensive reentry support.

TITLE II, PART A

WCPS aligns with the Blueprint for Maryland's Future through Pillar 2 High-Quality and Diverse Teachers and Leaders. We meet each standard listed in the Blueprint in the following areas:

2.2.2 Increase rigor of teacher preparation programs and licensure requirements; Revise teacher

preparation programs to meet new requirements

WCPS consistently works with our college and university partners to update and improve teacher preparation programs. This collaboration helps ensure that new teachers are well-prepared for success in the classroom. The licensure department also works closely with WCPS Comprehensive Teacher Induction Program (CTIP) Mentors throughout the year. They review licensure requirements for all teachers, regardless of their current license type. Additionally, our licensure specialist meets with every new teacher each year through CTIP. These meetings clearly explain the different pathways to obtaining and maintaining a teaching license, as well as the necessary coursework.

2.3.2 Implement comprehensive in-service educator training; MSDE, in consultation with LEAs Education Deans and Directors, shall develop guidelines for comprehensive induction programs for all new teachers

WCPS has implemented a comprehensive, job-embedded teacher induction program. The program is designed to enhance student learning and improve teacher skills through coaching and professional development sessions. Throughout this three-year program, we continuously support and guide new teachers to:

- Effectively use **High-Quality Instructional Materials (HQIMs)** for both planning and classroom instruction.
- Create successful classroom environments that benefit all students.
- Use evidence-based instructional strategies grounded in cognitive research.

2.4.4. Establish a new statewide educator career ladder and professional development system; Implement non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice

Throughout the past year, WCPS has met with various stakeholders, including teachers, lead teachers, administrators, parents, and community members, as well as the Washington County Teacher Association. Our discussions have focused on implementing a career ladder that fosters effective teacher leadership and provides dedicated time for collaborative planning to improve teacher practice. We've already established meaningful collaborative planning time for secondary teachers and are working to provide more of this time for elementary teachers. Our professional development system will also feature a new cohort of teachers who will learn how to be effective leaders in curriculum and coaching according to Blueprint guidelines and we aim to increase the number of teachers who attain National Board Certification.

TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION

Blueprint Recommendation (MSDE EL Workgroup Final Report)	Title III Activity	Alignment Description

Support and sustain multilingualism by promoting an asset-based approach toward English learners at every level from MSDE to individual educators and staff	7 Bilingual Achievement Specialists (BAPS) professional development in providing Tier 2 math interventions in Grades 3–5 and Algebra 1	BAPS offer academic and language support while valuing home languages and cultures to build on students' linguistic assets.
Ensure equitable engagement and communication with multilingual families through linguistically and culturally appropriate practices	Family engagement through IWC and bilingual liaisons; translated materials and parent workshops	Increases family participation and ensures parents can access information about programs, services, and student progress.
Provide professional learning for educators on asset-based, multilingual-focused instruction and remove barriers to teacher pathways and bilingual certification	Regular and consistent collaborative PD with ML and content teachers, Seidlitz workshops, WIDA Making Meaning of Math series, co-teaching PD and co-planning time in schools.	Delivers research-based training on language-rich instruction, co-teaching, and instructional scaffolds for MLs.
Expand assessments, curricula, and instructional materials that integrate language development into all content areas	Curriculum writing embedding language objectives for HQIM for Grades 3–5 math; instructional scaffolds in Algebra 1. Expansion of CKLA skills ML support. Expansion on new WIDA 2020 standards into K-12 ML curricula.	Align curricula and assessments with language development goals to ensure grade-level content access for ML students.
Improve reporting and accountability for English learner achievement and progress across all stages of language development	Quarterly data reports, annual progress reports, BOE presentations, family-friendly summaries, and Early Warning System for at risk students with MTSS (Multi Tiered Support Plans).	Monitors ACCESS, MCAP, and attendance data to ensure continuous improvement and transparency for all stakeholders.

TITLE IV, PART A

The Blueprint for Maryland's Future places a strong emphasis on preparing every student to meet the state's College and Career Readiness (CCR) standard. Title IV-A directly supports this goal in WCPS by funding activities that strengthen the district's Multi-Tiered System of Supports (MTSS). Through Title IV-A, WCPS has expanded intervention planning and progress monitoring in math and ELA, ensuring

that students who are struggling receive timely, evidence-based support. These MTSS structures allow teachers and school teams to identify gaps quickly, provide tiered academic interventions, and embed social-emotional and behavioral supports—such as PBIS and restorative practices—so that learning barriers are addressed holistically.

By aligning Title IV-A resources with the Blueprint's CCR priorities, WCPS ensures that students most at risk of falling behind—multilingual learners, students with disabilities, and economically disadvantaged students—are not only given academic interventions but also access to well-rounded opportunities such as computer science, computational thinking, and music. This integrated approach reflects the Blueprint's vision of equity and excellence, using MTSS as the framework to braid academic, behavioral, and social-emotional supports so that all students can progress toward meeting CCR benchmarks.

FINE ARTS

Pillar I- All PreK students receive fine arts instruction as part of our Encore rotation. Transportation is provided for all PreK students to access Kinder Konzerts in partnership with the Maryland Symphony Orchestra. PreK students participate in our annual Elementary Arts Festival offering performance and gallery spaces.

Pillar II- Several music and art teachers have earned National Board Certification.

Pillar III- 15 Dual enrollment arts courses representing each arts discipline have been established with Hagerstown Community College.

Pillar IV- Community Schools funding supports after school arts extension activities.

GIFTED AND TALENTED

Our gifted learners have benefited from Maryland's Blueprint. At the middle school, every student receives ninety minutes of ELA instruction and ninety minutes of math instruction daily. Thirty minutes of this time is for supplemental instruction, which allows our GATE students and other advanced learners to receive enrichment for those content areas. The use of high-quality instructional materials allows differentiation for these advanced learners. Our magnet students also have access to additional resources for gifted and talented students to enhance their learning.

All students in Honors English 9 take the tenth-grade ELA MCAP. All students have access to Algebra I in eighth grade. These two combined allow our ninth graders to be CCR by the end of their ninth-grade year. WCPS students have access to AP and dual credit courses.

Two years ago, WCPS expanded our AP course selections to include AP Pre-Calculus at many of our high schools, giving an additional AP option for math. WCPS also added the AP English 10 Seminar to the Program of Studies. Additionally, another school added AP Research this year which gives students in two of our high schools the ability to earn an AP Capstone Diploma.

WCPS has ensured that all high schools have options for the new Maryland AP Pathway, allowing access to the MD AP Diploma. We have trained additional AP teachers at our virtual high school to give more options to virtual students as well as more access to these courses in high schools that have a smaller number of AP offerings. While these courses benefit our gifted students by giving them additional higher-level course selections, WCPS has no restrictions for AP/Dual credit options for students. This ensures that all students have access to this programming.

TEACHER INDUCTION

2.3.2 Implement comprehensive in-service educator training; MSDE, in consultation with LEAs Education Deans and Directors, shall develop guidelines for comprehensive induction programs

for all new teachers WCPS has implemented a comprehensive, job-embedded teacher induction program. The program is designed to enhance student learning and improve teacher skills through coaching and professional development sessions. Throughout this three-year program, we continuously support and guide new teachers to:

- Effectively use **High-Quality Instructional Materials (HQIMs)** for both planning and classroom instruction.
- Create successful classroom environments that benefit all students.
- Use evidence-based instructional strategies grounded in cognitive research.
- Establish partnerships with colleges and universities that help us attract new teachers. CTIP, in collaboration with the Human Resources department, created a recruitment pipeline that involves proactive recruiting, student teacher opportunities, and early hiring. Our Teacher Induction Mentors (TIMs) are an integral part of interviewing and discussing job opportunities with new hires.

Collaborate with our partner institutions to develop a robust induction program that retains new teachers. CTIP partners with colleges and universities to discuss and align the needed WCPS curriculum resources, and tailored support to address the specific challenges and needs of non-tenured teachers.

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.

WCPS implements its Educational Equity Policy by embedding equity-focused expectations into district planning, instruction, school improvement, and the monitoring of student outcomes. The policy calls for the systematic use of an equity lens and disaggregated data to identify disparities, guide decision-making, and ensure all students have access to rigorous instruction, supportive environments, and opportunities that prepare them for college and career success. WCPS applies this policy through ongoing review of student performance data and by directing resources toward student groups and schools with the greatest needs.

MCAP English Language Arts results from 2025 show that overall proficiency across elementary and middle school grades ranges from the mid-forties to the high-fifties. While districtwide performance is generally close to the Maryland state average, significant disparities remain across student groups. For example, Grade 3 proficiency is 51 percent and Grade 6 proficiency is 54 percent, but students with disabilities, multilingual learners, and economically disadvantaged students score substantially below the all-student average at every grade level. English 10 performance among first-time test takers is notably stronger, with proficiency at 69.5 percent, yet gaps persist, especially for multilingual learners and students with disabilities who remain underrepresented in the proficient category. These patterns reflect inconsistent access to grade-level literacy instruction and intervention supports.

Mathematics data show wider and more systemic inequities. In 2025, elementary math proficiency ranges from 30 to 42 percent, while middle school proficiency falls sharply to between 15 and 23 percent. Eighth-grade proficiency is particularly concerning at 20 percent. The achievement gap is most pronounced for students with disabilities and multilingual learners, who score well below the district average at every grade level. Algebra I results for first-time test takers highlight the same disparity. While seventh and eighth graders who take Algebra I achieve proficiency rates of 86 and 84.2 percent, ninth-grade first-time test takers score at 17.7 percent proficiency and tenth graders at 7 percent. These results demonstrate that many students are not accessing early algebra readiness skills, foundational numeracy, or consistent Tier 1 instruction, which contributes to widening gaps as students advance through grade levels.

Attendance and engagement data further illustrate the barriers many students face. Chronic absenteeism disproportionately affects multilingual learners, African American students, Hispanic

students, economically disadvantaged students, and students experiencing homelessness or foster care. Ninth-grade course failure data show that thirty eight percent of economically disadvantaged students and forty two percent of students with disabilities fail two or more core courses. English learners and students experiencing homelessness also experience sharply elevated course failure rates. These data indicate that some students are not equitably accessing the supports needed for academic success.

WCPS uses these findings to implement the Educational Equity Policy through multiple aligned strategies. MTSS is now implemented districtwide, ensuring that all students who are behind in reading or math receive targeted interventions matched to their needs. Schools identify students requiring intervention through local benchmarks, course performance, and MCAP data and adjust supports as progress monitoring data shift. At the high school level, CCR readiness indicators guide the supports provided to juniors and seniors who are not yet meeting CCR benchmarks. Monthly district leadership meetings with principals and lead teachers include structured review of disaggregated MCAP, local assessment, attendance, and CCR data to ensure each school's response is directly aligned to the student groups most affected by inequities.

For the current fiscal year, WCPS is expanding several programs that operationalize the expectations of the Educational Equity Policy. Transition supports are being strengthened for rising sixth and ninth graders, particularly in schools with higher concentrations of economically disadvantaged students, multilingual learners, and students with disabilities. Computer science pathways are expanding in CSI schools to increase equitable access to STEM learning, while mental health supports are being broadened so that more students can access services during the school day. PBIS and restorative practices are being scaled to additional schools to promote positive, inclusive school climates and reduce disproportionality in discipline. MTSS implementation is deepening with a focus on improving Tier 1 instruction and intervention structures at all schools.

WCPS also ensures equitable access to advanced academic pathways. The district does not cap access to AP courses, dual credit, or CTE programs and covers all associated costs regardless of how many courses a student takes. AP, dual enrollment, and CTE pathways are available in every high school, allowing all students to pursue rigorous coursework without financial or structural barriers.

Finally, the equity lens is applied through resource prioritization. CSI and ATSI schools receive enhanced support, staffing, and intervention resources because they serve student groups with the widest documented gaps in achievement and attendance. These actions collectively demonstrate how WCPS implements its Educational Equity Policy through data-driven practices that respond to documented inequities and promote academic success, engagement, and college and career readiness for all students.

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

Equity Initiatives: Washington County Public School's Title I, Part A application is developed in alignment with COMAR 13A.01.06, the district's Educational Equity Policy (ACA), and Diversity Policy (GBA) in collaboration with Dr. Gary Willow, Deputy Superintendent and Equity Lead, Jeremy Jakoby,

Director of Student Service Content Supervisors and Title I School Administrators to ensure that all children have equitable access to rigorous instruction, resources, and supports that promote academic success and emotional well-being. Each Title I School is required to develop a School Improvement Plan that conducts Needs Assessments and develops goals that follow Washington County Public Schools' Curriculum and are aligned with evidenced based strategies and tiered instruction designed to help eliminate achievement gaps for students. Title I schools and Central Office staff meet quarterly to regularly monitor progress utilizing disaggregated data from county assessments to adjust and align instruction to meet the needs of students who are not demonstrating success in the classroom. High risk students are identified, and supplemental instruction is designed to close achievement gaps. In addition, teams ensure that the social/emotional well-being of students is addressed by providing resources and by identifying challenges and barriers faced by individual students. Examples include attendance, social emotional well-being, home environment needs and racial equity. The Title I office also works with the families of students to reduce barriers and to assist them, when possible, in accessing their child's education. Documentation is translated and interpreters are provided as needed. Accommodations are provided for those with special needs.

SCHOOL IMPROVEMENT

WCPS currently has schools identified as ATSI and CSI under Maryland's accountability system, including Emma K. Doub Elementary, which was identified due to the performance of its Students with Disabilities (SWD) subgroup. In alignment with ESSA requirements, each identified school is developing a School Improvement Plan (SIP) that incorporates the Making Meaning Protocol, SMART goals in ELA, Math, Science, Social Studies (secondary), Culture and Climate, Attendance, and Graduation (high school), as well as evidence-based interventions specific to identified student groups.

At Emma K. Doub, WCPS is adding a paraprofessional position dedicated to supporting Students with Disabilities as part of its school improvement strategy. This additional staff member will provide targeted interventions in literacy and math, support inclusive practices, and strengthen progress monitoring within the school's MTSS framework. This staffing investment is both evidence-based and equity-focused, directly addressing the subgroup performance gaps that led to ATSI identification. Across all ATSI and CSI schools, WCPS is aligning improvement strategies with Title I and Title IV-A supports—such as academic acceleration, PBIS, restorative practices, and mental health services—while ensuring that each school's SIP includes measurable targets for subgroup performance, with a clear focus on closing equity gaps and improving student outcomes to meet exit criteria by 2026.

TITLE I, PART D, SUBPART 2

WCPS applies an equity lens to all TIPD programming by prioritizing access for historically underserved youth, including students with disabilities, English learners, and those from low-income families. The district uses disaggregated data to monitor participation and outcomes. Equity practices include culturally responsive instruction, trauma-informed support, and coordination with mental health and counseling services. Professional learning for staff includes restorative practices and implicit-bias training.

TITLE II, PART A

WCPS recognizes the importance of providing focused support to new teachers. To address this need, we've aligned teacher mentors to support new teachers during their first year. We intentionally match a mentor's certification area to that of the new teacher, ensuring they receive relevant and effective guidance. These mentors help new teachers navigate the challenges of their first year and improve their teaching practices. The program has been well-received and has proven effective in boosting both

new teacher performance and retention. By investing in the development and support of our new teachers, WCPS is ensuring that all students have access to high-quality teaching and learning experiences.

WCPS continues to demonstrate its commitment to maximizing each student's academic success by working to eliminate performance and opportunity gaps while valuing students' differences and supporting their successes as outlined in the Equity Policy. Toward that end, WCPS has taken several steps to mitigate disparities among and between student groups to ensure the success of every student. WCPS is focused on providing an instructional experience that is: differentiating to meet student needs, challenging and rigorous to encourage academic growth, and flexible to accommodate various circumstances. Students not meeting with success or those who had significant gaps between their current level of achievement and expected grade-level standard performance received, and continue to receive, additional small group supplemental instruction to meet their need for additional academic or social-emotional support and intervention.

TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION

WCPS meets COMAR 13A.01.06.04 by ensuring MLs have equitable access to grade-level instruction 100% of the student day, resources, and effective teachers. ML students receive support through co-teaching and co-planning models, instructional scaffolds embedded in HQIM ELA and Math,, and targeted Tier 2 math interventions from BAPS in Grades 3–5 and Algebra 1.

Professional learning for teachers, BAPS, and administrators is differentiated and ongoing. Training includes Seidlitz Education's *7 Steps to a Language-Rich and Interactive Classroom*, WIDA's *Making Meaning of Math* series, and workshops on co-teaching, co-planning, and math and word problems for ML instruction. Monthly PLCs and curriculum writing sessions embed language objectives and scaffolds into math and ELA instruction to strengthen academic language development for ML students.

These efforts ensure both equitable access for ELs and sustained, tailored professional learning for educators.

TITLE IV, PART A

Title IV-A funds are strategically aligned with the Blueprint for Maryland's Future and WCPS's equity policy to expand well-rounded learning, strengthen MTSS systems, and address barriers to college and career readiness. A major equity-focused initiative is the placement of computer science teachers at the district's two CSI schools, where students have historically struggled in mathematics and problem-solving. This investment ensures that students most in need have access to rigorous coursework that develops computational thinking and higher-order math skills, both of which are foundational to long-term CCR outcomes.

Beyond computer science, Title IV-A supports include computational thinking integration across grade levels, Quaver Music to broaden fine arts access, PBIS and restorative practices to promote positive school culture, structured transition supports, and mental health services. Title IV-A resources are embedded within the district's MTSS framework to ensure that interventions are both academic and social-emotional, with a particular focus on multilingual learners, students with disabilities, and economically disadvantaged students who are underperforming in ELA and math. By providing targeted supports at CSI schools while also expanding districtwide access to enrichment and wellness initiatives, Title IV-A serves as a critical lever for equity, helping WCPS reduce subgroup performance gaps and ensure that all students are on track for CCR.

FINE ARTS

Fine arts programming is available for all students PreK-12. Curricular enrichment experiences with the Maryland Symphony Orchestra and Washington County Museum of Fine Arts are provided at no cost to students. All curricular activities occur during the student school day ensuring transportation is available at all steps. Programming for all events features diverse artists. The programs are continuously reviewed, evaluated, and modified with these goals in mind. All event venues are checked for accessibility for all stakeholders. For instrumental music, WCPS provides instruments to any student who may need an instrument. Digital cameras and computers are provided for students to access media arts programming. WCPS provides students who are interested in the arts an opportunity to attend the Barbara Ingram School for the Arts. Each arts discipline hosts free workshops to assist students in preparing auditions and portfolios. Transportation is provided for all students to and from the school daily.

GIFTED AND TALENTED

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

Educational Equity in advanced programming begins with our Early Talent Development lessons that are embedded in the PreK-grade 2 essential curriculum. Students in all schools participate in these lessons and advanced learning behaviors are documented. Students with potential receive gifted support to develop their potential.

Universal screening for gifted and talented identification utilizes the CogAT in grades 1 and 4 when all students are tested. New students to the county are included in screening. Additional performance data points are also considered during the process. In addition, we look at underrepresented populations utilizing ACCESS, MCAP, and classroom performance data.

Our gifted and talented curriculum includes components of social emotional learning and goal setting. Our curriculum and resources are diverse in order to ensure students see themselves in the content.

We are continuing to evaluate our Early Talent Development curriculum to help increase our identification of underrepresented groups. We spent last year evaluating and revamping our ETD curriculum. We provided PD last summer to over 60 teachers at all elementary schools. The PD provided training to K and 1st grade teachers surrounding the updated resources, the purpose for ETD, and how it expands access for underrepresented groups. This is the focus of our peer review goal that we will be working on over the next few years for MSDE.

The Donna Ford Index for FARMS and Economically Disadvantaged students is shown here for the last two years:

	FARMS	Economically Disadvantaged
23-24	.566	.549
24-25	.59	.58

This data shows that while we are making some gains in our gifted identification of FARMS and economically disadvantaged students, we still have room for improvement. This continues to be a focus as we provide training and updates to our ETD curriculum and training for teachers.

TEACHER INDUCTION

The WCPS Teacher Induction Program aligns to the Educational Equity Policy at both the district level and school level. The Teacher Induction Program actively works with the Title I, Multilingual, Fine Arts, Gifted and Talented departments and all other content-related fields to determine prioritized learning for new teachers in equity practices. Our Teacher Induction Mentors (TIMs) coach teachers in how to create connections between equity and instructional practice. The Teacher Induction Program regards all coaching practices as equity coaching practices for students and teachers. We use the following resources to ground our work in social emotional learning, and equity practices.

Coaching for Equity: Elena Aguilar (2020)

Classroom 180: Heather T. Forbes (2020)

Jim Knight: Commitment to Equity and Coaching (2023)

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: Improve Math Proficiency for Underserved Student Groups Objectives			
Objectives	Strategies	Method for Measuring Progress	Timeline
Increase overall math MCAP proficiency from 28% to 35%. Raise proficiency for Students with Disabilities (SWD) and Multilingual Learners (MLs) by at least 5 percentage points within the fiscal year.	Implement targeted MTSS math interventions in grades 6–9. Add math paraprofessionals (Emma K. Doub) and interventionists in CSI/ATSI schools. Provide professional development on computational thinking and problem-solving strategies.	MCAP interim and spring assessment data. Local benchmark data (MAP, iReady). Progress monitoring reports from MTSS teams.	Begin fall 2025 with interventions and staffing. Midyear benchmark review (January 2026). Final MCAP measurement spring 2026.

Goal #2: Reduce Chronic Absenteeism Among High-Need Subgroups			
Objectives	Strategies	Method for Measuring Progress	Timeline

Decrease chronic absenteeism from 24% to 20% overall. Reduce absenteeism among SWD, MLs, and economically disadvantaged students by at least 5 percentage points.	Strengthen attendance monitoring and family engagement teams. Expand restorative practices and transition supports for returning students. Use Title IV-A funds for mental health services and attendance incentives.	Monthly attendance data disaggregated by subgroup. Quarterly equity reviews at principal/lead teacher council. Comparison of chronic absenteeism rates from 2024–25 to 2025–26.	Begin August 2025 with first-day attendance campaign. Quarterly reviews (October, January, April). End-of-year comparison June 2026.
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Goal #3: Strengthen Literacy Outcomes in Middle and High School			
Objectives	Strategies	Method for Measuring Progress	Timeline
Increase English 10 MCAP proficiency from 61% to 67%. Improve middle school ELA proficiency by at least 4 percentage points overall. Narrow the achievement gap for MLs and SWD in ELA by 3 percentage points.	Implement evidence-based literacy interventions in grades 6–10. Provide coaching and PD in structured literacy practices. Leverage Title I tutoring and Title III supports for MLs.	MCAP interim and end-of-year ELA results. Local reading benchmark assessments. Disaggregated subgroup progress in quarterly data reviews.	Literacy PD rollout summer 2025. Intervention implementation September 2025. Final MCAP results spring 2026.

