

ST. MARY'S COUNTY PUBLIC SCHOOLS

BRIDGE TO EXCELLENCE MASTER PLAN

2015 ANNUAL UPDATE

PART II



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**Bridge to Excellence Master Plan
2015 Bridge to Excellence Annual Update**

Part 2: Attachments – Due: October 15, 2015

Local School System Submitting This Report: St. Mary's County Public Schools

Local Point of Contact:

Name: Maureen Montgomery, Deputy Superintendent of Schools

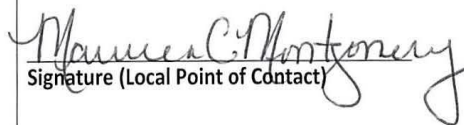
Telephone: 301-475-5511 x32178

E-Mail: mcmontgomery@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Five Year Comprehensive Master Plan has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.


Signature (Local Superintendent of Schools)

10/14/2015
Date


Signature (Local Point of Contact)

October 14, 2015
Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2016**

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

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

Note: Electronic Versions of these attachments are available at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: (SW) for T- I School wide Schools (TAS) for Targeted Assistance T-I Schools (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I- A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Total ESEA Funding by School
SW-George Washington	805	81.92%	420,670.64					
SW-Lexington Park	804	63.54%	289,211.06					
SW-Green Holly Elementary	803	57.87%	272,832.50					

SW-Park Hall Elementary	808	56.36%	320,675.16					
Spring Ridge Middle School	101	46.78%						
Ridge Elementary School	104	44.98%						
Dynard Elementary School	702	42.56%						
Greenview Knolls	810	37.98%						
Great Mills High School	801	39.06%						
Town Creek Elementary School	806	34.48%						
Mechanicsville Elementary School	504	34.46%						
Benjamin Banneker Elementary School	302	31.43%						
Oakville Elementary School	602	31.17%						
Piney Point Elementary School	201	29.83%						
Esperanza Middle School	807	29.30%						
Margaret Brent Middle School	404	28.06%						
White Marsh Elementary School	503	27.13%						
Hollywood Elementary School	604	22.98%						
Leonardtown Elementary School	301	22.38%						

Lettie Marshall Dent Elementary School	501	21.81%						
Chopticon High School	303	20.88%						
Evergreen Elementary School	606	20.70%						
Leonardtown Middle School	305	19.98%						
Leonardtown High School	306	14.2%						
Chesapeake Public Charter School	813	8.91%						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			1,303,389.36					
School System Administration (For Title I, Use Table 7-8 LINE 5)			222,662.91					
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			802,100.00					

Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)				66,197.73				
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)				2,395,349.00				

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [section 6123(b)] Fiscal Year 2016	Local School System: <u>St. Mary's County Public Schools</u>
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2016 Allocation	\$ Amount to be transferred <u>out of each program</u>		\$ Amount to be transferred into each of the following programs			
				Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality							
Title II-D Ed Tech							

Title IV-A
Safe and Drug Free
Schools
&Communities

ATTACHMENT 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2016

Local School System:

St. Mary's County Public Schools

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)		Title III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2016	Local School System: <u>St. Mary's County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments."

NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						Comments (Optional)
	Title I-A			Title II- A	Title III-A		
	Number nonpublic T- I students to be served at the following locations:	Students Reading/L ang. Arts (Can be a duplicated count)	Students Mathemat ics (Can be a duplicated count)	Staff	Students	Staff	

King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	23	23	23				
	Public School							
	Neutral Site							
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	3	3	3				
	Public School							
	Neutral Site							
St. Michael's School 16560 Three Notch Rd. Ridge, MD 20680	Private School	25	25	25				
	Public School							
	Neutral Site							

Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application or Master Plan, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LEAs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

