

Attachment 10  
Title III, Part A English Language  
Acquisition, Language  
Enhancement, and Academic  
Achievement

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

Local School System: St. Mary's County Public Schools Fiscal Year 2004

Title III Coordinator: Sylvia Rivers

Telephone: 301-475-5511, extension 5 E-mail: srivers@mail.smcps.k12.md.us

**Type of Application:**

- Single Application -- for formula allocations of \$10,000 or more
- Consortium Application -- for formula allocations less than \$10,000

We have agreed to join in consortium with N/A as the fiscal agent. **Note:** Each consortium member does not need to complete the individual budget activity and budget detail since the school system serving as fiscal agent is responsible for this detail. Each consortium member must, however, provide a brief description of specific activities to demonstrate how the school system will comply with the requirements of Title III, Part A to coordinate efforts across all titles of NCLB and with the Bridge to Excellence in Education Act to develop strategies to improve the academic performance of limited English proficient students.

**A. CROSS-PROGRAM THEMES IN *BRIDGE TO EXCELLENCE MASTER PLAN* -- *Strategies For Increasing English Proficiency and Academic Achievement of Limited English Proficient Students.* There is a strong connection to accountability for improving the English language proficiency and academic achievement of limited English proficient children in both the *Bridge to Excellence Act* and Title III-A of the *No Child Left Behind Act*. As part of the school finance formula under the Bridge to Excellence in Public Schools Act, an additional amount of money is calculated for each school system according to the number of limited English proficient students receiving services.**

**The *Bridge to Excellence Act* requires local school systems to include in their five-year comprehensive master plans *strategies to improve the academic achievement of students with limited-English proficiency.* The school system needs to provide a description of its *strategies for limited English proficient children* organized around the following components:**

- 1. Curriculum and Instruction -- to ensure that limited English proficient children served by state, federal, and local funding sources develop English proficiency;**
- 2. High Quality Professional Development -- to ensure that teachers are able to understand and use curricula, assessment measures, and instructional strategies for limited English proficient children; and**
- 3. Annual Review of Progress Towards Measurable Achievement Objectives -- to ensure that elementary and secondary schools are held accountable for meeting annual performance targets and making adequate yearly progress for limited English proficient children.**

**If these strategies are addressed elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).**

See ESEA Goal 2 of the Master Plan, Introduction and pages 1-23.

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**B. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** Using the format in Table 10-1 below, provide an analysis of current status on how the local school system is meeting each of the performance indicators for ESEA Performance Goal 2. School systems should use this analysis along with an annual needs assessment to determine the range of programs and activities for Title III-A funding.

<b>Table 10-1</b>		<b>LIMITED ENGLISH PROFICIENT STUDENTS PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>	
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>	
<p><b>Performance Goal 2:</b> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.</p> <p>2.2. The percentage of English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.</p> <p>2.3. The percentage of limited English students who are at or above the proficient level in mathematics on the state's assessment, as reported by performance indicator 1.2.</p>	<p>(MSDE will establish performance targets in August 2003. For the first year's submission of the master plan that is due to MSDE by October 1, 2003, local school systems must provide an analysis of current status using existing student performance, demographic, and other data.)</p>	

Located in "Needs Assessment" Section.

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**C. ALLOWABLE ACTIVITIES [Section 3115]. For all allowable activities that will be implemented,**

**(a) provide a brief description of services, (b) timelines or target dates, and (c) the amount of funding for services to public and nonpublic students and teachers. Use separate pages as necessary for descriptions. NOTE: If the allowable activities, services, and timelines are described elsewhere in the school system's five-year comprehensive *Bridge to Excellence Master Plan*, please indicate the section and page number(s).**

<b>(1) To increase the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects.</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services and Timelines or Target Dates</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
Upgrading program objectives and effective instruction strategies [section 3115(d)(1)].			
Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures [section 3115(d)(2)].			
Providing tutorials and academic or vocational education for LEP children [section 3115(d)(3)(A)].			
Providing intensified instruction for LEP children [section 3115(d)(3)(B)].			
Improving the English proficiency and academic achievement of LEP children [section 3115(d)(5)].	Additional instructional support for English Language Learners - September – June See Goal 2.	<b>25,148</b>	<b>318</b>
Providing for the acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	Acquire more technology-based materials for use with LEP and NEP students – September – June See Goal 2.	<b>988</b>	<b>12</b>
Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)].			
Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			

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**C. ALLOWABLE ACTIVITIES [Section 3115], Continued.**

<b>(2) To provide high-quality professional development to classroom teachers (including teachers in classroom setting that are not the setting of language instruction educational programs), principals, administrators, another school or community-based organizational personnel. Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [Section 3115(c)(2)(D)].</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services and Timelines or Target Dates</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
Providing for professional development designed to improve the instruction and assessment of LEP children [section 3115(c)(2)(A)].	Professional development in conjunction with Charles and Calvert Counties will be conducted September and March	<b>1,000</b>	<b>6</b>
Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children [section 3115(c)(2)(B)].	Professional development to strengthen use of new curriculum materials – September - June	<b>1,518</b>	<b>18</b>
Providing for professional development based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			
Providing for professional development of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom [section 3115(c)(2)(D)].			
<b>(3) To provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families.</b>			
Providing programs to improve the English language skills of LEP children [section 3115(d)(6)(A)].			
Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	Create program brochure and host parent/guardian information nights.	<b>2,000</b>	