Goal #4: Improve CCR Readiness for 9 th Grade Students			
Objectives	Strategies	Method for Measuring Progress	Timeline
Reduce percentage of 9th graders failing 2+ core courses from 27.6% to 20%. Increase the percentage of students “on track” for graduation by 10 percentage points.	Implement early warning systems and MTSS monitoring for 9th grade. Provide extended learning opportunities (Title I funds). Expand dual enrollment and CTE	Quarterly grade reports and credit attainment data. CCR tracker reports for 9th grade students. Comparison of 2024–25 failure rates to 2025–26.	Early warning system training August 2025. Monitor grades each quarter. Year-end analysis June 2026.

	exploration opportunities (Title IV-A & Perkins).		
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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 prior years, WCPS achieved several important successes. Graduation rates remained strong at 95.3 percent, English 10 proficiency reached 61 percent, and third grade literacy and math proficiency posted record gains. These outcomes reflect the district's investments in Pre-K expansion, aligned curriculum, and high-quality instructional materials. At the same time, persistent challenges remain. Only 28.2 percent of students are proficient in math, with multilingual learners and students with disabilities performing well below peers. Ninth grade course failures, with 27.6 percent of students failing two or more core courses, continue to be a barrier to college and career readiness. Chronic absenteeism is disproportionately high for African American, Hispanic, and economically disadvantaged students, compounding achievement gaps in both math and literacy.

For the current year, WCPS has refined its equity goals by placing stronger emphasis on coaching, the science of learning, and strengthening Tier 1 instruction. Coaching structures are being expanded in schools, especially those identified for improvement, to build teacher capacity and improve the quality and consistency of instruction. The literacy program continues to be grounded in the science of reading, supported by high-quality instructional materials across grade levels. In mathematics, the district is implementing a comprehensive plan that includes extended math blocks, small-group targeted support, and computational thinking strategies. Title IV investments in computer science teachers at CSI schools are being used to support both computational thinking and math problem-solving, while paraprofessional positions are being added to strengthen supports for students with disabilities.

District leaders meet monthly with principals and lead teachers to review disaggregated data on proficiency, attendance, course failures, and graduation. These meetings are used to monitor progress toward equity goals, identify gaps, and adjust strategies in real time. New or modified goals for this year include raising subgroup proficiency in ELA and math by three to five percentage points, reducing chronic absenteeism by five points, and cutting ninth grade course failures by nearly one-third. These goals were developed through data reviews and collaborative input from principals, teacher leaders, WCTA, and HCC partners. Progress will be measured through interim and summative assessments, benchmark data, quarterly equity reviews, and attendance and course failure reports.

All goals are directly aligned with the WCPS Strategic Plan and the Blueprint for Maryland's Future. By focusing on stronger Tier 1 instruction, targeted subgroup supports through MTSS, and enrichment opportunities that expand access to well-rounded learning, WCPS is working to close equity gaps and ensure more students achieve the state's College and Career Readiness standard.

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 PROPORTIONATE 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	\$7,646,705.00	\$15,293.00	
Title II, Part A Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders	\$761,855.00	\$42,529	
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	\$157,810	N/A	
Title IV, Part A Student Support and Academic Enrichment Grants	\$586,898	\$32,768	

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 "NA" 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.

Invitation Process: Washington County Public Schools (WCPS) holds an annual joint meeting that includes multiple federal programs: Title I, Part A; Title I, Part D; Title II, Part A; and Title III, Part A. All non-public schools listed as approved by the Maryland State Department of Education and located within Washington County were invited to participate. Invitations were extended via certified letter, email, and phone for an initial consultation meeting held on February 25, 2025 with a follow-up meeting on March 27, 2025, for those unable to attend the first session.

During these meetings, key topics were discussed, including programmatic oversight, quarterly monitoring, supervision and evaluation of the Title I program, appropriate labeling of materials, and proper storage of federally funded resources. Each participating federal program was summarized, and eligibility requirements were reviewed. Presentations were provided by WCPS staff as follows: Dr. Kerry Walent, Title I Supervisor (Title I, Part A) Tamsyn Wilson, Title I Supervisor in training ; Mr. Jeremy Jakoby, Director of Student Services (Title I, Part D); Dr. Gary Willow, Associate Superintendent for Curriculum and Instruction, and Ms. Michele Jakoby, Administrative Assistant (Title II, Part A and Title IV, Part A); and Ms. Paula Moore, Supervisor of World and Classical Languages (Title III, Part A).

Non-public school administrators were given the opportunity to equitably participate in each applicable federal program. Each school was asked to identify the programs in which they wished to participate and to sign an Affirmation of Consultation Form, confirming that timely and meaningful consultation occurred. One school initially indicated interest in participation in Title I, Part A for the 2025-2026 school year, St. Mary's Catholic School. St. Mary's Catholic is eligible to receive services in the 2025–2026 school year. All non-public schools that attended the meeting are interested in Title II, Part A and Title IV, Part A.

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.

Consultation Process: As required under Section 1117 and Section 8501 of ESEA, WCPS maintains a written process for inviting private school officials and conducting timely, meaningful, and ongoing consultation to ensure the equitable participation of private school students and staff in applicable federal programs. WCPS oversees, monitors, and evaluates all Title programs serving private school students and, when necessary, develops Memoranda of Understanding (MOUs) with other LEAs to ensure services are delivered equitably and without delay.

For Title I, Part A, consultation meetings are held before, during, and after each school year to identify student needs, discuss available services and delivery methods, plan and implement supports, and evaluate program effectiveness. These meetings include key stakeholders such as the Director of St. Mary's Catholic School, the WCPS Title I Supervisor, and the St. Mary's Intervention Teacher. An Affirmation of Consultation Form is used to document agreement on the collaborative design of services between local and non-public school officials. To ensure equity of access, WCPS coordinates planning and scheduling so that services for private school participants begin at the same time as services for public school participants, including staffing, timelines for interventions, and resource allocation.

For Title II-A, WCPS engages non-public schools in consultation to identify professional learning needs for their educators that align with allowable uses of the grant. Discussions typically center on areas such as evidence-based instructional practices, support for diverse learners, and leadership development opportunities. The Deputy Superintendent meets directly with non-public school leaders during these sessions to ensure that their perspectives shape planning and that their educators have equitable access to district-sponsored professional learning opportunities. WCPS ensures that professional learning for non-public school staff begins concurrently with public school activities by aligning training calendars, including non-public educators in scheduled workshops, and making materials available at the same time.

For Title IV-A, WCPS consults with private school officials to determine priorities for well-rounded education, safe and healthy students, and effective use of technology. These conversations include identifying specific areas where supports can benefit non-public school students, such as access to

enrichment programs, social-emotional learning resources, or technology-enhanced instructional tools. The Deputy Superintendent also meets with non-public school leaders to guide these discussions, ensure alignment with federal guidelines, and maintain consistency across both public and private school programs. WCPS ensures timely and equitable participation by coordinating service start dates with those in public schools, securing resources in advance, and maintaining communication with non-public school administrators to monitor implementation and effectiveness.

Follow-up communication with private school officials is conducted via email, phone, or additional meetings to address ongoing questions and to make adjustments during the year. This universal process across programs ensures compliance with federal requirements and provides equitable, timely, and meaningful participation for all eligible non-public schools.

WCPS does not participate in Title I-C, and currently, no non-public schools in Washington County elect to participate in Title III-A.

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, Part A Timeline

Each January, in preparation for the upcoming school year, the WCPS Title I Office sends letters to all MSDE-approved private school administrators requesting lists of students who live in neighboring counties but attend private schools in Washington County. Schools are provided approximately two to three weeks to submit this information. In February, the WCPS Title I Supervisor reviews submitted lists and exchanges address and family financial information with the Title I Coordinator of the neighboring county to determine eligibility of services. If eligible students are identified, WCPS initiates the process of drafting a Memorandum of Understanding (MOU) with the partnering county to ensure needs are met. Draft MOUs are developed by the end of February, reviewed by the WCPS legal team in March, and finalized by April to support the development of the following year's Title I, Part A grant. Consultation with non-public schools regarding Title I services occurs throughout the spring, with Affirmation of Consultation Forms signed before grant submission to ensure compliance and equitable participation.

Title II, Part A Timeline

For Title II, Part A, consultation begins in late winter when WCPS reaches out to private school officials to identify areas of professional learning need for the upcoming year. In February and March, the Deputy Superintendent and Title II team meet with non-public school leaders to discuss eligible uses of funds, professional development opportunities, and alignment with both district and private school priorities. Draft plans for professional learning activities are shared in March and refined in April based on feedback. WCPS ensures that professional learning opportunities for private school educators are embedded into the summer and school-year professional development calendar so that services for public and non-public staff begin concurrently. Follow-up consultations occur in May and June to finalize the professional development schedule, ensuring that all planned activities are ready to launch at the start of the fiscal year.

Title IV, Part A Timeline

The consultation timeline for Title IV, Part A also begins in January when WCPS notifies private school administrators about opportunities to participate in well-rounded education, safe and healthy schools, and technology programs. In February, the Deputy Superintendent meets with private school leaders to gather input on their needs and to review potential activities aligned with allowable uses of Title IV funds. By March, WCPS compiles and reviews survey data, strategic planning feedback, and private school requests to shape priorities. Draft project proposals are shared with non-public schools in late March and refined in April to reflect ongoing input. Affirmation of Consultation Forms are signed in April to confirm timely and meaningful consultation, and implementation planning begins immediately so that services for private schools start alongside those in public schools in the following school year. Quarterly check-ins and technical assistance continue throughout the year to monitor program implementation and ensure equitable access.

WCPS does not participate in Title I-C, and currently, no non-public schools in Washington County elect to participate in Title III-A.

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.

Oversight, Monitoring, and Supervision – Universal Process

WCPS maintains full control of all federal funds, services, and materials provided to private school students under Title programs, in compliance with ESEA Sections 1117(d)(1) and 8501(d)(1). Program funds are never provided directly to private schools. Instead, WCPS is responsible for purchasing, labeling, storing, and distributing all instructional materials, supplies, and equipment. WCPS ensures that all services are secular, neutral, and non-ideological, with oversight and evaluation conducted by WCPS staff, not private school officials.

Title I, Part A

For Title I services, WCPS reviews all teacher candidate credentials to ensure they meet state certification and licensure requirements prior to hire. Certification and licensure are verified with the WCPS Human Resources Department, with all documentation submitted by August 31 prior to the school year. Only fully certified teachers are eligible to provide Title I instruction in private schools. The WCPS Title I Supervisor develops instructional schedules aligned with each school's written plan and monitors services through biannual classroom observations, lesson plan reviews, and post-observation conferences with teachers and principals. Quarterly meetings are held with private school administrators to review student progress, address their needs, and adjust services as necessary. At year's end, the Title I Supervisor and private school administrator evaluate progress against identified goals using student performance data to assess program effectiveness and to guide planning for the next school year.

Title II, Part A

For Title II professional learning services, the Deputy Superintendent and WCPS Title II team oversee the planning, delivery, and evaluation of training for non-public educators. Professional development opportunities are aligned to evidence-based practices and identified needs through consultation. WCPS contracts providers as necessary, ensures timely distribution of training materials, and monitors attendance and participation. WCPS retains control of Title II funds and ensures that services begin at the same time for public and private school participants. Effectiveness is evaluated through participant feedback, pre- and post-surveys, and instructional application of learned practices, which are reviewed in follow-up meetings.

Title IV, Part A

For Title IV services, WCPS designs and oversees all well-rounded education, safe and healthy schools, and technology-based initiatives for participating private schools. The Deputy Superintendent engages private school leaders in consultation to identify priorities, after which WCPS purchases and distributes allowable resources such as technology supports, SEL tools, or supplemental instructional programs. WCPS monitors fidelity of implementation through quarterly check-ins, usage reports, and feedback sessions with private school leaders. Final evaluations review student access, participation rates, and alignment with Title IV goals to ensure effectiveness and inform future planning.

Title I-C and Title III, Part A

WCPS does not currently participate in Title I, Part C (Migrant Education), and no private schools in Washington County have elected to participate in Title III, Part A (English Language Acquisition).

Evaluation Across Programs

At the conclusion of each fiscal year, WCPS conducts a comprehensive evaluation of all Title services in private schools. This process includes analysis of student performance data (for Title I), professional learning impact measures (for Title II), and participation and implementation outcomes (for Title IV). The findings are reviewed jointly with private school administrators, and adjustments are made to ensure continuous improvement. WCPS ensures that all federal resources remain under district ownership and control at all times, with transparent record-keeping and accountability to meet state and federal compliance requirements.

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.

WCPS maintains a universal complaint and dispute resolution process for all applicable federal programs, including Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. WCPS does not currently participate in Title I, Part C. These procedures ensure that private school officials, parents, teachers, or other stakeholders have a transparent, fair, and timely method to resolve disagreements concerning equitable participation in federal programs.

At the local level, WCPS follows Board Policy KAB-R, which provides written procedures for resolving complaints. Copies of this process are shared with private school administrators during annual consultation meetings, ensuring they are fully aware of their rights and responsibilities. If

stakeholders believe that equitable services have not been provided, they may submit a written complaint to the Associate Superintendent of Curriculum and Instruction. The complaint should clearly identify the issue, the parties involved, and the relevant dates.

Upon receipt, the Deputy Superintendent acknowledges the complaint within five business days and reviews it to determine its validity and completeness. A formal investigation is conducted, including a review of records, consultation documentation, and discussions with relevant staff and private school officials. Within 30 business days, the Deputy Superintendent issues a written response that includes findings, conclusions, and any proposed corrective actions. WCPS maintains confidential records of all complaints, investigations, and resolutions. This process intends to resolve disputes at the local level whenever possible.

If the issue cannot be resolved locally, private school officials retain the right to escalate the complaint to the Maryland State Department of Education (MSDE). Complaints to MSDE should specify the area of concern, such as whether consultation occurred in a timely and meaningful manner, whether private school officials' views were considered, or whether equitable services were provided to eligible students and teachers. In such cases, the complaint may be directed to the State Equitable Services Ombudsman, Barbara Scherr, at Barbara.scherr@maryland.gov or (410) 767-0291.

This multi-step process—local review through WCPS and, if necessary, escalation to the SEA—ensures compliance with ESSA Sections 8501 and 8503, providing private school officials with equitable access to dispute resolution across all covered federal programs.

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)

WCPS ensures equitable participation in Title II, Part A by requiring all non-public schools to complete the Maryland State Department of Education (MSDE) Non-Public Planning and Consultation Form. This state application process requires each participating school to identify its three greatest professional learning priorities and to provide supporting data that demonstrates

the need for these priorities. Data sources may include student assessment results, survey findings, classroom observation data, or other relevant evidence.

During consultation meetings, WCPS staff review the requirements of Title II and guide non-public school leaders in aligning their identified needs to allowable professional learning activities. The priorities and supporting data from the state application form serve as the foundation for each non-public school's professional development action plan. This process ensures that professional learning opportunities are targeted, evidence-based, and directly tied to improving teacher effectiveness and student outcomes.

The Deputy Superintendent meets directly with non-public school administrators to review their submissions, answer questions, and refine priorities to align with both federal requirements and local capacity. Throughout the year, WCPS provides technical assistance and follow-up consultation to monitor implementation and evaluate progress. This ensures that non-public schools have equitable access to high-quality professional learning opportunities under Title II-A, and that all professional development is grounded in a clear needs assessment and action plan.

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 "NA."

- 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
St. Mary's Catholic School in Hagerstown, MD

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
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Broadfording Christian Academy	359	\$11,919.00
Cedar Ridge	26	\$863.00
Good Shepherd Preschool	22	\$730.00
Grace Academy	383	\$12,716.00
Hagerstown Children's School	14	\$465.00
Highland View Academy	104	\$3,453.00
Laurel Hall School	46	\$1,527.00
Mt. Aetna SDA School	150	\$4,980.00
St. Mary School	177	\$5,876.00
Total	1281	\$42,529.00

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		
Total		

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
Broadfording Christian Academy	359	\$9,183.00
Cedar Ridge	26	\$665.00
Good Shepherd Preschool	22	\$563.00
Grace Academy	383	\$9,797.00
Hagerstown Children's School	14	\$358.00
Highland View Academy	104	\$2,660.00
Laurel Hall School	46	\$1,177.00
Mt. Aetna SDA School	150	\$3,837.00
St. Mary School	177	\$4,528.00
Total	1281	\$32,768.00

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: 13 Percentage: 3.6%

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)

Process for Teachers: All teachers working in Title I Schools are required to maintain a Maryland teaching licensure to maintain employment. The Human Resources office has established the following procedures for monitoring: Step 1: The coordinator of Human Resources will notify all teachers of licensure renewal requirements one year in advance of certification expiration. Step 2: The Coordinator of Human Resources will send licensure renewal paperwork to teachers 3 months before the expiration of their teaching licensure, i.e. Teachers with licenses expiring in December will receive notification in September, for licensure renewal in June, information is sent in March. At this time, teachers will be notified of any outstanding obligations and required to submit documentation for renewal immediately. Step 3: The Coordinator of Human Resources will immediately notify, or as far in advance as possible, the Principal, Title I Supervisor, and the Executive Director of Human Resources of potential changes to licensure status of teachers working in Title I schools. Step 4: The Director of Human Resources, upon such notification, will inform the Associate Superintendent for Administration and Leadership of the changes, including the related circumstances. Step 5: Following advice and consultation with the Associate Superintendent for Administration and Leadership, any non-licensed teachers working in Title I school will be terminated effective the date their license expires. Per the

teacher's Regular Contract, COMAR 13A.07.02.01, the teacher's contract "shall automatically terminate if the employee ceases to hold a professional license." Step 6: If a termination occurs for a teacher with a December 31st license expiration, the parents of the affected students will be notified after the Board of Education approves the termination of contract. Washington County Public Schools will either hire a newly licensed teacher or substitute for the teaching position for the remainder of the school year.

Process for Paraprofessionals: To obtain employment with Washington County Public Schools, all paraprofessional applicants must submit proof of documentation meeting all licensure requirements. The Human Resources office has established the following requirement during the hiring process. The Coordinator of Human Resources verifies all paraprofessional candidates for consideration for employment submit one of the following documents: Official transcript of AA Degree, Official transcript of minimum of 48 credit hours, or passed the Paraprofessional praxis test.

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)

System Coordination of Financial Resources: Effective School Improvement Planning is essential for developing, implementing and monitoring requirements in all Schoolwide Title I Schools. Washington County Public Schools' Title I Schools develop their School Improvement Plans jointly with teams consisting of School-based and Central Office Administrators, Lead Teachers, Classroom Teachers, Paraprofessionals, Parent/Families Representatives, and Community Leaders. School Improvement Plans require the integration of federal, state, and local funds in the identification of resources needed to implement the identified strategies and activities. Funding source identification provides for the comprehensive use of funds, directly linked to the schools' measurable goals and objectives. Funding sources include Federal "Title, State and WCPS funds.

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.

Criteria for Determining High Needs Schools: In accordance with Section 1116(a)(3)(C), Washington County Public Schools reserves at least 1% of the Title I, Part A grant to Parent and Family Engagement with no less than 90% of these funds distributed to Title I schools. The method used for this reservation is Poverty to ensure that priority is given to high-need schools. The Title I Supervisor calculates 1% of the grant and then calculates 90% of this number. The calculation of 90% is used and divided by the number of Title I schools to get a dollar amount. This dollar amount is multiplied by each school's FTE Free and Reduced Meals count. Schools with higher poverty counts receive a larger allocation than those with a smaller count. The remaining portion of the original 1% is used at the District Level to support Parent and Family Engagement. School Level funds are aligned with School Improvement and Parent and Family Engagement plans. Funds are used to support Parent and Family engagement with training, resources, materials, etc.

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)

Educationally Related Support Services: To meet requirements under section 1113, the Title I and Student Services Departments communicate regularly to ensure that we are addressing the needs of Homeless students. Washington County Public School's Homeless committee includes departmental representatives from Title I, Student Services, Early Childhood, Transportation and Food and Nutrition. The committee meets quarterly to discuss needs at the county level. The collective goal is to create wrap around services for our students in transition to support them quickly and efficiently, and to minimize learning disruptions. Washington County Public Schools (WCPS) established the position of Title I Homeless coordinator 4 years ago. The position is held by Dana Pentoney. Ms. Pentoney works closely with school to identify homeless students and to evaluate their educational, social emotional, and physical needs. She acts as a liaison between schools and the Homeless committee and communicates with related departments to work collaboratively to meet the needs of students. Financial needs deemed as barriers to a child's education are reviewed in Student Services and once approved are submitted to the Title I office where items are approved for purchase. The Homeless Coordinator will follow up with school administrators via phone, email, etc. to fully understand the areas of support, and with the student(s) to ensure that they have what is needed to fully access their education and to be successful in school. The McKenny-Vento Homeless Education Program typically serves 600-700 students that qualify as homeless each year. WCPS will collaborate to eliminate barriers to enrollment and maintain school stability for students. We will continue to use a variety of communication tools to stay in regular contact, which includes in-person visits. School counselors, the Student Intervention Specialist, School Family Liaisons, Pupil Personnel Workers, and the County Homeless Coordinator will monitor these students closely to address physical and emotional needs.

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)

Method of Reservation and Calculation of Support: A needs assessment was used to determine the Homeless Allocation. In preparation for the 25-26 school year, the Title I department held a meeting discussing the programmatic and fiscal implementation and oversight of the Title I, Part A program on July 23, 2025. During this meeting, Committee departments reviewed Title I requirements and discussed part and current needs of students and families. The group reviewed expenditures and projected costs for the upcoming school year, and considered both in the determination of the total calculation for allocation for materials, supplies, etc. The committee conducted the yearly needs assessment regarding costs and compared to the number of students identified as homeless. We identified approximately 80 homeless students in Washington County as needed supplies and services on 24-25 Therefore, for the 25-26 school year, we calculated that approximately 80 students x \$25 per pupil rate, helped determine a \$2,000 set aside for supplies, and materials in the 2025-2026 Title I, Part A grant. These funds will support the needs of students as defined through the McKinney-Vento Homeless Assistance Act.