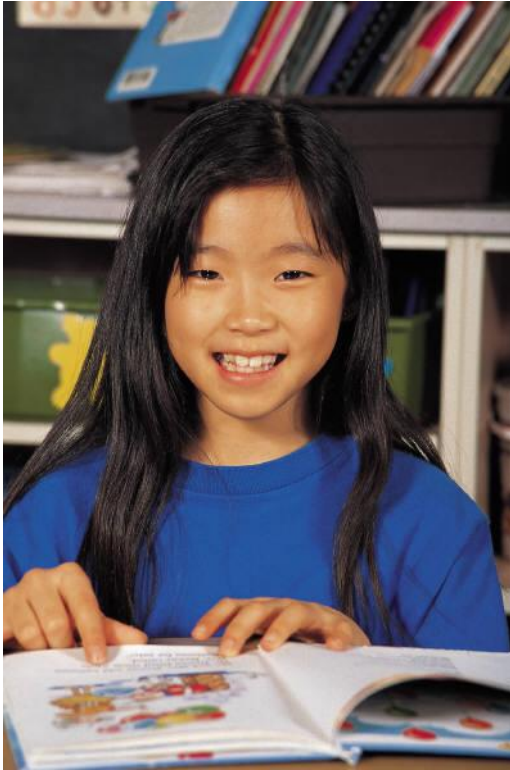
Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
	TOTAL		\$60,120	\$2,000	\$62,120

Note: An electronic version of this form in **Excel format** is available at the link below. Use this form when completing the budget narrative for Title III.

MSDE grant and budget forms are available at:

<http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

Attachment 7



Title I, Part A Improving Basic Programs

LEA: St. Mary's County Public Schools

Submission Date: 11/18/2015

SY 2015-2016

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC PROGRAMS
OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local Educational Agency: <u>St. Mary's County Public Schools</u>	Fiscal Year <u>2016</u>
Title I Coordinator: <u>Kelly Murray Hall</u>	
Telephone: <u>301-475-5511, ext. 32136</u>	E-mail: <u>kmhall@smcps.org</u>

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS

SECTION IV.

A. HIGHLY QUALIFIED:

- 1. DESCRIBE** the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)

- a. Describe how and when (date) the school or LEA notifies the parents, of each student attending Title I schools, that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

Parents of students in all Title I schools are notified by letter about their right to request information on the qualifications of their child's teachers and para-educators on the first day of the school year: August 19, 2015.

- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

Parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified are notified by letter from the Title I school's principal at the conclusion of the fourth week.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

Kelly Murray Hall, Executive Director of Supplemental School Programs

- d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

The Human Resources Office permits only Highly Qualified teacher candidates to interview for openings in any of the SMCPs schools including Title I schools. Both the Title I principals and the Executive Director are provided with copies of the Highly Qualified certification status of all teachers assigned to Title I schools. SMCPs has a priority hiring procedure in place that allows Title I schools to have successful and desirable candidates offered positions at Title I schools prior to being offered positions elsewhere. In addition, there is legislation in Maryland that allows teachers who are working in high poverty schools to have student loan debt forgiven in exchange for teaching at a high poverty school. All Title I school teachers have been made aware of this unique opportunity.

- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

The principal of each school electronically submits the school Organizational Plan to the Google Drive site. The Executive Director reviews the Organizational Plans posted a minimum of ten times throughout the school year. This report is cross referenced with the school system's electronic data base. The Organizational Plan report verifies staff assignment and student enrollment in each class. Class Level Membership, which determines and verifies HQ status is captured by the Human Resources Office in December of each year and is submitted to MSDE.

- 2. DOCUMENTATION:** Include sample copies of English and translated letters that will be used to meet the requirements (for a. and b.) in school year 2015-2016.

Sample copies of the letters are attached (attachments 1a and 2a). All Title I schools have access to TransAct Communication, which is an online resource that allows the school the capability of translating any school communication into 22 languages. The TransAct Communication translation source provides informational letters concerning the NCLB highly qualified parental communication, free and reduced meal forms, information, and immunization information for school nurses, etc.

- 3.** The LEA certifies that all paraprofessionals in Title I school wide schools are qualified

☒ Yes ☐ Not Applicable

- 4.** The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools are qualified.

☐ Yes ☒ Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I school wide programs, proceed to Section C - Targeted Assistance.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a school wide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See the end of this application for the list of Maryland's approved Priority and Focus Schools.*

1. For LEAs with Title I school wide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of school wide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

- a. Consolidating Funds (Check one):

- ☐ Federal Funds
- ☐ Federal, State, local funds
- ☒ Not Consolidating Funds

- i. Describe how the system will assist schools in consolidating funds for school wide programs. N/A
- ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop school wide programs.