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**C. ALLOWABLE ACTIVITIES [Section 3115], Continued.**

(4) To carry out other activities that are consistent with the purpose of Title III, Part A, NCLB (Specify and describe below)			
Other Activities	Brief Description of Specific Services and Timelines or Target Dates	Public School Costs	Nonpublic Costs
<b>TOTAL TITLE III-A FUNDING AMOUNTS</b>		<b>31,708</b>	<b>354</b>
<b>[indirect costs</b>		<b>700]</b>	

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

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 32 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**
  
- 2. Describe the school system's process for providing equitable participation to students in private schools:**
  - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**
  
  - a) The basis for determining the needs of private school children and teachers;**
  
  - b) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
  
  - c) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any**

**differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.**

- a) **Manner and Extent of Consultation with Nonpublic Schools**  
An annual meeting is held with the nonpublic school principals. Each August, the Supervisor of Instruction for English, Foreign Language, and ESOL sends a letter to nonpublic principals requesting the names of students interested in receiving services.
- a) **Basis for Determining Needs of Private School Children**  
The parents/guardians of students meeting the Maryland State Department of Education criteria to receive services are given the Home Language Survey to complete and asked to grant permission for testing. Students are administered the Idea Proficiency Test (IPT) to determine level of proficiency.
- b) **How Services, Location of Services, and Grade Levels of Services are Agreed Upon**  
The ESOL teacher provides services at the nonpublic school site. All eligible students regardless of grade are provided services.
- c) **Differences Between Title I-A Services Provided**  
Students are provided services regardless of Title I-A.

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E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed Budget Narrative. The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

The majority of the Title III funds will be used to add a part-time ESL teacher so that St. Mary's will have four full-time teachers and one part-time teacher to provide instruction to students. The students are currently enrolled in 20 different schools.

The remainder of the funds will be used to strengthen the outreach services through a brochure about the program as well as to increase and strengthen staff development opportunities for both the ESL teacher and the regular classroom teacher.



ESEA Budget Narrative  
2004 Title III, Part A Budget

1. Instructional Categories

Special Programs

Salaries and Wages \$23,656.00

Acquisition of Technology-based Materials 1,000.00

Professional Development  
(Tri-County Initiative) 1,006.00

Professional Development 1,536.00

2. Community Services 2,000.00

Program Brochure in English and 6 other languages 1,078.00

Parent/Guardian Information Nights 1,000.00

3. Operating Services/Fixed Charges 1,810.00

4. Administration/Business Support 622.00

Total \$31,708.00

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS  
PROPOSED FY - 2004 ESEA TITLE III, PART A BUDGET**

Recipient Agency Name St. Mary's County Public Schools  
Revenue Source Name Title III

Grant Period 7/1/03 - 6/30/04  
Fund Source Code 6944

**See "Financial Reporting Manual for Maryland Public Schools" for account descriptions**

Check and complete a page for each funding source & TOTAL

<b>X</b>	<b>STATE/FEDERAL</b>
	<b>LOCAL/MATCH</b>
	<b>TOTAL</b>

Category/Program/Activity	Object						Budget by Category
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	8-Transfers*	
201 Administration							
Program 21 General Support							
Program 22 Business Support						622.00	622.00
Program 23 Centralized Support							
202 Mid-level Administration							
Program 15 Office of the Principal							
Prog 16 Inst. Admin. & Superv.							
203-205 Instructional categories							
Program 01 Regular Programs							
Program 02 Special Programs	23,656.00	1,006.00	1,000.00	1,536.00			27,198.00
Program 03 Career & Tech Prog.							
Program 08 School Library Prog.							
Program 09 Instructional Staff Dev.							
Program 10 Guidance Services							
Program 11 Psychological Serv.							
Program 12 Adult Education							
20 Special Education							
Program 04 Public Sch Inst. Prog							
Program 09 Instructional Staff Dev.							
Program 15 Office of the Principal							
Program 16 Inst. Admin. & Superv.							
207 Student Personnel Serv.							
208 Health Services							
209 Student Transportation							
210 Operation of Plant							
Program 30 Warehousing & Distr.							
Program 31 Operating Services							
211 Maintenance of Plant							
212 Fixed Charges				1,810.00			1,810.00
214 Community Services			1,078.00	1,000.00			2,078.00
215 Capital Outlay							
Program 34 Land & Improvements							
Program 35 Buildings & Additions							
Program 36 Remodeling							
<b>TOTAL EXPENDITURES BY OBJECT</b>	<b>23,656.00</b>	<b>1,006.00</b>	<b>2,078.00</b>	<b>4,346.00</b>	<b>0.00</b>	<b>622.00</b>	<b>31,708.00</b>

\*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

400683  
Grant Number

PROPOSED FY - 2004 ESEA TITLE III, PART A BUDGET  
Grant Name

Budget Reviewed and  
Approved: LSS Finance Officer

*Kalena E. Jones*  
Signature

(301) 475 - 5511 EXT. 185  
Phone Number Date 9/17/03

MSDE USE ONLY

Budget Approved By:	<i>[Signature]</i>					
	LEA Official	Phone #	Fax #	Date	MSDE Official	Date