Calculation of Support: Prior to the beginning of each school year, expenditures are reviewed by the Homeless Committee. Projected costs for the upcoming school year are considered in the determination of the total calculation for the allocation for materials, supplies, transportation, etc. In July of 2025, the committee conducted a yearly needs assessment regarding costs for transportation and compared it to the number of students identified as homeless. We identified approximately 480 students, which was very close to last year's count. The committee reviewed transportation costs for the 2024-2025 school year and the expenditures in the Title I grant. The grant expenditures were on track to align with last year's projected allocation. spend out the calculation as predicted last year. The Committee determined that this number would be appropriate for the number of students identified. Rounding to the nearest hundred the calculation used was 400 (students) x \$500.00 (PPA)=\$200,000.00. The Title I Department works closely with the Transportation Department to ensure that Title I funds are only used to pay for additional costs incurred in providing transportation to the school of origin. Washington County Public Schools' Transportation calculates a month charge back statement utilizing salary and fuel rate and submits spreadsheet to the Title I office showing calculations that reflect the difference between what would normally be spent to transport the students to the assigned school and the cost of transporting a child to the school of origin due to homelessness.

Homeless Liaison's Salary for FY26: \$166, 334.00

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

Liaison Name: Dana Pentoney

Liaison Title: Homeless Coordinator

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

Summary of the Educational Stability Memorandum and Agreement: The Educational Stability Memorandum of Agreement between the Department of Social Services (Child Welfare Agency) and Washington County Public Schools ensures that foster care students experience minimal disruptions to their education. The agreement prioritizes immediate enrollment and records transfer when a student changes schools due to a best interest decision. Schools must enroll the student immediately, even without complete records, requiring only minimal documentation such as proof of foster care status and authorized enrollment. The new school is responsible for promptly obtaining the student's records from the previous school. The best interest determination process, led by the Department of Social Services (DSS), decides whether the student should remain in their school of origin or transfer to a new school. This decision must be made within five business days of placement or change, with input from the student, school staff, and other relevant individuals, considering factors like educational continuity and the student's preferences. The agreement emphasizes maintaining students in their school of origin whenever possible to ensure stability and continuity. Transportation to the school of origin is provided unless a change is deemed in the student's best interest, with interim transportation arranged by the DSS during the decision-making process. This written agreement reflects a commitment to prioritizing the educational needs and stability of foster care students. A copy of the Memorandum of Understanding is included under Appendix K.

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)

Written Process to Inform Parents ESOL Program: As required under Section 1112(e)(3), Washington County Public Schools (WCPS) ensures a coordinated effort to inform parents about the ESOL Program placement by sending out the Parent Notification letter within 30 days of the beginning of the school year, or within two weeks of the student's enrollment. As preK-12 students enroll in WCPS, they are referred to the International Welcome Center for enrollment support and Multilingual Learner (ML) screening and testing. Paperwork is then shared with Pupil Personnel workers, School Administration, and EL staff. If applicable, an EL Lau Plan will be developed for a new student and shared with the student's parents. Parent signature will then be obtained to initiate services. This process will occur within two weeks of the student's enrollment. Screening assessments and questionnaires will be used to review progress for current ML students. Parents will receive updated placement information within 30 days of the start of the school year or within 2 weeks of enrollment in a language instruction program. Parent notification will occur via US Mail, and in-person pick up. Parents will provide consent by returning paper with signatures either electronically or in hard copy.

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 I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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
Below are examples. Please delete and indicate those proposed for use in the LEA	Choose an item.	Choose an item.
HQIM-embedded supports (Illustrative Mathematics K-5, Imagine Learning)	Level 2 Meets Expectations	Evidence for ESSA EdReports
HQIM-embedded supports (Bridges PreK, The Math Learning Center)	Level 3 Meets Expectations	Evidence for ESSA EdReports
Sound Partners	Level 1 Strong	Evidence for ESSA
Wilson Reading System	Level 3 Promising	Evidence for ESSA.
HQIM-embedded supports (Core Knowledge Language Arts)	Meets Expectations	EdReports
Orton Gillingham Plus	Level 3 Promising	Evidence for ESSA

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.

LEA Support for School Improvement Planning

The Local Education Agency (LEA) provides comprehensive support to schools identified for improvement, including both ATSI (Additional Targeted Support and Improvement) and CSI (Comprehensive Support and Improvement) designations. This support is designed to ensure that improvement plans are data-driven, actionable, and aligned with both district and state priorities. Key areas of LEA support include:

1. Guidance and Technical Assistance

The Executive Director of Elementary Education, along with content supervisors and other central office staff, offers direct guidance throughout the improvement planning process. This includes training on the requirements of the ATSI and CSI plans, timelines, and alignment with School Improvement Plans (SIPs).

2. Root Cause Analysis and Needs Assessment

LEA staff support school teams in conducting thorough root cause analyses and needs assessments. This includes facilitating data reviews, identifying performance gaps—particularly for low-performing subgroups—and examining resource allocation to uncover inequities.

3. Development of Measurable Objectives

The LEA assists schools in developing specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with the findings from their needs assessments. These objectives focus on addressing root causes and improving student outcomes.

4. Stakeholder Engagement Support

The LEA encourages inclusive stakeholder engagement in the planning process. Schools receive support in identifying and involving a diverse group of stakeholders—such as teachers, support staff, parents, and community partners—to ensure broad input and shared ownership of the plan.

5. Feedback and Review

Draft improvement plans are reviewed collaboratively during quarterly school visits by the Executive Director and relevant central office staff. Constructive feedback is provided to help refine goals,

strategies, and progress monitoring tools. This iterative review process ensures plans are both high-quality and implementable.

6. Progress Monitoring and Ongoing Support

After plan development, the LEA continues to provide regular, targeted support. This includes quarterly data review meetings and monthly check-ins based on each school's individual needs. LEA staff assist with progress monitoring, data interpretation, and adjustments to strategies as needed.

7. Support with Resource Allocation

The LEA works with schools to ensure that current supports and resources are aligned with the school's goals and improvement strategies. Where inequities are identified, the LEA coordinates additional or reallocated resources to address those gaps.

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.

6. Progress Monitoring and Ongoing Support

After plan development, the LEA continues to provide regular, targeted support. This includes quarterly data review meetings and monthly check-ins based on each school's individual needs. LEA staff assist with progress monitoring, data interpretation, and adjustments to strategies as needed.

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).

5. Feedback and Review

A Draft improvement plans are reviewed collaboratively during quarterly school visits by the Executive Director and relevant central office staff. Constructive feedback is provided to help refine goals, strategies, and progress monitoring tools. This iterative review process ensures plans are both high-quality and implementable.

B When a school does not demonstrate adequate progress despite improvement efforts, the LEA will implement a structured support and intervention process to address persistent challenges and ensure improved outcomes for all students—especially those in underperforming subgroups.

1. Conduct a Comprehensive Reassessment

- Revisit the school's improvement plan to evaluate its effectiveness.
- Conduct a deeper root cause analysis with expanded LEA support.
- Review implementation fidelity—whether strategies were carried out as planned.

2. Increase LEA Oversight and Support

- Increase the frequency of LEA visits and data review meetings.
- Assign a dedicated support team or improvement specialist to the school.
- Provide intensive coaching for school leaders and instructional staff.

3. Revise the Improvement Plan

- Require the school to revise its plan based on new data and findings.
- Ensure the revised plan includes stronger evidence-based interventions, clearer timelines, and more rigorous progress monitoring.

4. Strengthen Leadership Capacity

- Evaluate the effectiveness of school leadership.
- Provide targeted professional development or leadership coaching.
- If necessary, consider leadership changes to bring in new expertise.

5. Enhance Instructional Supports

- Deploy district-level instructional specialists to work directly with teachers.
- Offer additional training in high-impact instructional strategies.
- Increase classroom walkthroughs and feedback cycles.

6. Address Resource Gaps and Equity Issues

- Reassess staffing, funding, and program resources available to the school.
- Provide additional personnel (e.g., interventionists, counselors, specialists) or reallocate resources to address identified inequities.

7. Engage Families and Community Partners

- Strengthen outreach to families to build trust and improve communication.
- Collaborate with community organizations to provide wraparound services and student supports.

8. Monitor Progress More Intensively

- Require more frequent progress reports and plan updates from the school.
- Implement an early warning system for signs of stagnation or regression.

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.

N/A

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

The Local Education Agency (LEA) is committed to strategically aligning Federal, State, and local funds to support school improvement efforts and ensure efficient, equitable use of resources. This alignment ensures that all funding streams are maximized to meet the needs of students, particularly those in underperforming subgroups, and to sustain the goals and strategies outlined in school improvement plans.

Integrated Planning Process

The LEA uses a comprehensive and collaborative planning process to align funding across levels. During the development of School Improvement Plans (SIPs), schools identify their needs through root cause analysis and needs assessments. These findings guide the prioritization of strategies, which are then matched with appropriate funding sources. LEA leaders ensure that activities outlined in CSI and ATSI plans are fully supported through coordinated budgeting efforts.

Collaborative Budget Planning

The Executive Director of Elementary Education, in collaboration with the Finance Department and department supervisors, works with school leaders during annual budget development to align school-level and district-level resources with SIP goals. This includes ensuring that:

- Funding supports the highest priority needs
- Schools receive adequate resources to implement their improvement strategies
- All expenditures are allowable, allocable, and aligned with identified outcomes

Ongoing Monitoring and Adjustment

The LEA regularly monitors the effectiveness and alignment of fund usage through:

- Quarterly data and budget reviews
- Monitoring implementation fidelity of funded activities
- Adjusting funding allocations mid-year if necessary, based on emerging needs or data

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.

To ensure full and effective implementation of School Improvement Plans (SIPs), the Local Education Agency (LEA) is committed to modifying policies, procedures, and operational practices that may otherwise hinder a school's ability to enact meaningful change. The LEA recognizes that schools identified for support—particularly CSI and ATSI schools—require targeted flexibility to address unique challenges and improve student outcomes.

1. Flexible Staffing and Scheduling

- The LEA allows schools to modify staffing assignments and schedules to meet SIP goals, including:
 - Adjusting teacher schedules to allow for more collaboration or intervention time
 - Prioritizing staffing allocations for interventionists, coaches, and specialists

2. Professional Learning Time and Calendars

- Schools are provided flexibility in the school calendar or daily schedule to:
 - Embed regular, job-embedded professional development
 - Schedule additional planning and data analysis time for school teams
 - Implement instructional coaching cycles and peer observations

3. Autonomy in Budget and Resource Use

- The LEA grants schools discretion in how to allocate certain Federal, State, and local funds to best support SIP priorities.
- Schools may request reallocation of resources mid-year if data indicates the need for a change in strategy or support.
- Budget planning processes are adjusted to ensure alignment with school-level needs and improvement strategies.

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.

Washington County has been allocated \$98,213 to support school improvement efforts in our CSI and ATSI schools. To maximize the impact of these funds, the decision was made to direct the full allocation to Emma K. Doub and Bester Elementary Schools. Both schools received additional support during the 2024–2025 school year; however, due to recent Title I funding reductions, they each lost key paraprofessional positions.

Rather than dividing the funds equally among all identified schools, the district determined it would be more effective to concentrate resources where the need is greatest. By doing so, we are able to restore critical paraprofessional/tutoring positions in these two schools, ensuring that students continue to receive the targeted academic support necessary to accelerate learning and close achievement gaps.

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
1701	Bester Elementary	Pre-k - 5	CSI	49,106.50	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports

0302	Emma K Doub	Pre-k - 5	ATSI	49,106.50	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports
1802	Pangborn	Pre-k - 5	CSI	0	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports
1301	Maugansville	Pre-k - 5	ATSI	0	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports
0190	Jonathan Hager	Pre-k - 5	ATSI	0	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports
2602	Hickory	Pre-k - 5	ATSI	0	Curriculum, Instruction & Assessment – Special Populations - SWD	Curriculum, Instruction & Assessment – Teaching – Instructional Practice	School Climate & Supports – Behavioral Supports

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

Target Population: Youth residing in one of four facilities for 90 or more consecutive days (long-term) who are also enrolled with WCPS.

Goal Statement: By the end of the 25-26 school year, target students will demonstrate proficiency/improvement in English Language Arts (ELA) while served in the partner facility.

Data from Prior 2 Years- % demonstrating proficiency/improvement in reading:

22-23 = 34%

23-24 = 72%

24-25 = 85%

Baseline Data: WCPS English grade level standards are aligned with State academic content standards and are designed to improve student literacy skills; this includes improvement in reading achievement. In WCPS, report card grades are the indicator of a student's achievement of grade-level concepts, standards, and processes taught. As indicated in the WCPS Program of Studies, students earning an A, B, C, or D in ELA indicate performance that minimally meets or exceeds WCPS ELA grade-level standards. Students earning an F in ELA indicate failure to meet WCPS ELA grade-level standards. The prior year, end of year final ELA grade will serve as the initial assessment. The 25-26 final ELA grade will serve as the follow-up assessment. The following rubric will be used to determine status upon entry and proficiency/improvement:

Below grade level upon entry = F in prior year

At or above grade level upon entry = A-D in prior year

Negative grade level change = ABCD to an F

No change in grade level = ABCD to an ABCD; F to an F

Improvement of up to 1 full grade level = F to a D

Improvement of >1 full grade level = F to an ABC

Outcome Objective: By June 2026, at least 85% of target students will earn a D or higher on their final ELA grade.

Intervention/Strategy: Target students identified as needing additional support in literacy, will receive from WCPS the following targeted intervention using structured literacy and evidence-based instructional practices:

Wilson Reading System or Orton-Gillingham Plus (OG+) for decoding and phonological deficits.

Lexia Power Up or Amplify Reading for vocabulary, fluency, and comprehension growth aligned with WCPS's MTSS literacy framework

Small group tutoring (minimum 15–30 minutes per session, 3–5 sessions per week).

Continuous progress monitoring using DIBELS Oral Reading Fluency (ORF) and Capti Reading Comprehension subtests.

Supports as identified and provided by the partner facility

ESSA Level of Evidence:

Level 2 – Moderate Evidence

Reference for Evidence-Based Activity/Program:

What Works Clearinghouse (IES, 2022). Adolescent Literacy Interventions.

WCPS 2025–26 “Creating MTSS Plans If/Then” for Literacy (WCPS ELA Department).

GOAL AREA 2: Improvement in Mathematics Achievement

Target Population: Youth residing in one of four facilities for 90 or more consecutive days (long-term) who are also enrolled with WCPS.

Goal Statement: By the end of the 25-26 school year, target students will demonstrate proficiency/improvement in math while served in the partner facility.

Data from Prior 2 Years - % demonstrating proficiency/improvement in math:

- 22-23 = 35%
- 23-24 = 17%
- 24-25 = 85%

Baseline Data: WCPS math grade-level standards are aligned with State academic content standards and are designed to improve students' critical thinking, problem-solving, perseverance, and innovation skills. These skills, along with math intervention, if necessary, produce overall improvement in math achievement. In WCPS, report card grades are the indicator of a student's achievement of grade-level concepts, standards, and processes taught. As indicated in the WCPS Program of Studies, students earning an A, B, C, or D in math indicate performance that minimally meets or exceeds WCPS math grade-level standards. Students earning an F in math indicate failure

to meet WCPS math grade-level standards. The prior year, end of year final math grade will serve as the initial assessment. The 25-26 final math grade will serve as the follow-up assessment. The following rubric will be used to determine status upon entry and proficiency/improvement:

- Below grade level upon entry = F in prior year
- At or above grade level upon entry = A-D in prior year
- Negative grade level change = ABCD to an F
- No change in grade level = ABCD to an ABCD; F to an F
- Improvement of up to 1 full grade level = F to a D
- Improvement of >1 full grade level = F to an ABC

Outcome Objective: By June 2026, at least 85% of long-term students will earn a D or higher in their final math grade.

Intervention/Strategy: Target students, identified as requiring additional support in math, will receive from WCPS the following targeted math interventions:

- Math Support Course (A192SM) using ALEKS Personalized Pathway and teacher-led supplemental instruction in reasoning and modeling
- EC Supplemental Resources for small-group reteaching and conceptual support in Algebra I and Geometry.
- 30–45 minutes per session, 5 sessions per week.
- Progress monitoring via ALEKS Knowledge Checks (monthly) and WCPS Interim Assessments (per semester).
- Supports as identified and provided by the partner facility.

ESSA Level of Evidence:

Level 2 – Moderate Evidence

Reference:

- WCPS Mathematics “If/Then” for Supplemental Instruction, Revised August 2023

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

Target Population: Youth residing in one of four facilities who are also enrolled with WCPS and youth that exit one of these four facilities.

Goal Statement: By the end of the 25-26 school year, target students will receive transition planning to support secondary school completion, training, employment, and/or further education while served in and upon exit from the partner facility.

Data from Prior 2 Years:

	22-23	23-24	24-25
School Enrollment	100%	100%	100%
Earned Credits	65%	60%	70.3%
Vocational Experience	13%	65%	69%
Postsecondary	0%	0%	0%

Baseline Data: School enrollment refers to the percentage of targeted students who are enrolled in school. Earned credits refer to the percentage of target students earning at least one credit in the current school year. Vocational experience represents the percentage of students who were exposed to or took classes in a career technology education area, participated in job training, or maintained employment. Postsecondary represents the percentage of students who continued their education beyond high school.

Outcome Objective: By June 2026, the target population will show a 5-percentage point increase or maintain 100% in each of the four areas listed above.

Intervention/Strategy: Targeted students, as appropriate, will receive from WCPS:

Group home visits

Best Interest Meetings

Transition meeting planning

Student Intervention Specialist case management

Counselor, Group Home, Probation Officer, and/or Career Coach Check & Connect

Utilization of the student information system to track student attendance, grades, and low academic achievement

Supports as identified and provided by the partner facility

ESSA Level of Evidence:

Level 3 & 4– Promising Evidence & Demonstrates a Rationale

Reference for Evidence-Based Activity/Program:

What Works Clearinghouse Parent Teacher Home Visits

What Works Clearinghouse Preventing Dropout in Secondary Schools (2017)

What Works Clearinghouse Case Management for Students at Risk of Dropping Out: Implementation and Interim Impact Findings from the Communities in Schools Evaluation (2015)

What Works Clearinghouse Check & Connect (2011)

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))

WCPS will require each partner facility, who receives funding from this grant, to include as part of their proposal a description of how their program involves parents and family members in efforts to improve the outcomes for these at-risk students. Youth recently released from a juvenile detention facility will

participate in a transition meeting involving their parents/family members along with appropriate state agencies and facility staff.

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))

The WCPS Facility Liaison will meet quarterly with the partner facility staff, who are receiving funding from this grant, to discuss the transition of youth returning from correctional facilities and to discuss progress on the services and interventions that they are providing to at-risk youth at their facility based on their prioritized needs.

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))

The youth in the four residential facilities will have an array of special needs including, but not limited to learning difficulties including learning disabilities, social interaction challenges, individual education plans, substance use problems, experienced domestic instability and/or violence, exposure to violence or criminal behaviors, etc.

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))

Youth residing in one of these four facilities, who also attend a WCPS school, already receive social, health, and other services to meet their needs just like all other WCPS students. To elaborate on these services, WCPS coordinates with a network of community-based organizations and public agencies to meet student needs. Partnerships include mental health providers who offer school-based and community-based counseling, health department services for substance abuse and wellness programs, and family support services for housing and food insecurity. School staff facilitate referrals to external agencies and maintain ongoing communication with service providers. Schools also connect families to prenatal and parenting resources, childcare referrals, and flexible scheduling options for students to balance family responsibilities. Coordination is built into the district's MTSS structure to ensure consistent support across academic, behavioral, and social-emotional domains.

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))

Youth residing in one of these four facilities, who also attend a WCPS school, have access to apply to the same postsecondary and workforce opportunities as other WCPS students. These opportunities

include early college programs such as Advance Placement, Dual Credit partnership with Hagerstown Community College (HCC), Articulation Credit, HCC Degree Programs, TRIO: Upward Bound Program, International Baccalaureate (IB) Career-Related Programme, IB Diploma Programme, Advancement Via Individual Determination, and the Academic Leadership Academy. WCPS also has a technical high school dedicated to providing students with exceptional career and technical education opportunities that are designed to prepare students for success in high-demand careers, higher education, and beyond. Additionally, there are numerous career and technical education programs and pathways available at each WCPS comprehensive high school.

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))

WCPS will require each partner facility, who receives funding from this grant, to include as part of their proposal a description of how their program involves parents and family members in efforts to improve the outcomes for these at-risk students. Youth recently released from a juvenile detention facility will participate in a transition meeting involving their parents/family members along with appropriate state agencies and facility staff.

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))

Youth residing in one of these four facilities, who also attend a WCPS school, have access to apply to the same postsecondary and workforce opportunities as other WCPS students. These opportunities include early college programs such as Advance Placement, Dual Credit partnership with Hagerstown Community College (HCC), Articulation Credit, HCC Degree Programs, TRIO: Upward Bound Program, International Baccalaureate (IB) Career-Related Programme, IB Diploma Programme, Advancement Via Individual Determination, and the Academic Leadership Academy. WCPS also has a technical high school dedicated to providing students with exceptional career and technical education opportunities that are designed to prepare students for success in high-demand careers, higher education, and beyond. Additionally, there are numerous career and technical education programs and pathways available at each WCPS comprehensive high school.

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))

WCPS has an established process with the Maryland Department of Juvenile Services (DJS) to coordinate educational programming, counseling, and reentry support in compliance with the Juvenile Justice and Delinquency Prevention Act. When a youth at one of these facilities is seeking public school enrollment and is actively being supervised by DJS, WCPS holds transition meetings with facility staff, the youth, the parents, and representatives from DJS. The Coordinator of Student Services and Transition facilitate these transition meetings, ensuring alignment between educational and rehabilitative plans. This collaboration helps maintain educational continuity and ensures that students transitioning from secure care to school environments receive wraparound support designed to reduce recidivism and promote successful reintegration.

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))

WCPS strives to maintain consistent communication with probation officers assigned to students returning from correctional facilities. Probation officers participate in reentry meetings, helping identify barriers to attendance, behavior, and compliance. Together, they monitor student progress, attendance, and academic performance, using shared data to coordinate interventions. This partnership ensures accountability while reinforcing a supportive environment that prioritizes educational engagement and rehabilitation.

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))

When a WCPS student enters a juvenile detention facility, the district's Special Education Department promptly shares the student's current Individualized Education Program (IEP) and related service records with the facility upon receipt of a formal records request. Coordination occurs through a secure data transfer system that complies with FERPA. Upon reentry, the IEP team reconvenes to review any progress made during placement and updates goals and services as needed to ensure seamless continuation of support.

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))

WCPS provides multiple alternative education pathways for students struggling to thrive in a traditional setting. Options include the evening high school program, credit recovery courses, virtual learning, and alternative education centers. Placement decisions are made collaboratively with the school administrator, student, family, and counselor to ensure alignment with academic and personal goals. These alternatives provide flexible scheduling and individualized instruction to ensure all students—regardless of circumstance—have access to a high-quality, standards-aligned education.

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	8.16	8.31	Embargoed until 11/4/25
Female	4.64	5.79	Embargoed until 11/4/25

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)

Based on prior year counts, WCPS anticipates that about 45 youth residing in these four residential facilities will be served during the period of the grant.

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
Startup and Coordination of Title I, Part D Activities – Oversee initial coordination between WCPS and facility staff; confirm grant participation and establish communication protocols.	November 2025 – December 2025	TIPD Facility Liaison, Ms. Christine Corbeil
Participation in MSDE Technical Assistance Opportunities – Attend MSDE TIPD meetings, webinars, and statewide training to maintain compliance and share updates with district and facility staff.	Ongoing (As held by MSDE)	TIPD Facility Liaison, Ms. Christine Corbeil
Submission of Required Reports – Prepare and submit any required quarterly and annual progress and fiscal reports to MSDE; maintain documentation of implementation and evaluation activities.	Ongoing (As Required by MSDE)	TIPD Facility Liaison, Ms. Christine Corbeil
Regular Monitoring, Continuity, and Quality of Program Implementation – Conduct quarterly site visits to facilities; review the facility priority needs,	December 2026 March 2026 June 2026	TIPD Facility Liaison, Ms. Christine Corbeil

the facility implementation plan, transition supports, and student progress.		
Fiscal Monitoring and Oversight – Review monthly budget summaries, track expenditures, and ensure allowable use of funds and timely spend-down.	Monthly, FY26	TIPD Facility Liaison, Ms. Christine Corbeil
Program Evaluation and Data Collection – Collect student data, transition outcomes, and compile evaluation summaries for internal and state reporting.	November 2025 – June 2026	TIPD Facility Liaison, Ms. Christine Corbeil
Purchasing and Distribution of Program Supplies and Materials – Ensure all materials are labeled as WCPS Title I property, inventoried, and distributed according to federal guidelines.	August 2025 – May 2026	TIPD Facility Liaison, Ms. Christine Corbeil
Professional Development Activities – Gather and document WCPS PD relevant to program goals (reading & math intervention). Obtain and document any PD offered by the partner facilities for facility staff relevant to program goals.	July 2025 – April 2026	TIPD Facility Liaison, Ms. Christine Corbeil
Stakeholder and Staff Meetings – Facilitate quarterly meetings with facility leadership, and WCPS staff to review progress, compliance, and student outcomes.	December 2025 March 2026 June 2026	TIPD Facility Liaison, Ms. Christine Corbeil

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

Comprehensive Teacher Induction and Mentoring Program

Extent of Needs:

Title II funds are an important resource for supporting new teacher induction programs and creating coherence with school administrators. These funds help to ensure that educators have access to professional development opportunities that will help them succeed in their roles. Research indicates that there is a crucial link between comprehensive induction programs, improved teaching practices, and better student outcomes. Ingersoll, R.M., & Strong, M. (2011) The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

Teacher mentors are experienced teachers who provide support and guidance to new or less experienced teachers. They act as a resource for teachers who are seeking advice on instructional strategies, classroom management, and other aspects of teaching. Teacher mentors may observe new teachers in the classroom, provide feedback on their teaching practices, and offer suggestions for improvement. They also help new teachers navigate the school environment and may provide assistance with lesson planning, curriculum development, and assessment. Overall, teacher mentors play an important role in helping new teachers develop the skills and knowledge needed to be successful in the classroom. Research shows that regular, targeted instructional coaching is most effective and most researched component of successful induction programs. Darling-Hammond, L., & Sykes, G. (2003). Wanted: A national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education Policy Analysis Archives*, 11(33), 1-57. Retrieved May 20, 2009, from <http://epaa.asu.edu/epaa/v11n33/>

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)

Programmatic Goal: Implement a comprehensive system of support for new teachers to WCPS

Measurable Outcomes:

1. Goal 1: 100% of new teachers will participate in Teacher Induction Academy (TIA) in August 2025.
 - o Attendance, Survey, and Interviews will be conducted during and after TIA. The team will make adjustments to TIA 2026 according to the feedback of the new teachers
2. 100% of new teachers who are hired after Teacher Induction Academy (TIA) will be provided an individualized plan of support
 - o Mentors will write and implement an individualized hiring plan that reflects the onboarding process, time allotted for content planning and preparation, visitation to school and classrooms, and additional information or challenges for the late hire. This plan will be shared with the lead teacher, administrator and content specialist.
 - o Interviews of the late hires and mentors are completed in April to determine the success of the late hire plan and to determine changes that need to be made to the program.
3. 100% of mentors will facilitate at least 2 transformational coaching cycles with all new teachers during the 2025-2026 school year.
 - o Every two months (October 2025, December 2025, February 2026, and June 2026), TIMs will provide documentation and discuss the progress of WCPS new teachers with the Supervisor of Professional Learning. As needed, TIMs are expected to model and co-teach with 1st year teachers and arrange visits to expert teachers to increase collaboration and new teacher effectiveness.
 - o Three times per year, Elementary Teacher Induction Mentors (TIMs) will meet to discuss the trends they are seeing in Literacy and Math areas and share trends with Central Office content specialists
 - o The Supervisor of Professional Learning will observe new teachers in January 2026 to see how the Impact Cycles have improved student learning and teacher practice.
4. 100% of new teachers will feel supported by the end of the 2026 school year.
 - o The Supervisor of PL will meet with new teachers after TIA (August), October (at required PD), and March(at licensure PD) to gather information through surveys and interviews to determine how new teachers are feeling about the support that has been provided by the CTIP.
 - o Focus Groups and Interviews with teachers will be conducted in March and April to determine the level of support that was provided and how the Teacher Induction Program can be improved.
5. WCPS will retain at least 80% of new teachers by the end of the 2026 school year.
 - o Data will be tracked by the Supervisor of PL and discussed at each team meeting about the retention of new teachers and factors that influence retention. HR exit interview

information will be collected and shared to determine what changes can be made to increase support and retention in WCPS.

- New Teacher attendance data is analyzed to determine why new teachers miss and determine what other supports can be provided. This data will be examined in November, February, and May.
- MCCAP data is analyzed to determine the impact that new teachers have on student learning and this helps the organization prioritize professional development for 2nd, 3rd year non-tenured teachers.

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.

WCPS is committed to using funds to support activities that have a systemic impact on student achievement. Our goal is to provide every student with equitable access to excellent initial instruction through the use of High-Quality Instructional Materials (HQIMs) and the WCPS Essential Curriculum.

Teacher Induction Mentors (TIMs) at CSI and ATSI collaborate with administrators, lead teachers, and new teachers to create focused plans for instructional improvement. This support aims to reduce cognitive load and improve teacher retention.

This systematic approach will enable new teachers to develop a deep understanding of HQIMs and:

- Create classroom conditions that foster student success.
- Design engaging learning experiences to enhance student growth.
- Incorporate Science of Reading routines and instructional strategies.
- Enhance student numeracy skills for real-world application and to prepare them for future careers

Additionally, the Teacher Induction Mentors (TIMs) are strategically matched to new teachers based on their specific certification area, ensuring the guidance they provide is both relevant and effective. These mentors are also responsible for understanding the systemic knowledge, culture, climate, and School Improvement Goals prioritized within each school. They consistently collaborate with building administrators and Central Office specialists to ensure new teacher support is aligned and coherent.

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.

Consultation is vital for the successful implementation and management of programs and activities funded by this grant. The development of the WCPS Strategic Plan was a collaborative and data-driven process that focused on aligning local priorities with state and community needs. WCPS engaged a variety of Blueprint Stakeholder groups—including community representatives, teachers, school guidance counselors, school social workers, instructional coaches, principals, assistant principals, supervisors, content specialists, community school managers, paraprofessionals, students, parents, advisory committees, and the Washington County Teachers Association (WCTA). The WCPS strategic plan guided the creation of school-specific improvement plans for the 2025-2026 school year, ensuring alignment with both the WCPS Strategic Plan and the broader Maryland Blueprint Plan.

The feedback collected from these stakeholders was analyzed and used to make data-driven decisions that inform the programs and activities in each school. WCPS Leadership also meets monthly with each school principal to review academic, attendance and behavioral data, discuss the impact of grant-funded programs, and assess progress toward action plan goals. These meetings allow the leadership team to monitor each school's needs and provide targeted support, ensuring that school action plans stay responsive to both the WCPS Strategic Plan and the Maryland Blueprint Plan. This approach not only strengthens instructional quality but also fosters continuous improvement, supporting every student's opportunity to succeed.

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.

During the 2025-2026 school year, members of senior leadership will meet quarterly with the leadership from the Washington County Association of Administrators and Supervisors (WCAAS), the Washington County Teachers Association (WCTA). The use of federal grant funds is a recurring topic. WCPS Senior Leadership will meet quarterly with various stakeholder groups to review ESSA goals, and the WCPS strategic plan. Our primary stakeholders include the Division of Curriculum Supervisors, Lead Teachers, and School-Based administrators.

WCPS leadership will continue to meet with community groups such as the Greater Hagerstown Committee, Special Education Citizens Advisory Committee., Washington County Chamber of Commerce, and Leadership Washington County.

WCPS will provide an additional survey in December of 2024 to gather feedback from students, parents, staff, and community members.

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.

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	The impact of a Comprehensive Teacher Induction Program will be monitored and evaluated throughout the 2025-2026 school year through these data points: 1. 100% of new teachers will participate in Teacher Induction Academy (TIA) in August 2025. 2. 100% of new teachers who are hired after Teacher Induction Academy (TIA) will be provided an individualized plan of support 3. 100% of mentors will facilitate at least 2 transformational coaching cycles with all new teachers during the 2025-2026 school year. 4. 100% of new teachers will feel supported by the end of the 2026 school year. 5. WCPS will retain at least 80% of new teachers by the end of the 2026 school year.

2. implementation plans	1. Implementation Plan for Outcome 1: WCPS creates a high-quality, effective onboarding process in collaboration with Human Resources, and a Teacher Induction Academy to welcome new teachers to WCPS. This initiative helps new hires feel supported, builds their knowledge of our High-Quality Instructional Materials (HQIMs), and introduces them to our coaching cycles. Throughout the summer of 2025, the Supervisor of Professional Learning attends Human Resources onboarding sessions every Monday and Wednesday. Additionally, the Teacher Induction Program (TIP) hosts five virtual meetings to introduce new teachers to the program's key components. In August, all new teachers are invited to a two-day Teacher Induction Academy. The academy focuses on several key areas: • Curriculum Planning and Preparation: New teachers learn how to plan effectively using HQIMs. • Student Engagement: We explore strategies for creating a classroom that promotes student growth and success. • Coaching Cycles: New teachers are introduced to the coaching cycle between a Teacher Induction Mentor (TIM) and a first-year teacher, which aims to improve student achievement and instructional practices. • Principled Teaching: The academy highlights what principled teaching looks like in the WCPS community. 2. Implementation Plan for Outcome 2: When teachers are hired late in the season, it's common for them to feel left behind and disconnected from both school and central office initiatives. To address this, the Teacher Induction Mentor (TIM) creates a late-hire support plan. This plan is designed to help new hires acclimate to the WCPS curriculum and school climate by providing individualized support and proactively addressing any gaps in the hiring process. As part of this plan, late hires will have one full day to meet with a curriculum specialist/TIM and up to two days to observe experienced teachers at their school. The TIM will also arrange weekly meetings with the new hire, their administrator, and a content specialist to align all areas of need, from technology to resource support. 3. Implementation Plan for Outcome 3: Aligned activities, such as professional learning sessions, skilled teacher observation and collaboration, digital artifacts, peer networking, and in-depth analysis of lessons and student work, are all components of the Impact Coaching Cycle (Identify, Learn, Improve). These cycles help first-year teachers
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	achieve significant growth in their performance, as measured by formal observations. 4. Implementation Plan for Outcome 4: The Teacher Induction Program will assess new hires' learning, feelings, and thoughts, and will track changes in teacher practices and student outcomes throughout the 2025-2026 school year. The Teacher Induction Program team will use checkpoints and milestones to gather both quantitative and qualitative data. This data will be analyzed to identify areas for improvement and inform future program enhancements. Implementation Plan for Outcome 5: To ensure the success of new teachers, the Teacher Induction Program will collaborate with all stakeholders to provide comprehensive support in four key areas: coaching, administrative support, content knowledge, and system knowledge. New hires will choose to continue their careers at WCPS because of their professional growth and accomplishments.
3. alignment with challenging State academic standards	For new teachers, the Learning Forward Standards that we prioritize are Rigorous Content for Each Learner through Equity Practices, Curriculum, Assessment and Instruction Prioritized Focus for WCPS: Literacy and Math Each school will identify a prioritized literacy and math goal according to multiple measures and included in the School Improvement Plan. Coaching will be prioritized to meet the SIP and instructional standards. The professional learning provided to new teachers will be focused on the instructional standards required for all 1st year teachers in their content area. TIMs are expected to coach in English, Math, Social Studies, Next Generation Science Standards, Fine Art, Physical Education and Health, World Language, Multilingual Learners and Gifted and Talented) Teacher induction Program professional learning requires that all professional learning include MSDE state standards in connection to evidence-based instruction strategies to create cohesive and connected learning for new teachers and for the students they serve.
4. intended audience	New Teachers (1st year, selected 2nd and 3rd year)
5. specific timeline	- Goal 1: August/September 2025 - Goal 2: September 1 - December 31, 2026 - Goal 3: October 1, 2025 - May 15, 2026

	4. Goal 4: Measured in October 2025, January 2026, May 2026 5. Goal 5: June 30, 2026
6. evidence tier	Tier 4 Evidence Aguilar, E. (2013). The art of coaching: Effective strategies for school transformation. San Francisco: Jossey-Bass. Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). Alexandria, VA: ASCD. Hattie, J. (2009). Visible learning for teachers: Maximizing impact on learning. New York: Routledge. Knight, J. (2022). The definitive guide to instructional coaching: Seven factors for success. Alexandria, VA: ASCD Knight, J. (2018). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Thousand Oaks, CA: Corwin. Knight, J. (2022). Evaluating Instructional Coaching. Alexandria, VA: ASCD.
7. brief plan for evaluation	All data will be collected, discussed and analyzed with the Teacher Induction Program Mentors. Implementation of revised practices will begin in the 2026 school year. These next steps will be designed to create meaningful shifts in our current approach and practices.. A full evaluation will be provided to senior leadership for feedback and revisions will be added. More data can be found in the CTIP document of this ESSA report. Evaluation for Outcome 1: Attendance, Survey, and Interviews will be conducted during and after TIA. The team will make adjustments to TIA 2026 according to the feedback of the new teachers Evaluation for Outcome 2: Mentors will write and implement an individualized hiring plan that reflects the onboarding process, time allotted for content planning and preparation, visitation to school and classrooms, and additional information or challenges for late hire. This plan will be shared with the lead teacher, administrator and content specialist Evaluation for Outcome 3: Every two months (October 2025, December 2025, February 2026, and June 2026), TIMs will provide documentation and discuss the progress of WCPS new teachers with the Supervisor of Professional Learning. As needed, TIMs are expected to model and co-teach with 1st year

	teachers and arrange visits to expert teachers to increase collaboration and new teacher effectiveness. 4. Evaluation for Outcome 4: The Supervisor of PL will meet with new teachers after TIA (August), October (at required PD), and March to gather information through surveys and interviews to determine how new teachers are feeling about the support that has been provided by the CTIP. 5. Evaluation for Outcome 5: Data will be tracked by the Supervisor of PL and discussed at each team meeting about the retention of new teachers and factors that influence retention. HR exit interview information will be collected and shared to determine what changes can be made to increase support and retention in WCPS.
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Total Title II, Part A Funds Allocated to Section 3.1	\$691,926.00
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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	Supplemental tutoring salaries
Description of Activity	Supplemental academic language and content tutoring support to EL students in grades K-12. Tutoring may occur during, before or after school as well as during summer school based upon students' needs.
Intended Outcomes of Activity	Increase academic language and student performance in English language arts, mathematics, and ELP based upon increases on annual state and local assessment data.
Alignment to Goal	1, 2
Timeline target Dates	August 2025-June 2026

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	Supplemental EL PD Salaries for Instructors
Description of Activity	Provide CPD professional development courses on Spanish for Educators, SIOP, Math for MLs, and Co-Teaching to increase language and literacy skills MLs need to be successful in school including listening, reading, writing, and speaking in English for academic purposes. CPD credit

	courses and workshops will be offered to classroom teachers, paraprofessionals, ML tutors, ML teachers, and administrators on differentiation, scaffolding, and integrating academic language instruction. The workshops will include a variety of instructional strategies to effectively integrate language and content instruction
Intended Outcomes of Activity	Students will benefit from instruction where teachers understand how language is learned, recognize the linguistic features of each discipline, and design lessons with clear language supports. Classroom activities will include scaffolds that reduce language barriers, build literacy skills, and honor students' cultural and linguistic identities so they can access grade-level content and fully participate in learning.
Alignment to Goal	1, 2, 3, 5
Timeline target Dates	August 2025-June 2026

Key Activity 2.2	ESOL Praxis Preparation Course Fees
Description of Activity	Pay course fees to provide ESOL Praxis Preparation and Coaching Courses to classroom teachers to prepare them for the Praxis 5362 English to Speakers of Other Languages exam. The course prepares current content teachers to become certified Maryland ESOL teachers.
Intended Outcomes of Activity	Students will have more access to certified ESOL teachers who are equipped to deliver effective English language instruction. Through training that prepares educators for Maryland ESOL certification, students will benefit from instruction that builds both academic achievement and English language proficiency using research-based strategies designed to meet their diverse learning needs.
Alignment to Goal	1, 2 3, 5
Timeline target Dates	August 2025-June 2026

Key Activity 2.3	Consultant Fees for PD Workshops led by Seidlitz Inc.
Description of Activity	WCPS educators will participate in professional learning with Seidlitz Education focused on building language-rich, inclusive classrooms and improving collaboration for ML success. Workshops include 7 Steps to a Language-Rich, Interactive Classroom to embed academic language supports into daily lessons, Teaching Math to English Learners and Solved: A Teacher's Guide to Making Word Problems Comprehensible to integrate language development into math instruction, and Overcoming Collaboration Challenges to Support ML Success to strengthen co-teaching and planning practices. Together, these sessions equip educators with practical strategies to make instruction more accessible, interactive, and effective for ML students.
Intended Outcomes of Activity	ML students will demonstrate stronger academic language use in speaking and writing, increased participation in classroom discussions, and improved comprehension of math concepts and word problems. Students will engage more actively in collaborative learning tasks, apply academic vocabulary in content areas, and show measurable growth in English language proficiency and academic achievement on ACCESS and MCAP assessments.
Alignment to Goal	1, 2 3, 5
Timeline target Dates	August 2025-June 2026

Key Activity 2.4	Supplemental PD participant salaries for Seidlitz and WIDA Workshops for \$180/hour x 175 participants
Description of Activity	WCPS educators will participate in professional learning with Seidlitz Education focused on building language-rich, inclusive classrooms and improving collaboration for ML success. Workshops include 7 Steps to a Language-Rich, Interactive Classroom to embed academic language supports into daily lessons, Teaching Math to English Learners and Solved: A Teacher's Guide to Making Word Problems Comprehensible to integrate language

	development into math instruction, and <i>Overcoming Collaboration Challenges to Support ML Success</i> to strengthen co-teaching and planning practices. Together, these sessions equip educators with practical strategies to make instruction more accessible, interactive, and effective for ML students.
Intended Outcomes of Activity	ML students will demonstrate stronger academic language use in speaking and writing, increased participation in classroom discussions, and improved comprehension of math concepts and word problems. Students will engage more actively in collaborative learning tasks, apply academic vocabulary in content areas, and show measurable growth in English language proficiency and academic achievement on ACCESS and MCAP assessments.
Alignment to Goal	1, 2 3, 5
Timeline target Dates	August 2025-June 2026

Key Activity 2.5	PD Books from Seidlitz for Workshops
Description of Activity	WCPS will purchase Seidlitz professional learning books that directly align to workshops to ensure teachers have ongoing access to strategies beyond the training sessions. Titles include <i>7 Steps to a Language-Rich, Interactive Classroom (2nd Edition)</i> , <i>Teaching Math to English Learners, Solved: A Teacher's Guide to Making Word Problems Comprehensible (Revised Edition)</i> , and <i>Overcoming Collaboration Challenges to Effectively Support ML Success</i> . These resources will serve as reference guides for lesson planning, co-teaching, and embedding language development strategies into daily instruction so that ML students experience language-rich, engaging, and academically rigorous classrooms throughout the year.
Intended Outcomes of Activity	These books will equip teachers with practical strategies to increase academic vocabulary use, improve comprehension of texts and math word problems, and promote greater participation in academic conversations. Students will make measurable gains in English language proficiency and MCAP academic achievement for ML students.
Alignment to Goal	1, 2 3, 5
Timeline target Dates	August 2025-June 2026

Key Activity 2.6	Math and ML WIDA and WCPS workshop participant salaries
Description of Activity	Through the WIDA <i>Mathematical Meaning-Making</i> series, monthly PLCs with ML teachers, BAPs, and ELA and math content teachers, and ELA department-led sessions on using HQIM and teaching ELA to MLs, students will experience

	instruction that integrates language development with academic content. They will use precise academic vocabulary to explain and justify mathematical reasoning, engage in structured conversations in math and ELA, and apply multiple strategies to comprehend complex texts and word problems. Students will demonstrate measurable growth in speaking, listening, reading, and writing on ACCESS assessments, gain confidence in academic discussions across subjects, and show improved proficiency on MCAP math and ELA assessments as instruction becomes increasingly language-rich, interactive, and aligned to grade-level standards.
Intended Outcomes of Activity	Students will use academic vocabulary to explain and justify mathematical reasoning in both oral and written forms. They will participate in structured math conversations with peers, ask clarifying questions, and respond using evidence-based reasoning. Students will improve their comprehension of complex math word problems and demonstrate measurable growth in language domains such as speaking, listening, and writing on ACCESS assessments. These skills will increase student confidence in expressing mathematical understanding in English and higher levels of proficiency on MCAP assessments.
Alignment to Goal	1, 2 3, 5
Timeline target Dates	August 2025-June 2026

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	Supplemental additional pay salaries for Parent/Community Engagement
Description of Activity	WCPS will expand family engagement by offering ACCESS training for parents to build understanding of language proficiency levels and growth, hosting student award ceremonies to celebrate academic and language milestones, and organizing after-school events where ML families can learn strategies to support language development and academic success at home..

Intended Outcomes of Activity	Students will benefit from parents who better understand language proficiency expectations and how to support learning at home. Students will experience increased motivation from family involvement in academic celebrations, stronger home-school connections, and improved language development and academic achievement as families apply strategies learned through school-sponsored events.
Alignment to Goal	4, 5
Timeline target Dates	August 2025-June 2026

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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Click or tap here to enter text.
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	Provide high-quality language instruction and targeted supports to accelerate English language development for ML students
Target	Increase the percentage of ELs meeting or exceeding growth targets on ACCESS by at least 3 percentage points annually
Measure	ACCESS annual growth data disaggregated by proficiency level and grade band

2. Increase the academic achievement of ELs.	
Goal	Strengthen Tier 1 instruction, co-teaching, and Tier 2 interventions in math and ELA for ML students
Target	Increase ML student proficiency on MCAP ELA and math by at least 3 percentage points annually in targeted grades
Measure	MCAP ELA and math proficiency data disaggregated for ML students; district interim assessment data trends; Early Warning Systems and MTSS plans with progress monitoring

3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	
Goal	Deliver ongoing, differentiated PD on co-teaching, language-rich instruction, and data-driven practices
Target	100% of ML educators serving ML students participate in at least 2 professional learning sessions per year

Measure	PD attendance logs, coaching cycles, and teacher implementation surveys
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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	Expand multilingual family engagement through IWC, bilingual liaisons, and community events
Target	Hold at least 3 multilingual family events per school year with increased participation by 5% annually
Measure	Event attendance records, Title 1 parent feedback surveys, and ACCESS/MCAP progress data for participating students

5. Align with one or more of the final recommendations in MSDE's [Workgroup on English Learners in Public Schools Final Report](#).

Goal	Implement asset-based instruction, equitable family engagement, and professional learning aligned to MSDE recommendations
Target	Document alignment of all Title III-funded activities to at least 3 Workgroup recommendations
Measure	District plans, PD agendas and attendance logs, and quarterly Title III interim and progress reports

6. Lower instances of long-term ELs.

Goal	Click or tap here to enter text.
Target	Click or tap here to enter text.
Measure	Click or tap here to enter text.

7. Increase attendance rates for ELs.

Goal	Click or tap here to enter text.
Target	Click or tap here to enter text.
Measure	Click or tap here to enter text.

8. Increase graduation rates for ELs.

Goal	Click or tap here to enter text.
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.

WCPS conducted timely and meaningful consultation with all required stakeholders during the development of the FY26 Title IV, Part A application. Consultation occurred throughout the 2024-2025 school year through district surveys, principal advisory councils, and quarterly meetings with the Washington County Teachers' Association (WCTA), led by Carol Mowen. All Principals, assistant principals, and math/ELA Curriculum Specialists, and other school staff, are reviewing disaggregated academic student data. Dr. Heath Wilcox and Dr. Jana Palmer, Executive Directors lead this. Teachers contributed input through district surveys and school improvement planning meetings, highlighting needs for mental health access, PBIS and restorative practices, and academic supports in ELA and math.

Parents and guardians shared feedback through the annual WCPS Parent and Community Survey, identifying mental health supports, stronger transitions for grades six and nine, and expanded STEM opportunities as priorities. Students also participated in the WCPS Student Survey, which emphasized wellness, school climate, and enrichment needs. The consultation included community partners, such as Hagerstown Community College staff. While we had many staff from HCC attend, our main contact is Vice president Dawn M. Schoenenberger.

Student services staff, including Mr. Jeremy Jakoby, Ms. Helen Huffer, and Ms. Marjorie Sharkey, were consulted through the Title IV planning meeting and confirmed the need to strengthen behavioral supports and expand school-based mental health access. All statutory stakeholders provided input prior to the development of the FY26 Title IV application, and WCPS will continue consultation through quarterly meetings and ongoing feedback structures throughout the grant period.

Consultation Table

Stakeholder Group ESSA	Name and Role Title	Date of Contact	Consultation Method	Ongoing Consultation
Parents	Strategic Plan Parent Survey	January 2025 and (Ongoing)	Survey, Parent are part of School Improvement Planning Teams	December 2025 January 2026 Ongoing at the school level for School

				Improvement Planning
Teachers	Strategic Plan Survey Meeting with WCTA Leadership Board, President Carol Mowen	January 2025 and December 2026 March 2025	Survey Feedback from Leadership	December 2025 January 2026 March 2026-Quarterly meeting with WCTA
Principals	Strategic Plan Survey Principal Focus Group Meetings	January 2025 and December 2026 March-June 2025	Survey Feedback from Leadership	February and March 2026 at Council Meetings
Student Services	Director of Student Services Supervisor of Counseling Coordinator of Behavioral Health Services Coordinator of Student Services and Transition	September 2025	Meeting to determine priorities	January 2026-Title IV meeting
Division of Curriculum	Division of Curriculum Supervisors	July 2025	Focus Group	January Title IV Meeting
Students	Strategic Plan Survey	January 2025 and December 2026	Survey	December 2025 January 2026
Community Based Organizations	Local Advisory Council	September 2025 November 2025	Focus Groups	Spring date TBD for LAC Committee

Local Government Representative	Jonathan Horowitz, Directors of Business and Economic Development Department for Washington County is part of our Local Advisory Council	September 2025 November 2025	Focus Groups	Spring date TBD for LAC Committee
Community College	Hagerstown Community College	April 2025 November 2025	Feedback from HCC Staff	April 2026

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)).

WCPS coordinates the implementation of Title IV activities with federal programs, district initiatives, and community partners through ongoing consultation with statutory stakeholders throughout the grant period. Coordination occurs through structured meetings, advisory groups, data reviews, and collaborative planning processes that ensure Title IV activities align with the WCPS Strategic Plan, MTSS framework, and identified student needs.

Consultation with teachers, parents, guardians, and students occurs annually through districtwide surveys. WCPS will administer a new survey in FY26 aligned to the district's strategic plan, with specific questions related to well-rounded education, school climate and safety, technology needs, and mental health supports. Survey feedback will inform mid-year adjustments and future planning for Title IV activities.

WCPS also consults with student services staff, including Mr. Jakoby, Director of Student Services, Ms. Helen Huffer, Supervisor of Counseling, and Social Workers. Their ongoing feedback ensures coordination of Title IV-funded PBIS, restorative practices, MTSS behavioral supports, and mental health initiatives.

Coordination with community and business partners occurs through regularly scheduled Local Advisory Council (LAC) meetings, during which partners provide input on career readiness, computational thinking, and STEM-focused programs supported through Title IV. Title IV is a standing item on the LAC agenda to ensure continuous consultation. Additionally, WCPS leadership meets twice a year with Hagerstown Community College (HCC) staff to review dual-enrollment, computer science pathways, and opportunities related to Title IV implementation. Title IV is a standing item on the meeting agenda to ensure continuous consultation. The district also collaborates directly with JLG through meetings led by Dr. Anders to expand computer science opportunities and strengthen alignment between Title IV-funded programs and local workforce needs.

Collectively, these structures ensure that statutory stakeholders, including administrators, teachers, parents, students, school staff, HCC partners, business partners, and district program leads, are engaged in ongoing, meaningful consultation throughout the grant period.

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

WCPS prioritizes Title IV funding by directing resources to schools and student groups with the greatest academic, attendance, and CCR needs, particularly CSI and ATSI schools and student groups such as multilingual learners, students with disabilities, and economically disadvantaged students. Funds are allocated first to ensure that statutory requirements are met, including providing equitable services to nonpublic schools under Section 8501, dedicating at least 20 percent of funds to Well-Rounded Education and 20 percent to Safe and Healthy Students, supporting at least one activity under Educational Technology, and ensuring annual public reporting of fund use and progress toward goals.

Within these requirements, WCPS prioritizes initiatives identified in the needs assessment and stakeholder consultation process, including Quaver Music, computer science expansion, HVAC programming, mental health supports, PBIS, restorative practices, and MTSS interventions. This approach ensures that Title IV funds are distributed equitably, aligned to student needs, and strategically focused on improving readiness and increasing the number of students who are on track or College and Career Ready.

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))

WCPS coordinates implementation of Well-Rounded Education and Safe and Healthy Students initiatives through structured collaboration with schools and community-based partners. Coordination begins at the school level, where principals, supervisors, and instructional leadership teams work with district departments to ensure that Title IV activities are integrated into school improvement plans, MTSS structures, and the district's strategic priorities as appropriate.

For Well-Rounded Education, district supervisors (Mr. Micah Socks, Mr. Adam Parry, and Dr. Ann Anders) collaborate with schools to ensure access to Quaver Music, computer science programming, and CTE pathways such as the HVAC program at North Hagerstown High School. Elementary schools coordinate with the Fine Arts and Music Departments to embed Quaver Music into instruction, ensuring all students receive standards-aligned arts education. CSI schools partner with local business and industry representatives, including JLG and Hagerstown Community College, to expand computer science offerings and to ensure that STEM programming aligns with regional workforce needs. The HVAC program is coordinated through partnerships with industry experts and the Perkins program to ensure students receive high-quality instruction that meets industry standards. These partnerships strengthen alignment between classroom instruction, career readiness skills, and postsecondary pathways.

For Safe and Healthy Students, WCPS coordinates mental health supports, PBIS implementation, and restorative practices across the district. WCPS collaborates with school-based counselors, social workers, and external mental health providers to ensure students have timely access to mental health services during the school day. Community partners provide supplemental counseling and crisis support services in schools, ensuring alignment between Title IV-funded initiatives and broader

countywide mental health resources. PBIS and restorative practices are implemented in collaboration with school climate teams and student services staff to ensure consistency in expectations, behavioral supports, and restorative approaches across schools

WCPS will ensure that at least 20% of our funds are used for WRE and an additional 20% for SHS activities.

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

Safe and healthy schools are fostered through PBIS, restorative practices, and trauma-informed professional learning. Partnerships with Meritus Health and the Washington County Health Department strengthen mental health services, including counseling, crisis intervention, and wellness initiatives. Transition programs support students entering middle and high school, reducing ninth-grade failures and promoting stronger engagement. Attendance teams work directly with families to address barriers and reduce chronic absenteeism. These strategies work together to ensure safe, drug-free environments that directly support academic achievement.

WCPS will ensure that at least 20% of our funds are used for SHS activities.

Describe how the LEA will promote the involvement of parents and in the activity or program; [Section 4108](3)]

Parents and guardians participate in districtwide surveys that collect feedback on well-rounded education, school safety, technology, and mental health supports as part of the strategic plan. Their input directly shapes Title IV priorities and midyear adjustments. Parents also participate in School Improvement Plan committees, where they help identify needs and review progress toward academic, behavioral, and attendance goals. Family engagement events tied to fine arts programs, transition supports for rising sixth and ninth graders, and STEM-related activities foster meaningful parent-school connections.. These coordinated structures ensure parents and guardians play an active role in shaping and supporting Title IV-funded programs.

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)]

WCPS works closely with institutions of higher education, businesses, nonprofits, and community-based organizations to implement Title IV activities that support both well-rounded education and safe, healthy learning environments. Business partners, including JLC, provide students with opportunities in computational thinking, industry mentoring, leadership development, and the real-world application of STEM skills. Community organizations such as the YMCA and the Boys and Girls Club extend well-rounded learning through after-school tutoring, enrichment, and structured youth programs.

For Safe and Healthy Students, WCPS partners with mental health agencies that provide in-school counseling, crisis response, and wellness supports directly aligned to Title IV-funded goals. WCPS uses a reputable vendor with demonstrated success in restorative practices and school climate support to assist schools with implementing restorative approaches. These partnerships create a coordinated

network of supports that enhance student well-being, increase access to high-quality programming, and ensure Title IV initiatives are integrated with broader community efforts.

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
Oversee implementation of Title IV initiatives, coordinate with other federal programs, and ensure alignment with WCPS Strategic Plan and Blueprint	Dr. Gary Willow	Monthly
Manage Quaver Music and other well-rounded enrichment activities to ensure equitable access for students in high-need schools	Mr. Micah Socks	Ongoing – quarterly monitoring; final review June 2026
Manage placement and coaching of computer science teachers at CSI schools (Bester, Pangborn) to expand computational thinking and support math achievement	Dr. Ann Anders	Ongoing – quarterly monitoring; final review June 2026
Oversee HVAC Career and Technical Education (CTE) program expansion to provide students with industry-aligned training and credentials supporting CCR readiness	Mr. Adam Parry	Ongoing – quarterly monitoring; final review June 2026
Implement and monitor transition programs for rising 6th and 9th graders, ensuring supports are in place to reduce course failures and support CCR readiness	Mr. Billy Jackson	Ongoing – quarterly monitoring; final review June 2026
Implement and monitor PBIS initiatives in selected schools to strengthen school climate, support positive behavior, and reduce chronic absenteeism and discipline incidents	Ms. Helen Huffer	Ongoing – quarterly monitoring; final review June 2026
Expand restorative practice training and implementation in selected schools to build supportive relationships, reduce disproportionality in discipline, and promote safe, inclusive environments	Ms. Helen Huffer	Ongoing – quarterly monitoring; final review June 2026
Coordinate MTSS implementation across all schools, with a specific focus in K–8 on supporting students who are behind in math and ELA based on academic assessment data, and for juniors and seniors on supporting	Dr. Gary Willow, Dr. Heath Wilcox, Dr. Jana Palmer	All students will have plans no later than October 31st. We are waiting on MSDE to provide CCR business rules. Progress

students who are not College and Career Ready (CCR)		Monitoring is ongoing throughout the 25-26 school on a monthly basis
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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			
1B			
1C			
2A			
2B			
2C			
3A			
3B			
3C			
4A			
4B			
4C			
5A			
5B			
6A			
6B			

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.

Washington County Public Schools conducted a comprehensive needs assessment using multiple sources of data, including MCAP performance, graduation status, chronic absenteeism, and CCR readiness, along with stakeholder surveys of students, staff, and parents/guardians that included Title IV-specific questions. This review highlighted persistent academic gaps in ELA and math, the need for stronger transition supports, and the importance of providing equitable access to well-rounded education opportunities. These priorities were developed in alignment with the WCPS Strategic Plan

and the Blueprint for Maryland's Future, ensuring that federal resources are targeted to the areas of greatest need.

Project One Title: Advancing College and Career Readiness through Access to Well-Rounded Education

This project is designed to increase the number of students who are on track or College and Career Ready by expanding equitable access to high-quality, well-rounded educational opportunities. It includes Quaver Music for all elementary students, enhanced computer science instruction in targeted CSI and ATSI schools, and the HVAC CTE program at North Hagerstown High School, an ATSI school with identified student achievement gaps. These initiatives build creativity, computational thinking, and technical skills that are essential for postsecondary success. By broadening access to fine arts, STEM, and CTE pathways, WCPS strengthens early engagement, increases participation in rigorous coursework, and opens doors to high-demand career fields. This work directly supports Blueprint requirements for College and Career Readiness and advances the WCPS Strategic Plan's priority to ensure every student graduates prepared for future education, employment, or training.

Project Two Title: Strengthening Student Transitions, School Culture, and Wellness

This project emphasizes the importance of fostering safe, healthy, and supportive learning environments for all students. Initiatives include transition programs for rising 6th and 9th graders to ensure smooth academic and social adjustment, as well as PBIS, restorative practices, and expanded mental health supports delivered both internally and through outside counseling providers. These initiatives are designed to reduce barriers to learning, improve school culture, and strengthen student well-being, with particular attention to schools designated as CSI and ATSI, though supports may extend to other schools as well. This priority is closely aligned with the Blueprint's focus on student support services and the WCPS strategic plan's emphasis on equity and access.

Project Three Title: MTSS Implementation Across All Schools

This project aims to build consistent and data-driven supports for student learning across the district by implementing Multi-Tiered Systems of Support in every school. MTSS plans will target K–8 students who are behind in math and ELA based on assessment data, and high school juniors and seniors who are not on track for college and career readiness. Through the use of technology platforms, regular progress monitoring, and intervention team planning, schools will be able to deliver more precise interventions that address academic gaps and close achievement disparities. This project ensures alignment with the Blueprint's focus on college and career readiness and the WCPS strategic plan's goals of improving tier 1 instruction and narrowing achievement gaps.

Project Four: Late-Arrival Van Service to Reduce Chronic Absenteeism

Washington County Public Schools conducted a comprehensive needs assessment using multiple sources of data, including MCAP performance, graduation status, chronic absenteeism, and CCR readiness, along with stakeholder surveys of students, staff, and parents/guardians that included Title IV-specific questions. This review highlighted persistent academic gaps in ELA and math, the need for stronger transition supports, and the importance of providing equitable access to well-rounded education opportunities. These priorities were developed in alignment with the WCPS Strategic Plan and the Blueprint for Maryland's Future, ensuring that federal resources are targeted to the areas of greatest need.

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	Advancing College and Career Readiness through Access to Well-Rounded Education
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Project Objective	To expand equitable access to fine arts, STEM, and CTE programs that strengthen student engagement, build foundational skills in creativity and computational thinking, and directly contribute to increasing the percentage of students who are on track or College and Career Ready (CCR) by June 2026.
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Project Rationale

WCPS's needs assessment highlights significant disparities in student achievement, engagement, and access to well-rounded learning experiences, which directly affect whether students stay on track for graduation and meet CCR standards. Students in CSI schools, multilingual learners, students with disabilities, and economically disadvantaged students show lower rates of CCR readiness and participate less in advanced coursework. Continued access to Quaver Music, computer science instruction, and the HVAC CTE program enhances core skills in creativity, computational thinking, and career readiness. These programs boost student engagement, encourage school persistence, and provide early exposure to CCR-aligned pathways. By expanding these opportunities, WCPS creates better conditions for more students to meet the district's CCR expectations and helps achieve the goal of increasing these percentages.

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

WCPS's needs assessment shows persistent academic and engagement gaps that affect long-term CCR outcomes, particularly for students in CSI schools, students with disabilities, multilingual learners, and economically disadvantaged students. Expanding access to well-rounded educational experiences, including Quaver Music in all elementary schools, embedded computer science instruction in CSI schools, and the HVAC CTE program at North High, provides students with learning environments that deepen problem-solving skills, increase motivation, and create clear pathways to postsecondary readiness. These programs offer multiple entry points into CCR-aligned coursework, industry credentials, and enrichment experiences that support the district's strategic priority of increasing the number of students who are on track or CCR.

Measurable Goal

By June 2026, WCPS will increase the percentage of students who are on track for graduation or meet College and Career Readiness (CCR) standards by 5%, as measured by WCPS's on-track indicators and

Maryland's CCR benchmarks. Progress in well-rounded education programs will contribute to this outcome by improving student engagement, academic performance, and participation in career-aligned pathways.

Evaluation Methods

- WCPS will use multiple measures to assess progress toward the goal:
- Teacher log-in usage confirms that students receive Quaver Music instruction.
- Participation records from Bester and Pangborn documenting student engagement in computer science learning experiences.
- Enrollment and completion data from the HVAC program at North show progress toward credential attainment.
- Analysis of district "on track" and CCR indicators to verify a 5% increase in the proportion of students meeting readiness benchmarks.

Implementation Timeline

Fall 2025 – Instruction begins

Winter 2026 – Mid-year monitoring of enrollment and participation;

Spring 2026 – Review of student outcomes and next steps.

Milestone

Spring 2026 – Documented increase in course enrollment and completion; alignment with CCR benchmarks.

Cost of Project

\$351,675.00

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

Quaver Music

Initiative Description

Quaver Music has been used by elementary music teachers for many years. The funds will be used to purchase the program and required

licenses for 2026-2027 school year. Every teacher and student will have an account established at the beginning of the year. By integrating learning across multiple subject areas, Quaver Music can ensure that students and adults view music as a part of the academic content of a well-rounded education. Quaver Music also helps schools provide equitable access to this high-quality content.

Project Rationale

Quaver Music strengthens foundational cognitive and creative skills that support future academic success and CCR readiness. Research shows that structured music instruction enhances language development, working memory, and pattern recognition, all skills connected to improved literacy and mathematics performance. By increasing engagement and strengthening early learning skills, this initiative helps more students remain on grade level academically, contributing to the districtwide goal of increasing the number of students who are on track or CCR by 5%.

How is this Initiative aligned with the Project Objective?

This initiative continues equitable access to fine arts, a core element of a well-rounded education, while also supporting Goal 1 by improving early academic readiness. Providing consistent exposure to high-quality music instruction helps build the foundational skills that enable students to be academically successful in later grades and move into CCR pathways.

Federal Example Alignment

Music and arts programs or activities

Level of Evidence URL or Citation

Level 4- Logic Model. <https://eric.ed.gov/?id=ED575687>

All participants in the study participated in elementary general music the year Quaver was implemented and the year prior to the implementation. The clear majority of the participants in this study had positive comments and attitudes about the impact they perceived the Quaver curriculum to have had on enjoyment of music, interaction and engagement, musical self-efficacy, and retention of knowledge

Select Level of Evidence

Tier 4 - Demonstrates a Rationale

Title IV Focus Area

4. WRE

Initiative Cost	\$49,800
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Initiative 1B

Initiative Title	Computer Science Teachers: Enhancing STEM Education
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Initiative Description	To increase computer science in Title 1 Elementary Schools with a focus on ML learners, WCPS will continue to fund two computer science teachers at Pangborn ES and Bester ES. These positions provide additional hands-on experiences within the encore rotation for computer science using Maryland State Computer Science Standards.
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Project Rationale

Expanding computer science education in CSI and ATSI schools not only exposes underserved students to STEM opportunities but also strengthens the analytical and problem-solving skills that directly support CCR readiness. Computational thinking improves performance in mathematics and science and supports persistence in rigorous coursework. Early access to computer science helps more students gain confidence with grade-level content, increasing the likelihood that they remain on track academically. This initiative is therefore directly connected to WCPS's goal of increasing the percentage of students who are on track or CCR by 5%.

How is this Initiative aligned with the Project Objective?
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Embedding computer science into the encore rotation at CSI and ATSI schools improves equitable access to STEM learning, helping students, especially multilingual learners and economically disadvantaged students, develop skills essential for CCR. By expanding participation in high-quality STEM programs, the district strengthens readiness for advanced coursework in middle and high school, supporting the overall CCR goal.

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

[Benefits of Coding in the Elementary Classroom](#) provides evidence from 15 studies around the world showing benefits that can be gained from early coding with problem solving and the impact to transferable skills and interest in future STEM careers.

Select Level of Evidence	Tier 4 - Demonstrates a Rationale
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Title IV Focus Area	4. WRE
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Initiative Cost	\$181,677 SALARY; \$77,651 BENEFITS
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Initiative 1C

Initiative Title	HVAC Program at North Hagerstown High School
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Initiative Description	The HVAC Career and Technical Education (CTE) program at North Hagerstown High School provides students with access to industry-aligned training and coursework in heating, ventilation, and air conditioning systems. The program includes classroom instruction and hands-on lab experiences that prepare students for industry-recognized certifications and workforce entry in a high-demand field.
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Project Rationale

The HVAC program provides a career-aligned pathway that directly contributes to CCR readiness by offering industry-recognized credentials, hands-on technical training, and opportunities for students to meet the new Maryland CCR pathways connected to career readiness. Because North Hagerstown High is an ATSI school with significant subgroup achievement gaps, expanding access to this high-demand CTE pathway supports re-engagement, improves academic persistence, and advances the district goal of increasing the percentage of students who are CCR by 5%.

How is this Initiative aligned with the Project Objective?
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By expanding access to a rigorous CTE pathway leading to certification and employment, this initiative strengthens postsecondary readiness and directly contributes to the districtwide CCR goal. The HVAC program supports students who may not meet CCR through standardized assessments but can achieve CCR through CTE concentrator pathways, making it closely aligned to both Title IV objectives and the Blueprint for Maryland's Future.

Federal Example Alignment

Providing postsecondary education and career exploration activities

Level of Evidence URL or Citation

Institute of Education Sciences, What Works Clearinghouse. *High school career and technical education course sequence: Single Study Review*.

<https://ies.ed.gov/ncee/wwc/Study/88966>

Select Level of Evidence

Tier 2 - Moderate Evidence

Title IV Focus Area

4. WRE

Initiative Cost

\$40,067 SALARY; \$3,280 BENEFITS

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

Strengthening Student Transitions, School Culture, and Readiness

Project Objective

To improve school climate, support student adjustment during key transitions, and expand access to school-based supports that promote student engagement and success.

Project Rationale

Chronic absenteeism, course failure in transition years, and disproportionality in discipline were highlighted in the needs assessment. Transition supports, PBIS, restorative practices, and student readiness initiatives address these gaps by helping students build belonging, reduce behavior incidents, and strengthen school connections during critical academic years.

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

The assessment revealed that 9th-grade course failures and absenteeism were significant predictors of graduation challenges, while middle school students also struggled during transitions. Stakeholders repeatedly raised concerns around school climate and student engagement. This project addresses those needs directly.

Measurable Goal

By June 2026, course failure rates for first-year high school students will decrease by 5%, and discipline referrals at participating schools will decline by 10% compared to 2024–25 levels.

Evaluation Methods

Analysis of discipline data, chronic absenteeism rates, course failure data, and school climate survey responses.

Implementation Timeline

Transition programs for rising 6th and 9th graders will launch in summer 2025. In fall 2025, PBIS, restorative practices, and mental health supports will be implemented in selected schools. During spring 2026, a mid-year monitoring process will take place to assess progress. By June 2026, a full review and evaluation of the initiatives will be conducted.

Milestone

Reduction in 9th-grade course failures and improved school climate indicators documented in the 2026 survey data.

Cost of Project

\$122,657.00

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	Sixth and Ninth Grade Transition Programs
Initiative Description	This summer program is designed to provide a supportive and enriching transition for students entering the 6th and 9th grades who may be facing learning gaps, attendance concerns, or socio-emotional challenges. Our goal is to bridge academic gaps, build essential social and emotional skills, and foster a positive mindset for success in the new school year.

	Program Highlights: Targeted Academic Support: Our program focuses on key academic areas such as math and literacy, using a project-based approach to make learning engaging and relevant. Students will receive personalized instruction to address specific learning gaps and build confidence in their academic abilities. Life Skills: We incorporate daily activities designed to strengthen students' self-awareness, self-management, and interpersonal skills. Through group discussions, collaborative projects, and reflective practices, students will learn to navigate new situations with confidence, work effectively with peers, and make responsible decisions that support both personal and academic success. Mentorship and Connection: Each student will be paired with a mentor who will provide guidance, encouragement, and support throughout the program. This mentorship component helps build a sense of belonging and provides a trusted adult for students to connect with. Transition to Middle/High School: The program includes workshops and activities specifically designed to prepare students for the academic and social expectations of middle and high school. We will cover topics such as time management, organization, study skills, and navigating the new school environment. Fun and Engaging Activities: We believe that learning should be fun! Our program includes a variety of recreational activities, field trips, and hands-on projects to keep students engaged and motivated. This balance of academic and social activities creates a positive and memorable summer experience.
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Project Rationale

The transition from elementary to middle school (5th to 6th grade) and from middle to high school (8th to 9th grade) are two of the most critical and challenging periods in a student's academic career. These shifts introduce significant changes in academic rigor, social dynamics, and personal responsibility. For many students, these transitions can be overwhelming, leading to a decline in academic performance, increased absenteeism, and socio-emotional difficulties. This summer program is designed to provide a proactive and preventative intervention to mitigate these risks and ensure a successful start to the next chapter of their education.

Addressing Key Challenges

- Academic Gaps:** Students who enter a new school year with learning gaps from previous grades are at a significant disadvantage. The curriculum of middle and high school can quickly leave them behind, leading to frustration and a lack of motivation. This program provides targeted academic support in core subjects like math and literacy, using a small-group, project-

based approach to address specific learning deficits in a low-pressure environment. By bridging these gaps, we build a solid foundation for future learning.

- **Attendance Concerns:** Poor attendance is a strong predictor of academic failure and dropping out. Often, students with chronic absenteeism struggle with a sense of belonging or feel disconnected from their school community. This program aims to re-engage students by creating a positive, supportive, and engaging learning environment. By fostering strong relationships with peers and mentors and helping students feel more confident in their abilities, we can improve their attitude toward school and, in turn, their attendance.
- **Life Skills:** The social landscape of middle and high school is complex. Students often face new pressures, including peer relationships, identity formation, and increased expectations. Students who struggle with self-regulation, social skills, or self-esteem can find it difficult to adjust, which can negatively impact their academic performance and overall well-being. Our focus provides students with the tools to manage stress, build resilience, communicate effectively, and form healthy relationships.

This transition program is an essential investment in student success. By proactively addressing academic, attendance, and socio-emotional challenges before the school year begins, we are providing a solid foundation for student success.

How is this Initiative aligned with the Project Objective?

This initiative directly supports the project objective by addressing barriers to student success during critical school transitions. By bridging academic gaps, improving attendance, and developing readiness skills such as self-management, collaboration, and decision-making, the program enhances school climate and supports smoother transitions to middle and high school. These efforts help reduce discipline issues, improve student engagement, and set the stage for long-term academic success.

Federal Example Alignment

Mentoring and School Counseling Programs and Activities

Level of Evidence URL or Citation

The transition to high school during the freshman year is vitally important to students' success throughout their high school career. Ninth-grade students who experience academic and social issues are more likely to drop out.

DeLamar, S. & Graham Brown, C. (2016). Supporting Transition of At-Risk Students Through a Freshman Orientation Model. *Journal of At-Risk Issues*, 2016.

Straksis, M. (2010). Impact of a highly structured transition program on 9th grade achievement (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 763612904)

Sutton, S. (2009). Freshman transition program: Effect on ninth-grade student preparedness. (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 30581676)

Select Level of Evidence	Tier 4 - Demonstrates a Rationale
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Title IV Focus Area	5. SHS
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Initiative Cost	\$17,943
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Initiative 2B

Initiative Title	PBIS Training and Support
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Initiative Description	WCPS will use Title IV funds to continue supporting PBIS programs in elementary schools and middle schools. WCPS will use FY 26 funds to provide two school year trainings to coaches/leaders, one summer training to new coaches/leaders and Return Team training for all elementary and middle schools in the summer of 2026. This support and training will provide schools an opportunity to have strong TFI scores showing fidelity in their program. Schools will also demonstrate a reduction in referrals based on PBIS implementation.
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Project Rationale

Positive Behavioral Interventions and Supports (PBIS) is implemented in schools to create a positive, proactive approach to student behavior and improve overall school climate. PBIS provides a structured framework for teaching, reinforcing, and rewarding appropriate behaviors, which helps reduce disruptions and create a more supportive learning environment.

How is this Initiative aligned with the Project Objective?
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This initiative directly supports the project objective of strengthening school culture and improving student engagement. By expanding PBIS training and coaching, schools are equipped with consistent, proactive strategies for reinforcing positive behaviors and reducing disruptions. This creates safer, more supportive learning environments where students can focus on academics, build stronger connections with staff and peers, and experience smoother transitions between school levels. In turn, the initiative contributes to measurable reductions in discipline referrals and improvements in overall school climate.

Federal Example Alignment

Programs or activities that establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as providing integrated systems of student and family supports (PBIS).

Level of Evidence URL or Citation

Aligning the School Climate Indicator and SW-PBIS https://assets-global.website-files.com/5d3725188825e071f1670246/5d8a8733506a9e5e3864a113_Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf

SW-PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes,"¹⁷ all of which address ESSA requirements (Horner et al., 2009; Sprague & Horner, 2007)

PBIS is not a packaged curriculum, scripted intervention, or a particular, manualized strategy, but instead is a set of core features that can be achieved through an array of options, and creates safe, positive, school environments to benefit all students (Lewis & Sugai, 1999; Sugai & Horner, 2002; Sugai et al., 2000).

Select Level of Evidence	Tier 4 - Demonstrates a Rationale
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Title IV Focus Area	5. SHS
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Initiative Cost	\$24,527
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Initiative 2C

Initiative Title	Restorative Practices Professional Learning
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Initiative Description	WCPS will provide professional learning for school staff in restorative practices, with an emphasis on the use of Restorative Circles and other relationship-building strategies. Training will be targeted to schools that demonstrate readiness and administrative support, using student data to guide implementation. Staff will learn how to use restorative approaches to strengthen classroom community, address conflict constructively, and support positive student-staff relationships. The initiative will expand to select schools districtwide, ensuring consistent implementation that fosters a supportive and inclusive school culture.
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Project Rationale

Train targeted school(s) who have administrative support in Restorative Circles based on student data and/or behavior support programs embedded at the school to provide further support for students through this staff training. For the FY 24 Title IV grant WCPS will expand schoolwide training to select schools.

How is this Initiative aligned with the Project Objective?

This initiative aligns with the project objective by promoting a stronger school climate, reducing discipline incidents, and supporting students during key academic years. Restorative practices offer proactive strategies for building community and preventing conflicts, while also providing constructive responses to behavioral issues. By emphasizing relationships and accountability, restorative approaches enhance student engagement, sense of belonging, and readiness to learn. This directly supports the goals of improving school culture and strengthening student success during transitions.

Federal Example Alignment

High-quality training for school personnel related to crisis management and conflict resolution techniques.

Level of Evidence URL or Citation

https://www.rand.org/pubs/research_reports/RR2840.html

Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Research Report. RR-2840-DOJ (2018)

"Proactively improving relationships among students and staff and building a sense of community in classrooms and schools may make students less inclined to misbehave. And addressing severe misbehavior through a restorative approach may help students realize the impacts of their actions and make them less likely to offend again."

Select Level of Evidence	Tier 2 - Moderate Evidence
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Title IV Focus Area	5. SHS
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Initiative Cost	\$42,077
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Initiative 2D

Initiative Title	Safe and Healthy Schools
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Initiative Description	Safe and Supportive Classrooms Professional Learning
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Project Rationale

Providing school staff with Safe and Supportive Classrooms professional learning equips them with the skills and strategies to create positive, inclusive, and well-managed classroom environments. When educators are trained in supportive practices, they can more effectively model positive behaviors, build stronger relationships with students, and address classroom challenges with consistency and empathy. Training in Tier 1, 2, and 3 strategies and interventions for all school staff (teachers, ESP, social workers, counselors, and others) ensures they are prepared to meet the diverse academic and behavioral needs of today's students.

How is this Initiative aligned with the Project Objective?
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This initiative supports the project's objective by equipping educators with practical strategies to strengthen classroom culture, enhance student engagement, and foster safe and supportive learning environments. Professional development focused on student readiness, relationship-building, and proactive classroom management helps staff address student needs at multiple levels (Tier 1–3). By fostering consistency across classrooms and empowering staff to respond effectively to challenges, the initiative directly contributes to a stronger school climate, reduced disruptions, and increased student success.

Federal Example Alignment

High-quality training for school personnel related to effective practices in classroom management.

Level of Evidence URL or Citation

Level IV - Logic Model/Rationale

Stickle, L., Bailey, R., Brion-Meisels, G., & Jones, S. M. (2019). Toolbox for SEL: Coaching builds teachers' social and emotional strategies. *The Learning Professional*, 40(6), 41-49

Select Level of Evidence	Tier 4 - Demonstrates a Rationale
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Title IV Focus Area	5. SHS
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Initiative Cost	\$38,110
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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	Strengthening MTSS to Accelerate Academic Achievement
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Project Objective	To provide consistent, data-driven tiered supports across all schools, with targeted interventions for K–8 students behind in math and ELA and high school juniors and seniors not meeting College and Career Readiness (CCR) benchmarks.
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Project Rationale

The WCPS needs assessment identified persistent gaps in math and literacy, particularly among economically disadvantaged students, multilingual learners, and students with disabilities. In addition, a significant number of juniors and seniors are not meeting CCR standards. Implementing MTSS across all schools ensures that interventions are tiered, systematic, and responsive to the academic and social-emotional needs of students most at risk of falling behind.

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

The needs assessment emphasized the urgency of improving math and ELA proficiency in the earlier grades while also ensuring students graduate CCR-ready. MTSS directly addresses these needs by creating structures for early identification of learning gaps, targeted Tier 2 and Tier 3 interventions, and systemic supports for struggling juniors and seniors.

Measurable Goal

By June 2026, at least 50% of K–8 students receiving Tier 2 or Tier 3 supports will demonstrate measurable growth on district ELA or math assessments, and 10% more juniors and seniors will meet CCR benchmarks compared to 2024–25 data.

Evaluation Methods

Progress toward the project goals will be measured through multiple, data-driven methods. Student performance will be tracked using interim benchmark assessments in both ELA and math to monitor growth for K–8 students receiving Tier 2 and Tier 3 supports. For high school juniors and seniors, College and Career Readiness (CCR) reports will be analyzed to determine the percentage of students meeting state-defined CCR benchmarks. Fidelity of MTSS implementation will be reviewed using rubrics and checklists to ensure consistency across schools, while intervention teams will maintain progress monitoring logs to document student-level outcomes and the effectiveness of specific interventions.

Together, these tools will provide a comprehensive view of both student achievement and implementation quality.

Implementation Timeline

MTSS implementation will begin in Fall 2025 with the launch of planning and delivery of tiered interventions across all schools. During Winter 2026, principals and lead teachers will participate in midyear monitoring sessions to review data, identify trends, and make adjustments to supports. In Spring 2026, intervention teams will refine instructional strategies and intensify supports where needed based on progress data. By June 2026, a final evaluation will be conducted, summarizing outcomes for students and documenting the extent to which MTSS objectives were met, providing direction for continued improvement in the following school year.

Milestone

Spring 2026 – Demonstrated academic growth for K–8 Tier 2 and Tier 3 students and measurable increases in CCR readiness among juniors and seniors.

Cost of Project

\$58,690.00

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	MTSS Implementation Across All Schools
Initiative Description	This initiative supports the districtwide implementation of MTSS, providing structured, tiered supports to improve student outcomes in ELA and math for K–8 students and CCR attainment for juniors and seniors. Intervention teams will use assessment data to identify students in need of additional supports, implement targeted interventions, and monitor progress throughout the year.

Project Rationale

MTSS provides a systematic approach to addressing academic and behavioral needs. Data indicate that early interventions in K–8 are critical to prevent long-term learning gaps, while targeted supports for juniors and seniors are essential to ensure students meet CCR benchmarks and graduate prepared for postsecondary success.

How is this Initiative aligned with the Project Objective?

The initiative directly implements the project's objective by creating consistent, tiered supports across all schools. It ensures students most at risk in math and ELA receive the support they need, while aligning high school interventions to CCR readiness.

Federal Example Alignment

Providing professional learning resources to personalize learning

Level of Evidence URL or Citation

Institute of Education Sciences, What Works Clearinghouse. "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades."
Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups for students who score below benchmark. Strong Level of Evidence. [WWC Practice Guide] URL: <https://ies.ed.gov/ncee/wwc/practiceguide/3>

Select Level of Evidence	Tier 1 - Strong Evidence
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Title IV Focus Area	6. EUT
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Initiative Cost	\$58,690.00
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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	Late-Arrival Van Service to Reduce Chronic Absenteeism
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Project Objective	To reduce chronic absenteeism by providing safe and reliable transportation for students who miss the bus, ensuring they can still attend school and access their full instructional day.
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Project Rationale

Chronic absenteeism is one of the greatest barriers to student achievement and college and career readiness in WCPs. Transportation is a frequent obstacle, especially for students who miss the bus and

are left without a safe or feasible way to arrive at school. Without intervention, these students often remain absent, compounding gaps in learning and disengagement. This initiative addresses both attendance and safety concerns by offering a late-arrival van service, funded through Title IV, to reduce risks associated with students attempting to walk long distances unsupervised. By providing this service, WCPS not only removes a barrier to attendance but also ensures safer, healthier pathways for students to remain engaged in school.

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

The Title IV needs assessment identified chronic absenteeism and access barriers as major factors preventing students from reaching academic milestones and CCR readiness. This project directly responds to those findings by targeting transportation barriers, which disproportionately impact students with disabilities, economically disadvantaged students, and multilingual learners. Providing a safe, reliable option aligns with the Safe and Healthy Students focus of Title IV, ensuring equitable access to learning for all.

Measurable Goal

By June 2026, the percentage of chronically absent students at participating schools will decrease by 3%, with specific reductions among students identified as missing school due to transportation barriers.

Evaluation Methods

- Attendance data, disaggregated by subgroup, tracked monthly to monitor chronic absenteeism.
- Logs of van usage to identify frequency of service and repeat student users.
- Review of academic performance (grades and interim assessments) for students accessing the van service to determine impact on instructional access.
- Safety reports to confirm that the service reduces risks of students walking unsupervised to school.

Implementation Timeline

- Fall 2025: Launch van service with established routes and communication plan for families.
- Winter 2026: Midyear review of attendance data and van service logs; adjustments made to routes or capacity if needed.
- Spring 2026: Continued monitoring and student/parent feedback collected.
- June 2026: Final evaluation of outcomes, including impact on absenteeism and academic performance.

Milestone

Successful launch and operation of the late-arrival van service in fall 2025, with demonstrated improvements in student attendance and reduced safety risks for students who would otherwise walk to school after missing the bus.

Cost of Project

\$45,167.00

PROJECT FOUR 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 4A**Initiative Title**

Late-Arrival Van Service to Reduce Chronic Absenteeism

Initiative Description

Washington County Public Schools will implement a late-arrival van service to support students who miss their regularly scheduled bus and would otherwise be absent for the entire school day. The service will provide supervised, district-operated transportation to ensure students arrive safely and in a timely manner. This initiative will prioritize students identified as chronically absent or at risk of chronic absenteeism and will be coordinated through school administrators and the transportation department. By removing transportation barriers, WCPS aims to increase daily attendance rates, improve access to instructional time, and strengthen student engagement. The service also enhances student safety by reducing the likelihood of students walking long distances unsupervised or remaining home due to lack of transportation.

Project Rationale

Chronic absenteeism is one of the greatest barriers to student achievement and college and career readiness in WCPS. Transportation is a frequent obstacle, especially for students who miss the bus and are left without a safe or feasible way to arrive at school. Without intervention, these students often remain absent, compounding gaps in learning and disengagement. This initiative addresses both attendance and safety concerns by offering a late-arrival van service, funded through Title IV, to reduce risks associated with students attempting to walk long distances unsupervised. By providing this service, WCPS not only removes a barrier to attendance but also ensures safer, healthier pathways for students to remain engaged in school.

How is this Initiative aligned with the Project Objective?

This initiative aligns directly with the Project Objective of improving student attendance, engagement, and overall academic outcomes. Chronic absenteeism is strongly correlated with lower academic achievement, reduced graduation rates, and diminished college and career readiness. By addressing transportation as a root cause of absenteeism, WCPS removes a systemic barrier to consistent school participation. The late-arrival van service promotes equitable access to learning opportunities, supports safe and healthy learning environments, and reinforces student connectedness, all of which align with Title IV priorities and the WCPS Strategic Plan.

Federal Example Alignment

This initiative aligns with Title IV, Part A – Student Support and Academic Enrichment (SSAE) under activities that support safe and healthy students and improve school climate and student engagement. Providing transportation solutions that reduce chronic absenteeism is an allowable activity that improves conditions for learning and promotes consistent school attendance.

Level of Evidence URL or Citation

Attendance Works. (n.d.). Why Attendance Matters. <https://www.attendanceworks.org>
 Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Johns Hopkins University Center for Social Organization of Schools.

Select Level of Evidence

Tier 1 - Strong Evidence

Title IV Focus Area

5. SHS

Initiative Cost

\$45,167.00

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
Maintain and expand curriculum and instruction opportunities in this area to include additional integration into the elementary music curriculum	Continue to build pathways with additional Dual Enrollment Courses with Hagerstown Community College for Dance	Meet with counterparts at Hagerstown Community College to articulate opportunities to benefit students and arts programs at WCPS and HCC.	Collect data on the number of schools offering Dual Enrollment Arts courses.

MEDIA ARTS

Goal	Objectives	Strategies	Methods for Measuring Progress
Expand curriculum and instruction opportunities in this area to include more schools and additional programs offering focused media arts education experiences.	Expand offerings for Creative Music Technology Create opportunities to integrate media arts into other arts disciplines through curriculum development	Discussions with principals and school administrators. Additions to the Program of Studies. Advertising courses. Work with the Office of Career and Technology Education. Host curriculum development sessions to integrate media arts into the WCPS Essential Curriculum.	Collect data on the number of new media arts courses offered

MUSIC

Goal	Objectives	Strategies	Methods for Measuring Progress
Maintain and expand curriculum and instruction opportunities for music students throughout the county.	Expand Dual Enrollment Course Offerings. Maintain Music Assessment System while increasing the number of schools and ensembles represented.	Provide professional development to music teachers on the assessment. Maintain Fine Arts Initiative Grant funding for the assessment system.	Collect data on the number of schools and ensembles participating in the assessment. Collect data on the number of schools offering AP and Dual Enrollment courses.

		Work with art teachers, the Office of Advanced Programs, administrators, and guidance counselors to increase course offerings. Provide opportunities for teachers to share recruitment and retention strategies.	
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THEATRE

Goal	Objectives	Strategies	Methods for Measuring Progress
Maintain and expand curriculum and instruction opportunities in each school in theater arts.	Increase opportunities in technical theater, lighting, and sound engineering. Revise curriculum to assist students in earning an IRC for the Backstage Exam	Work with stakeholders- teachers, students, administrators, community members, to identify and meet the needs of technical theater in the WCPS Essential Curriculum. Promote the new course to teachers, students, administrators, and school counselors. Add a technical theater course to the program of studies Curriculum development for the Backstage Exam IRC Work with the Office of Career and Technology Education to assist in implementing the Backstage Exam	Run a report of schools offering the course Gather feedback from stakeholders on the revised curriculum Collect data on the number of students earning an IRC for the Backstage Exam.

VISUAL ARTS

Goal	Objectives	Strategies	Methods for Measuring Progress
Maintain and expand curriculum and	Maintain opportunities for students to visit art	Continue utilizing the Fine Arts Initiative	Collect data on the number of students

instruction opportunities in visual arts.	museums. Increase the number of Advanced Placement Arts Course offerings in WCPS.	Grant to fund the Museum Literacy Project. Work with art teachers, the Office of Advanced Programs, administrators, and guidance counselors to increase course offerings and provide professional development for teachers.	participating in the Museum Literacy Project as well as analyzing student and teacher feedback form the evaluation. Collect data on the number of AP Arts courses offered.
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Gifted and Talented Education

PROCESS FOR IDENTIFYING GIFTED AND TALENTED STUDENTS

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

1. Documentation of early evidence of advanced learning behaviors (Prek-2).

Early Talent Development(ETD) tasks have been incorporated into the Essential Curriculum for math and science so all students in grades Prek-2 participate. We have ETD portfolios where all data is collected after the transfer tasks are scored. Utilizing the Readiness, Emergent, Progressing, Independent (REPI) Scale, data is recorded and monitored in collaboration with the GATE teachers. These tasks and data can be found in each student's Talent Development Portfolio. Additional data is collected from the creativity task and hands-on STEM task as needed. The creativity task is scored based on fluency, originality, flexibility, and other gifted behaviors. These are then combined to produce a score based on the REPI rubric. The hands-on STEM tasks are scored based on the Learner Behaviors identified in the Early Talent Development curriculum. These tasks are especially helpful when observing Multilingual students, as the tasks are open ended and problem based. Portfolio data, in addition to Hands on Tasks and Creativity Tasks are used to develop talent development groups in grades Prek-two.

2. Equitable policies that ensure inclusions of all students.

Washington County Public Schools' students are screened for gifted identification "early and often." In any grade starting with first grade, parents and teachers may nominate a student for review, and a student may self-nominate by making a request via the Office of Advanced Programs. Legal caregivers may appeal a WCPS Gifted and Talented Program (GATE) identification decision via written correspondence to the Office of Advanced Programs(OAP). Multilingual Learners (MLs) are considered for GATE identification if they are making above average progress in achieving English Language Proficiency Goals or have a CogAT subtest stanine of 7 or higher. In Title I schools, grades 4 and 5 students performing in the 90+ percentile on MCAP math or ELA will be considered for GATE identification. Any students without CogAT scores will be tested and considered for GATE identification and Magnet invitation consistent with processes in grades 1 and 5. Middle School "Merit" and High School "Honors" placement decisions can be appealed by legal caregivers by contacting the administration in their building. If a resolution is not reached at the building, the parent or school can contact the OAP.

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

Pre-K- 2 and 3-5

- Universal screening is completed for all students in Grades 1 and 4 via administration of CogAT Online Full Battery as well as a review of available performance data.

Identification of giftedness:

- Students with scores at 8 or 9 stanines on the Verbal or Quantitative Battery are identified as GATE. Students with an 8 or 9 stanine on the Non-Verbal Battery or a 7 composite score are considered for gifted identification with other data points including additional testing data as well as classroom performance indicators.

- School-based gifted teachers in collaboration with classroom teachers can also make data based recommendations for gifted identification. The District GATE Identification Team reviews additional students, makes determinations, and notifies GATE teachers. GATE teachers also give recommendations and feedback regarding identifications.
- Students with a Stanine of 7 may be included to generate the local norm in an equitable manner based on review of multiple indicators.

Elementary GATE Additional Multiple Indicators Grade 1-3:

- Early Talent Development data
- DIBELS Reading Score- Grades 1 and 2
- Capti Reading Assessment- Grade 3 only
- Math Growth Measure
- County Reading and Math Benchmarks
- County-developed Hands-On STEM task, as needed
- County-developed Torrance-like creativity measure, as needed
- Observation Checklist that includes ETD Learner Behaviors (PreK & K; any grade as requested of GATE teacher)

Elementary GATE Multiple Indicators Grade 4-5:

- Updated CogAT scores
- MCAP Scores
- Capti Reading Assessment
- Math Growth Measure
- Current Math and ELA Benchmark Data
- Parent/teacher nomination form (checklist) with artifacts as needed

Grades 6-9:

There is a comprehensive data review of all 5th and 8th grade students to determine appropriate GATE identification. This data is also used to recommend students for AP Placements and IB placements in the high school level. Students do not have to be gifted to enroll in AP or IB classes; however students can be recommended based on their data. There is an application process for IB since it is only offered in one of our county high schools. The data considered includes:

- CogAT scores
- Capti Reading Assessment

- Relevant County Benchmark data
- Math Growth Measure
- MCAP scores for the two most recent years

We have a rubric based on these data points that determines the recommendation.

Middle GATE:

- MLs are considered for GATE identification if they are making above average progress in achieving English Language Proficiency Goals or have a CogAT subtest stanine of 7 or higher.
- CogAT- Grades 1 and 4 (or other grade if transferred into WCPS; 2 years of ability scores are optimal)
- 2 years of MCAP data
- Capti Reading Assessment
- Current Benchmark data

WCPS Magnet Programs:Elementary and Middle

- Cohorts begin in grades 2 and 6
- Off-grade placements are offered to qualified students if there are open seats

Performing Arts Middle Magnet Program

- Students applying to this Magnet Program have an interview with tasks and an audition or a portfolio. These components are scored with a rubric and acceptance is based on excellence. These students are identified as Gifted and Talented.

Performing Arts High School Program- Barbara Ingram School for Fine Arts

Students applying to this Magnet Program have an interview with tasks and an audition or a portfolio. These components are scored with a rubric and acceptance is based on excellence. These students are identified as Gifted and Talented.

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

Review process:

- The Office of Advanced Programs continues to monitor percentages of students identified in each school and review the representation index for subgroups.
- GATE Teachers and magnet teachers give feedback as to whether we, as a district, are identifying truly gifted students or if there are things we can improve.
- Each year at PD for our Gifted and Talented Teachers, we focus on some aspect of identification and get feedback to help improve our practice. For example last year, we looked at data based

on non-verbal CogAT scores and updated our identification process to make it more effective. We found that some students who were identified who have non-verbal strengths may not be as successful on performance based measures so are in need of supplemental instruction rather than GATE support.

- Any time there is a new data point available, we interpret the data it provides and we add this into our identification process, as appropriate.
- This year we are providing a professional development session to GATE teachers on identification processes. We are sharing anonymous student data sets with a variety of unique identification points in order to help teachers look at promising potential students. This will help make our process for identification more effective and collaborative.

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.

Gifted Learner Series:

6-hour PD Courses are open to all staff and participation is highly recommended for GATE, Magnet, and any other teachers who have gifted students in their classrooms (merit, honors, AP, IB). Principals support our office in helping encourage teachers of advanced learners to participate in these professional development offerings:

- Gifted Learner 1: Participants learn about COMAR, the characteristics and identification of gifted learners and best practices for teaching them. Thinking protocols that will be utilized and debriefed include Socratic Seminar, 6 Thinking Hats, 4 As Protocol, and Hexagonal Thinking.
- Gifted Learner 2: Participants learn about the social and emotional needs of gifted students and how to help them address these needs. Thinking protocols that will be utilized and debriefed include Depth and Complexity Icons, Jigsaw Collaboration, and Quickwrites
- Gifted Learner 3: Participants will understand the use of equitable approaches for identifying gifted and talented students with disabilities. Thinking protocols that will be utilized and debriefed include Connect Extend Challenge, Notice and Wonder, and 6 Word Memoir.
- Gifted Learner 4: Participants will understand excellence gaps, why they are different, and how giftedness looks different among different student populations. Thinking protocols that will be utilized and debriefed include Defend Challenge Qualify and Reflection Strategies.
- Gifted Learner 5: Participants will Understand processes and procedures for the identification of the gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds. Thinking protocols that will be utilized and debriefed include: Think Pair Share, Tea Party, and Thoughts Questions Epiphanies (TQE).

Additional PD:

- Gifted and Talented Education Teachers, magnet teachers, and middle school merit teachers are strongly suggested to take the Gifted Learner Series and have access to additional professional development including: CogAT and identification, book studies on topics such as executive functioning of gifted students, curriculum revisions, and computer science in GATE.

They also have options to attend Maryland(MEGS) and National(NAGC and Confratute) conferences as well as training on gifted strategies such as Depth and Complexity Icons.

- This year, Kindergarten and grade 1 teachers as well as GATE teachers could sign up for a three hour training on the reasons for Early Talent Development as well as the updated lessons. We had representation from each school so that the message could be taken back to teachers in their school.
- AP Teachers are trained every 4-5 years through participation in College Board AP Summer Institutes. Our Content Specialists hold PD sessions with each subject area to plan, look at data, and set goals. The AP teachers also have paid opportunities for content specific PD through the College Board. (For example, AP Pre-Calculus and AP Seminar College Board Webinar Series.
- IB Teachers are trained in their content areas per IB requirements.
- PD Modules are also available to GATE and magnet teachers for sharing at the school level during data meetings with classroom teachers, lead teachers, and administrators. Topics include: gifted characteristics, CogAT data interpretation, twice exceptional learners, and strategies for working with gifted students.
- GATE and magnet teacher PD days and/or sessions are offered regularly at countywide professional development days.

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	3997	22750
Gifted Category		
% General Intellectual Aptitude	93%	
% Promising Potential Ability	0%	
% Core Ability	0%	
% Elective Ability	7%	
Racial and Ethnic Demographic		
% Asian	Less than 5%	Less than 5%
% African American	8.6%	16%
% Hispanic	9.4%	18.2%
% Pacific Islander/ Native American	Less than 5%	Less than 5%
% White	70.2%	53.2%
% 2 or more	14.6%	9.2%

Historically Underserved Students		
% Economically Disadvantaged	32%	55.5%
% FARMS	37%	62%
% SWD	Less than 5%	12.5%
% Multilingual Learners	Less than 5%	5.7%
% Level 1: Entering	Less than 5%	Less than 5%
% Level 2: Beginning	Less than 5%	Less than 5%
% Level 3: Developing	Less than 5%	Less than 5%
% Level 4: Expanding	Less than 5%	Less than 5%
% Level 5: Reaching	Less than 5%	Less than 5%
% Exited	Less than 5%	Less than 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
Job Development School	This school is exempt due to the nature of the population of the program since it serves the vocational training needs of special needs students ages 14-21.
Marshall Street School	This school is exempt due to the nature of the population of the program since it serves the vocational training needs of special needs students ages 3-13
Ruth Ann Monroe Primary School	This school only houses students in grades PreK-2. Therefore, half of the school is not eligible for formal gifted and talented identification since we do not identify until grade 1.

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)
PreK-2	Early Talent Development(ETD) Curriculum is embedded in Essential Curriculum. This curriculum was originally based on the State Primary Talent Development Curriculum in the OER Commons. It has been updated and modified to fit with our	Classroom teacher implements while teaching Essential Curriculum with the support of the Gifted and Talented Education(GATE) Teacher for instruction and grading

	essential curriculum but continues with the REPI scoring tool for the transfer task. Based on the implementation of this curriculum and additional data points, students are placed in ETD groups with the gifted teacher to develop promising potential ability. Classroom teacher implements while teaching Essential Curriculum with the support of the Gifted and Talented Education(GATE) Teacher. The GATE teacher provides professional development in their buildings on ETD rationale, instruction and scoring.	Small group pull-out for students who are identified as having promising potential or identified as gifted. These students are selected based on ETD behaviors, teacher recommendation, and gifted behavior surveys. They are not formally identified until 1st grade, when CogAT and additional data points are available.
1	Identified students participate in the GATE curriculum that uses interdisciplinary, concept-based units that incorporate the following research-based strategies: Explicit teaching of thinking strategies, Jacob's Ladder, Junior Great Books, Kaplan's Depth and Complexity Icons, Mindset Mathematics, Taba's Concept Development, and William and Mary Units. Enrichment pieces are utilized from the core resource Core Knowledge Language Arts (CKLA) and Illustrative Mathematics exploration tasks. Social Emotional Needs are also addressed by giving a pre-assessment, post-assessment, and lessons addressing specific needs incorporating goal setting and reflection. The four elementary magnet schools enrich their curriculum based on these focus areas: Arts Integration and Academic Excellence, Computer Science and	Primarily small group pull-out, push in as needed by the GATE teacher.

	Arts Integration, Global Citizenship, and Science, Technology, Engineering, and Math (STEM).	
2-5	Identified students participate in the GATE curriculum that uses interdisciplinary, concept-based units that incorporate the following research-based strategies: Explicit teaching of thinking strategies, Jacob's Ladder, Junior Great Books, Kaplan's Depth and Complexity Icons, Mindset Mathematics, Taba's Concept Development, and William and Mary Units. Enrichment pieces are utilized from the core resource Core Knowledge Language Arts (CKLA) and Illustrative Mathematics exploration tasks. Social Emotional Needs are also addressed by giving a pre-assessment, post-assessment, and lessons addressing specific needs incorporating goal setting and reflection. The four elementary magnet schools enrich their curriculum based on these focus areas: Arts Integration and Academic Excellence, Computer Science and Arts Integration, Global Citizenship, and Science, Technology, Engineering, and Math (STEM).	GATE- Small group pull out, push in as needed; Magnet cohorts for grades 2-5 at 4 elementary schools
6-8	Identified students participate in advanced merit coursework that includes higher order thinking, discussion protocols, and extensions of the core curriculum. The five academic middle magnet programs enrich their curriculum based on these focus areas: Arts Supporting Creative Academic Performance Excellence Avenue A, Global Citizenship, Humanities,	Merit courses in ELA, Science, SS, and Math are available in all middle schools. Magnet cohorts for academics and performing arts at 5 middle schools All students in middle school have 90 minutes of instruction in math and ELA where students get appropriately differentiated

	International Baccalaureate Middle Years Programme, and Science, Technology, Engineering, and Math (STEM). Arts Supporting Creative Academic Performance Excellence Avenue B is a magnet program for students gifted in creative and performing arts.	content based on their needs.
9-12	Identified students and advanced learners participate in advanced coursework including honors, AP, IB, dual enrollment that includes higher order thinking and discussion protocols and may result in college credit, an AP Capstone Diploma, an IB Diploma, or an associate degree.	Higher level courses at all high schools including access to early college, magnet cohorts for academics at 4 high schools, including one for creative and performing arts and academics.

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
To increase the percentage of historically underserved students identified in Elementary level	To increase the percentage of 1st grade FARMS students by 5%	Teachers will use newly revised ETD lessons and training they received in Summer/Fall of 2025 to implement the new curriculum for Early Talent Development. Curriculum will continue to be analyzed and revised based on teacher feedback. The PreK teachers will be trained to incorporate the	Fall 2025 Implementation of ETD curriculum revisions. Winter 2025 CogAT and GATE identification of grade 1 students. Spring 2025 Collect feedback on the updated curriculum and make additional updates. Spring 2025 Analyze data and determine next steps

		new ETD curriculum.	
Increase the number of high school students who are CCR from 30% to 35%.	Students will have access to several college and career pathways at no cost to them. Pathways are flexible, allowing students to develop in-depth knowledge of a subject area, earn postsecondary credits or industry credentials, and/or engage in competitive entry college preparation programs. (From Blueprint Pillar 3)	Educate schools staff, parents, and students about CCR options and how students can become CCR. Continue to educate school administrators about CCR options and monthly leadership meetings. Inform parents about CCR options at out district High School Information Night for incoming 9th graders and school parent nights. Continue to implement college readiness programs such as AVID and Upward Bound.	Fall 2026
Increase the number of African students who are CCR			

Comprehensive Teacher Induction Program

MENTORING PROGRAM

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

CTIP Personnel

Name	Title	Responsibilities
Joni Burkhart	Supervisor of Professional Learning	Hiring Teacher Induction Mentors(TIMs), Evaluating TIMs,Evaluating CTIP, Interviewing Lead Teachers with principals, Training TIMs and Lead Teachers in coaching

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.

In order to become a Teacher Induction Mentors, all mentors are required to take the following courses. Below are the timelines, outcomes and courses that will be offered.

Timeline of Course: October 16, 2025 - January 29, 2026

Course I: Introduction for Instructional Coaching and Mentoring Teachers and Teams- this course connects curriculum with teacher beliefs and evidence-informed coaching practices to improve student achievement. In this course, teachers are expected to provide evidence of how they:

Session 1

- Define what effective coaching looks like and how coaches can develop a mindset of reflection to help teachers shift toward more effective practices (Aguilar)

Session 2

- Discuss and evaluate the analytical framework that must be considered to become a highly effective coach (Knight, Weller, Lipton)

Session 3

- Develop or enhance emotional intelligence that creates a better working environment for teams and individual teachers which correlates with a better student environment and learning (Aguilar) (Session 3 and ongoing)

Session 4 & 5

- Learn and practice effective coaching skills (listening, paraphrasing, questioning) that lead to better coaching conversations that emphasize student learning and changes in teacher practice (Aguilar) (Session 4 and 5)

Session 6

- Distinguish between facilitative, dialogical and directive coaching stances to determine how to use each stance and when each stance can be used to create optimal coaching conversations that improve student learning (Knight, Heron)

Session 7

- Develop an understanding of how to partner with teachers to use a student-focused Impact Coaching Cycle effectively (Knight)

Session 7,8,9

- Experiment and practice with another teacher using the Impact Coaching Cycle to examine student growth and teacher change in practice (Knight)
- Collect student-focused data in classrooms that drive a solution-focused coaching conversation that improves student achievement and teacher practice (Knight, WCPS coaching tools)

Session 10 & 11

- Evaluate the impact of a coaching cycle to determine student achievement/performance (Knight and Guskey)

Session 12

- Examine different coaching techniques and solution-focused conversations which create change in teacher attitude and practice (Wellman, Lipton, Goodrich)

Session 13, 14, & 15

- Reflect and receive feedback from the course instructor on an authentic video-recorded coaching session (Ses)

Timeline: for Course: January 21, 2026 - March 25 2026

Course II: Becoming a Teacher Leader - this course provides role clarification for teacher leadership roles and how to build capacity

Outcomes

Session 1

- Demonstrate focused planning and outstanding delivery of HQIM and WCPS Essential Curriculum. (Learning Forward/MSDE HQIM presentation)
- Determine the connections between coaching and student outcomes. (Knight)

Distinguish between the various roles that lead teachers are asked to perform to increase student outcomes (resource provider, data coach, classroom supporter, learning facilitator, catalyst for change, learner, coach) (Killion)

Session 2

- Review the WCPS strategic plan and determine how teachers can engage and build relationship with students to create a positive school climate and culture (Forbes)

Session 3

- Review and analyze MCAP data to increase student achievement and determine changes in teacher practice (Formative Assessment Practices from Learning Forward)

Session 4

- Progress monitor student growth using the WCPS Essential Curriculum and MTSS plans (County data trends)

Session 5

- Examine the Learning Forward Standards and apply to school professional learning (Learning Forward)
- Investigate and discuss the High Leverage Strategies for the Teacher Leadership Career Ladder (WCTA and Blueprint Coordinator)
- Plan, deliver and evaluate quality professional learning. (Guskey)

Session 6

- Coach all teachers to demonstrate clarity and coherence of curricular decisions that impact and improve student achievement (Learning Forward/MSDE slides)
- Interpret and analyze school data to recognize trends and patterns for the School Improvement Plan (School Improvement Template)
- Develop processes for better professional learning communities to collaborate and prioritize student learning outcomes and change teaching practices (Learning Forward/MSDE Slides)

Session 7

- Develop and practice leadership skills using evidenced-based strategies (Ongoing)

Timeline of Course: May 2026 - July 2026

Course III: Mapping the Journey of a Mentor - this course is an advanced coaching course that synthesizes coaching skills and in-depth, practical coaching experiences with probationary teachers. In this course, teachers are expected to provide evidence and are evaluated on how they:

Session 1 & 2

- Use the coaching cycle (Knight) to improve student learning and change teacher practices

- Collaborate with a peer coach to determine a goal and next steps in working with a probationary teacher and reflect on implementation (Begin at Session 2 and continue throughout course)

Session 3 & Ongoing

- Develop an organized a system of mentoring probationary teachers throughout their first three years

Session 4

- Develop a plan of implementation to collaborate with school administrators to effectively communicate in a non-evaluative yet impactful manner about all probationary teachers

Session 5

- Determine, analyze and prioritize a Teacher Induction Mentor's caseload information for successful coaching

Session 6

- Coach using the Essential Curriculum and classroom management skills to increase probationary teacher capacity

Session 7

- Develop a personal coaching philosophy coordinates and complements the Washington County teaching beliefs

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.

Teacher Induction Mentors attend full day monthly training sessions in curriculum and in coaching. We consistently engage in professional learning each month in the following areas:

Timeline: September - May **Monthly Curriculum Meeting**

1. Development, analysis and measurement of literacy skills through the Science of Reading.
2. Conceptual mathematical skills that produce quality conversations about mathematical practices and shifts in mathematical thinking.
3. Three-dimensional instruction using the Next Generation science standards using ADI curriculum
4. Social emotional learning that encompasses the whole child
5. Skill development and practice using the coaching cycle and WCPS generated data tools (Knight).
6. Professional Learning Topics
 - a. Training on how to collaborate with colleagues to improve student performance (September)
 - b. How to Lead and Mentor teams of professionals to promote professional learning among colleagues (October)
 - c. Advanced training in the science of learning (November, December)
 - d. How to design and support collaborative professional learning for teachers pursuing National Board Certification (NBC) (February)

In addition, TIMs also attend 2 job-embedded training sessions per month with the Supervisor of Professional Learning and the ICF coaching specialist. These training sessions will focus on:

September: Diagnosing Student Learning and Teacher Practice

Gathering Data for Effective Decision Making to Differentiate Teacher Support
Compare Data to make effective diagnostic decision

October: Goal Setting

Catalyzing Teacher Change - Awareness, Insights and Goals (Identify, Learn)
Reflecting on the Diagnosis and what to do when more data is added to a full plate
Coaching using student data, WCPS coaching tools, and the Impact Coaching Cycle. (Knight)

November: Reflecting

How are your goals working for student success and how are your peer goals working for success?
Establish steps to create habits
Mid-year Reflection and Adjustments for Coaching, Mentoring and TIP

December: Refining

Steps and Habits to Improve: How are coaching practices and cycles creating change? Microgoals and 1% change?
Building teacher capacity for reflective dialogue to make needed changes in the classroom
Meeting with principals and content specialists to determine better support and next steps to increase teacher capacity in instruction.

January: Adjusting

Beginning the Impact Cycle Again or Narrowing the goal - What changes are needed and how is time being prioritized?
Time is Essential for Change: Let's review steps and habits. What changes have we seen and how do we optimize communication?
Studying and discussing the Science of Reading and how this research applies to probationary teachers.

February: Prioritizing

Realization, Reckoning and Reboot
How do you modulate your conversations based on priorities?
Prioritizing the support needed for each 1st year teacher and next steps.

March: Hard Conversations

The Hard and Productive Coaching Conversation
Coaching mindset and techniques that provide outcomes for difficult coaching conversations
Coaching for retention and helping new hires gracefully exit the profession when needed.

April/May: Evaluating

Analyzing teacher induction data and adjusting program needs for 2026

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.

The Directors of Elementary and Secondary Principals work to clarify and support the Teacher Induction Mentor (TIM) role by working to train new administrators in the role and responsibilities of TIMs. This is a topic that is discussed yearly with new administrators every two months.

The Human Resources team works with the administrators and the Supervisor of Professional Learning to support the role of Teacher Induction Mentors in the following way:

- Bi-monthly meetings to discuss the concerns of new teachers and follow-up steps of support.
- Adjustment (increased or decreased) coaching support for probationary teachers
- Observation of probationary teachers

- Intensive support plans to develop struggling probationary teachers and align coaching resources

Teacher Induction Mentors meet with the administrative staff to clarify and adjust their coaching roles in the following ways:

- Discussing challenging situations and cognitive overload for probationary teachers who are adapting to WCPS system knowledge and HQIM usage. Together, principals and TIMs determine strategies to coach individual teachers so that students can be successful.
- Scheduling time for probationary teachers to work on planning and instruction with skilled teachers.
- Consulting with administrators to determine which highly effective skilled teachers to observe and collaborate in planning, instruction and classroom management techniques.

Describe how the district determines and defines probationary teachers.

Definition: Probationary teachers are defined as 1st, 2nd, or 3rd year non-tenured teachers.

Support structure of probationary teachers: Teacher Induction Mentors (TIMs) are assigned to all 1st year teachers and any 2nd or 3rd year non-tenured teacher at the request of a school administrator.

Reporting Structure: TIMs report to the Supervisor of Professional Learning. Lead Teachers work with 2nd and 3rd year teachers and report to building administrators.

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

Beginning in May 2025, the Teacher Induction Program (TIP) begins the onboarding process in collaboration with the Human Resources and Technology departments. At contract signing, the Technology department provides new hires with a technology package, Human Resources provides information about benefits and the Supervisor of Professional Learning provides an overview of the support offered by the Teacher Induction Program (TIP). Throughout the summer, TIP offers 5 different virtual sessions for new hires to meet with Teacher Induction Mentors (TIMs) to learn more details about TIM coaching support and to answer any questions about the upcoming Teacher Induction Academy.

Teacher Induction Academy

WCPS hosts a 2 day in person Teacher Induction Academy (TIA) that allows new hires the following opportunities:

- Learn from the Content Specialists about using the WCPS Essential Curriculum and prepare for the first week of school.
- Connect with the Teacher Induction Mentors (TIM) to discuss the role and support offered by TIP.
- Examine and learn about WCPS tiered behavior support to support a safe learning environment for all students
- Celebrate with WCPS Community Partners (Greater Hagerstown) to help them locate community resources.

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

Throughout the year, there are a variety of professional learning activities that foster teacher growth in content and pedagogy. Our professional learning topics are grounded in the research of the Framework for Teaching (Danielson) using High Quality Instructional Materials (HQIM), Science of Learning (Sherrington and Caviglioli) and Coaching Cycles (Knight). As a guideline for planning these courses, TIP also examines the results of the Title II TIP evaluation to determine data trends from the previous year and shift coaching practices.

1st Year Professional Learning Series for Probationary Teachers

For Teachers of Record, we offer an elementary and a secondary MSDE course facilitated by the Teacher Induction Mentors (TIMs). Throughout the year, Elementary TIMs invite District Math Lead Teachers and District Literacy Lead Teachers to facilitate and embed curriculum into all learning sessions.

Our elementary series includes:

- Individualized Coaching Cycle - Completion of 2 Cycles with Teacher Induction Mentor
- Teaching with Poverty in Mind: September 9, 2025
- Meeting with your Content Observer to discuss and answer questions about Framework for Teaching Observations - September 25, 2025
- Planning and Preparation with District Literacy and District Math Lead Teachers (Domain 1) - October 22, 2025
- Using Instructional Strategies to Increase Student Engagement with District Literacy and District Math Lead Teachers (Domain 3) - January 8, 2026
- Licensure requirements – March 18, 2026

Our secondary series includes:

- Individualized Coaching Cycle - Completion of 2 Cycles with Teacher Induction Mentor
- Meeting with your Content Observer to discuss and answer questions about Framework for Teaching Observations– September 23, 2025
- Domain 1: Preparing for the Observation and Evaluation Process - October 9, 2025
- Differentiation: Best Practices and Instructional Strategies for ML and Special Education students: November 6, 2025
- Licensure requirements: March 19, 2026

Special Education

In an effort to train and retain Special Education Case Managers, we have developed a differentiated pathway for Case Managers. Beginning in September we will embed a professional learning session for every new case manager within the monthly case manager meetings. These sessions will include:

- Welcome to Special Education- OIEP and organization: September 9, 2025
- Meeting with your Content Observer to discuss and answer questions about Framework for Teaching Observations– September 25, 2025
- Special Education Case Management and Planning – October 6, 2025
- Data - Impact & Present Levels – Goals – November 17, 2025
- Child Find Data and review - December 3, 2025
- Medical Billing and Reflection of Practice– January 13, 2026
- Streamlining and Collaborating with Others - February 9, 2026
- Keeping up with Certification Practices – March 19, 2026
- Preparing for Articulation Meetings – April 7, 2026

For non-traditional teachers (counselors, case-managers, library media specialists, social workers, ML teachers and behavior support teachers), TIP works with each supervisor to design specific professional learning so that new hires are meeting the needs of students and fulfilling their roles. These learning opportunities occur monthly or bi-monthly and the course is approved by the Supervisor of Professional Learning. These courses are available on request.

WCPS offers two year long professional learning opportunities for 2nd and 3rd year teachers. The Lead Teacher at the school partners with the non-tenured teacher on 2 documented coaching cycles and we provide after-school sessions on the following topics:

2nd year Professional Learning Series

Individualized Coaching Cycle - Completion of 2 Cycles with Lead Teacher

Multilingual Learners - October 21, 2025

Culturally Responsive Teaching - November 13, 2025

Science of Reading Introduction and Strategies - January 29, 2026

Special Education Topics - February 26, 2026

Classroom Instructional Strategies - March 26, 2026 and April 23, 2026

Digital Recording connected to Impact Coaching Cycle (Ongoing using the Impact Coaching Cycle)

Professional Learning offered by Content Specialists (Offered throughout the year)

3rd year Professional Learning Series

Individualized Coaching Cycle - Completion of 2 Cycles with Lead Teacher

Science of Learning: October 21, January 29, and March 26

Professional Learning offered by Content Specialists (Offered throughout the year)

Digital Recording connected to Impact Coaching Cycle (Ongoing using the Impact Coaching Cycle)

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

Teacher Induction Mentors (TIM) and Lead Teachers support observation of skilled teachers by:

- Professional visits to other classrooms: Probationary teachers visit skilled teachers' classroom to observe highly effective teaching using HQIM resources and quality learning environments
- Mentors and Lead Teachers partner to model instructional practices using HQIM resources or behavioral techniques. We intentionally ask for one LT/Mentor to model while the other LT/Mentor highlights what the students are doing and how the teacher is responding. This practice enables a clear understanding of how the skilled teacher is providing successful instruction and the choices that the teacher makes throughout the lesson.

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

Teacher Induction Mentors (TIM) are expected to use the Impact Coaching Cycle (Knight) to coach first year teachers on a weekly or monthly basis according to prioritized need. These on-going coaching sessions are based on a feedback loop between the probationary teacher and the TIM that include: diagnosing the current reality through observation and data collection in the classroom, strengthening teacher awareness of the classroom environment, gaining insights into student learning, setting goals to develop the drive and desire to bring about change,, establishing steps to develop knowledge of the strategic action that teachers need to achieve the goals, and building habits to help help teachers develop automatic behavioural responses to environmental cues. (Goodrich)

Our data indicates that coaching cycles are focused on:

- Navigating the resources in the Essential Curriculum and the FFT observation process
- Creating clarity in instruction so that students can access and process information.
- Creating a safe classroom environment with routines and procedures that meet the needs of all students and intellectually engages students at high levels.
- Using knowledge of students' interests, abilities and backgrounds to design instruction and form appropriate student relationships.
- Assessing student performance and providing timely feedback
- Questioning techniques that engage student learning
- Using planning as a process to assess student needs in the delivery of content
- Maintaining professional relationships with students, and collegial relationships with staff and administrators
- Using digital recording in the classroom and reflecting about classroom routines, structures, student behaviors, intellectual/cognitive student engagement, grouping strategies, HQIM strategies, supplemental instruction and teaching practices

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

Probationary teachers have a variety of opportunities to co-teach with their mentors, lead teachers and other skilled teachers. These include:

- Co-teaching opportunities with multilingual, special education and intervention teachers

- Co-teaching opportunities with mentors and lead teachers to demonstrate how to work with students who have increased behavioral concerns
- Co-teaching opportunities with Behavior Certified Behavior Analysts using specific strategies to meet behavioral needs
- Real time or in-the-ear coaching with mentors to support effective decision making in academics and behavior

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

Teacher Induction Mentors (TIMs) and Lead Teachers (LTs) focus on the needs and concerns of all probationary teachers in WCPS. WCPS uses both a systematic yet personalized approach so that all probationary teachers can be supported and successful. Our processes include:

Impact CoachingCycles

- **Identify Phase**
 - All TIMs are directed to script classroom data (student engagement and instructional practices) for our probationary teachers throughout the first 3-4 weeks of school ,
 - Probationary teachers meet with the TIM/LT to voice any concerns or issues that they are having in the classroom. The TIM/LT partners with the new teacher to view the data together and identify a goal of improvement.
 - TIMs/LTs discuss the criteria for successful attainment of the goal and how the classroom/student achievement will be measured.
- **Learn Phase**
 - Multiple strategies are presented and discussed with the teacher.
 - TIMs/LTs discuss the possibilities and scenarios of how to use each strategy and the intended purpose of the strategy. The probationary teacher selects the strategy that they think is most appropriate for their classroom and collaborates with the TIM/LT on implementation of the strategy.
 - The TIM/LT can model, co-teach or take the 1st year teacher to see strategy implementation in a skilled teacher's classroom. After viewing and practicing with the TIM/LT, the probationary teacher will begin implementing the strategy in the classroom while the TIM/LT assesses usage, and skillful implementation.
- **Improve Phase**
 - The TIM/LT provides ongoing support and informal feedback about how the strategy is working to improve student learning.
 - Follow-up meetings are scheduled weekly and TIMs/LTs give feedback, re-direction, and encouragement to support the change in teacher practice and collect data of student improvements.
 - TIMs/LTs reflect with the probationary teacher on the student progress, the teacher changes (academic and pedagogical) that led to the success and how to transfer those same skills to other teaching practices.
- Professional Learning opportunities are also aligned with teacher needs and district topics at relevant times throughout the year.
 - TIMs listen to the needs of the teachers and gather trend data about the concerns of the new hires in using High Quality Instructional Materials (HQIMs).
 - TIMs then partner with content specialists or skilled teachers to provide professional learning that addresses the needs and implementation of the curriculum.
 - We actively work with Elementary Content Specialists, Secondary Content Specialists and Special Education Specialists to provide clarity and consistency so that we can continue to assess teacher needs and retain teachers.

DATA REPORTING

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	505	The ratio is calculated as follows: Total Number of Probationary Teachers being served by the LEAs CTIP Total Number of Mentors = 7.89
Total Number of Probationary Teachers being served by the LEAs CTIP	505	
Number of Full Time Mentors	8	
Number of Part Time Mentors	59	
Number of Teacher serving as Mentors	0	
Total Number of Mentors	64	

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

We use a variety of test measurements to view the progress of probationary teachers such as:

1. MTSS data to assess student progress and needs
2. CAPT and DIBEL data to measure student literacy skills
3. MCAP data to inform achievement and gaps
4. MISA data for science teachers
5. KRA for Pre-K and K teachers
6. Content assessment data done by individual teachers and discussed with department leader and content specialists

Other forms of data used:

1. Framework for Teaching observation data – administrators, content specialists and Teacher Induction Mentors use this data to create improved student learning and improved instructional practices. This data is used for Coaching Cycles.
2. Attendance data – the attendance data helps us support teacher health and well-being by referring teachers to Employee Assistance Program as needed
3. Human Resources/Principal/Teacher Induction Program Meetings – formal conversations with principals, Human Resources and the Supervisor of Professional Learning to determine extra instructional support needed for probationary teachers. This information helps add additional teachers to TIM caseloads.
4. Yearly evaluation data of Teacher Induction Program to analyze trends in the new hire instructional practices and retention.
5. Formalized feedback from content specialists and principals in December and May to determine the instructional needs of probationary teachers.

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
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Data Type: Perception Teacher Induction Academy Survey	Google is sent to all new hires immediately after Teacher Induction Academy. Individual interview data is also gathered throughout the Academy.	TIP team analyzes for trends and makes informed decisions about the successes, challenges, and what is needed to improve Teacher Induction Academy 2026	Supervisor of Professional Learning and Team
Data Type: Teacher Perception and Teacher Evaluation Data Classroom Visitation Google Form	Each probationary teacher who visits a skilled teacher's classroom will complete a survey about the visit to determine the effectiveness of the visit and implementation of strategies in their own classroom. Goal: 90% of Teachers of Record will visit a classroom and complete the Google Form	CTIP Team analyzes in December, January, February, March and April the number of visits and the data included. TIMs and Supervisor of PL collect Level 4 (Teacher Practice) and Level 5 (Student Learning) of implementation of strategies that have been learned and implemented effectively	Teacher Induction Mentors and Supervisor of Professional Learning
Data Type: Evaluation and Retention Data Classroom Teacher Observations and Evaluation Data	A report will be run in Frontline to determine the FFT component scores of new teachers in January and June. An attendance report will also be run to determine the correlations between Teacher absence and	The CTIP team analyzes the observation results to compare new teacher growth on the FFT components and determine trends of growth, challenges probationary teachers have and shifts needed in the TIP. We also analyze the	Teacher Induction Mentors and Supervisor of Professional Learning

	teacher performance.	correlation of absence with teacher observation/evaluation data. We look at the causes of teacher absence and meet with Human Resources to determine how we can improve in both areas.	
Data Type: Teacher Perception and Teacher Retention Teacher Induction Program Interviews	TIMs will interview 100% of all new hires to determine how the TIP was used to support student learning and teacher growth. We also focus on how we can continue to retain teachers.	CTIP team analyzes trends and makes informed decisions for changes to the TIP Program. This data is used to inform senior leadership and the board of education members.	Teacher Induction Mentors and Supervisor of Professional Learning
Data Type: Evaluation and Retention Data Artifact Analysis of Impact Cycles with Probationary Teachers	TIMs record Impact Cycles with probationary teachers to determine how the TIM and teacher identify a goal, learn strategies for success and develop criteria for improvement. Goal - 100% of all 1st year teachers work through 2 coaching cycles.	Each TIM meets every two months with the Supervisor of PL to determine how coaching cycles are being implemented and the successes and challenges of probationary teachers.	Teacher Induction Mentors and Supervisor of Professional Learning
Data Type: Evaluation and Retention Data Classroom Observation of	The Supervisor of PL observes a selected group of probationary teachers	The Supervisor of PL shares the improvements, successes and	Teacher Induction Mentors and Supervisor of Professional Learning

Probationary Teachers	throughout the year to determine student learning improvements and teacher practice improvements according to the goals established with the TIM	continued needs with the selected TIM	
Data Type: Perception, Evaluation and Retention Data End of Year Survey for the TIP to assess learning and perception of support	In October 2025, a preassessment is completed with all 1st year teachers to determine knowledge and satisfaction with WCPS. The same type of survey will be completed in March 2026 to analyze growth, gaps and measures of support offered by the TIP.	The Supervisor of PL shares the improvements, successes and continued needs with the TIP team	Teacher Induction Mentors and Supervisor of Professional Learning

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
Data Type: Evaluation and Retention Data WCPS Formal Evaluation of Skills	Every 3 years, TIMs are formally evaluated using the FFT Teacher Leader tool.	This is a formal evaluation that is documented within the Frontline system. Each TIM must provide video evidence of coaching, documented evidence of	Supervisor of PL

		coaching cycles, and documented evidence of teacher support.	
Data Type: Evaluation and Retention Data Ongoing Monthly Assessment of TIMs	Bi-monthly formative assessment that TIMs create and share with the Supervisor of PL. TIMs will demonstrate a prioritized caseload that includes data and next steps for each new teacher and how they plan to work with the teacher to achieve both student success and teacher change.	Bi-monthly meetings are required between the Supervisor of Professional Learning and the Teacher Induction Mentors (TIMs) to discuss successes, challenges, and the need for additional support. These meetings help prioritize and provide extra support to struggling teachers.	Supervisor of PL and TIMs
Data Type: Perception and Evaluation Peer Coaching	Every Teacher Induction Mentor (TIM) is assigned a Peer Coach on a yearly basis. During monthly, job-embedded training sessions, they choose a problem of practice to focus on. These sessions help TIMs practice authentic coaching skills and learn from each other.	This support system provides an authentic way for Teacher Induction Mentors (TIMs) to work with another mentor. By practicing their coaching skills together, they can improve their ability to acquire and apply new skills, which ultimately results in more effective coaching.	Supervisor of Professional Learning/ Coaching Consultant

Data Type: Evaluation and Retention Professional Learning Goal	Teacher Induction Mentors (TIMs) will be formally evaluated on their use of the Impact Coaching Cycle and the WalkThru digital resources, which are rooted in the Science of Learning. This evaluation will measure their effectiveness in supporting teacher retention and improving teacher performance.	Each TIM is expected to use and show evidence of how these two resources can be strategically combined to determine coaching effectiveness and program effectiveness.	Supervisor of Professional Learning
Data Type: Perception and Evaluation Digital recording of Teacher Induction Mentors	Mentors will be digitally recorded to analyze and improve coaching skills.	Each TIM is expected to demonstrate mastery in coaching that supports teacher efficacy and retention. The use of digital recordings also helps with team collaboration and learning.	Coaching Consultant
Data Type: Perception, Evaluation and Retention Informal Assessment of Teacher Induction Mentor	Twice a year, in December and May, each Teacher Induction Mentor (TIM) completes a self-evaluation and reflects on their practice. They use the Jim Knight	Monthly discussions with the team and the Supervisor of PL allow TIMs to create action steps toward improvement of skills, student	Supervisor of PL

Competencies (Knight)	mentor competencies to guide this process and create a personal goal for improvement.	achievement, and teacher retention	
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Carryover and No Cost Extensions

Local Education Agency (LEA) [Click or tap here to enter text.](#)

Phone Number [Click or tap here to enter text.](#)

LEA Unique Entity Identifier (UEI) Number [Click or tap here to enter text.](#)

Address [Click or tap here to enter text.](#)

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	Yes	\$1.2M	No
School Improvement	The position was originally listed in FY24. We used FY24 funds until they were expended. We started using FY25 funds this current school year.	\$99K	No
Title I, Part C	N/A	N/A	N/A
Title I, Part D, Subpart 1	N/A	N/A	N/A
Title I, Part D, Subpart 2	Yes	\$37.5K	No
Title II, Part A	No	N/A	N/A
Title III, Part A, English Language Acquisition	Yes	\$42.3K	No
Title IV, Part A	Yes	\$210.7K	No
Title V, Part B	N/A	N/A	N/A