Development, implementation, monitoring, and evaluation of the school wide plan are components of the SMCPs Bridge to Excellence Master Plan. Each School's Improvement Plan (SIP) incorporates the alignment of federal, state, and local funds. By working with the Grants' Accountant and Executive Director, the Title I principals and stakeholders collaborate to align all available funding sources to best serve the students and the school community. In addition, the Executive Director works collaboratively through leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. These funding sources include, but are not limited to the 21st Century Grant, Head Start, The Judy Center, McKinney Vent, as well as the General Fund. Persons Responsible: Kelly Hall, Executive Director, Leyla Mele, Grants Accountant.

- b. Describe the process to ensure that the 10 Components of a School wide Program are part of the development, peer review, implementation, and monitoring of School wide School Plans.

All St. Mary's County school wide Title I schools use the school wide Title I plan format. This document includes information included in the system level school improvement plan for each site. The 10 components are reviewed collaboratively by Title I school based staff during the review process. Monitoring of the 10 components is ongoing throughout the school year by the Executive Director; at Title I staff meetings, and also at various school based meetings including School Improvement Team meetings.

- c. If any of the 10 Components of the school wide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to school wide plans occur in a timely manner.

The review process includes identifying any missing or incomplete components. During follow up principal meetings with Title I principals in September and October, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website by the principal or designee and internal data warehouse by the Executive Director or designees.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of school wide programs.

The review and effectiveness of school wide programs is conducted quarterly by the Executive Director. Each site based comprehensive Needs Assessment assures that instructional decisions are data driven. School wide reform strategies are consistent with the SMCPs' Master Plan and College and Career Readiness Standards. All Title I schools are staffed with 100% Highly Qualified teachers. High quality and ongoing professional development is closely monitored to align with the needs assessment. Professional development activities are approved by the Executive Director or Chief Academic Officer. Strategies to Attract Highly Qualified Teachers including maintaining low class sizes in Title I schools as well as providing additional funding for materials of instruction and supplemental professional development. Strategies to increase Parent Involvement include regularly scheduled parent training sessions, monitoring parent needs by means of a parent survey, and assignment of a parent liaison at three of the four sites. At the fourth elementary school, the principal serves as the parent liaison. The plans for assisting Children in Transition include the ECE Common Program application and the Head Start program. The SMCPs program provides academic services to at risk and income eligible three and four year old at risk students in a format and structure similar to our Pre-Kindergarten program. The Head Start program is being offered at regional locations throughout the county; however two full day classes are available for the most at risk four year olds are offered at Green Holly Elementary School. There is also an AM and PM session of Head Start three year old classes at Green Holly Elementary School. The Head Start coordinator is included in elementary principal meetings and Title I principal meetings as appropriate to discuss and foster collaboration between the two programs.); fifth grade visits to the feeder pattern middle school, and the Fifth Grade Parent Information Night. All Title I schools have grade level Professional Learning Community (PLC) plans which align with the School wide Plan. All grade levels plan regular PLC meetings to include Teachers in Data Driven Decision Making which in turn drives classroom instruction. Teachers are encouraged to join the School Improvement Team as contributing decision makers. Teacher representatives provide input for development of internal assessments. Timely Additional Assistance is differentiated based upon student need. Small group instruction is provided using one of the approved intervention programs. Small instructional groups are configured with a goal ratio of less than 10:1.

- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

The 21st Century Community Learning Center grants will support three Title I elementary schools. Students from Lexington Park, G.W. Carver, and Park Hall Schools have 21st Century Community Learning Center after school programs in place. Green Holly Elementary may have access through other grant funding under the 21st Century umbrella later in the fall for tutoring after school programs. All Title I students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and G.W. Carver Elementary School. After school tutoring for identified Homeless Students was provided at Lexington Park Elementary, G.W. Carver Elementary, Park Hall Elementary, and Spring Ridge Middle Schools during the 2014-2015 school year and will continue at the four schools during the coming school year and Green Holly will also offer a homeless tutoring program if a need exists. Homeless tutoring will also be made available at other school sites based on need. Title I offered a district funded summer school during the summer 2015 with students from all Title I sites and non-public participating sites included. This six week program helped students to strengthen academic skills and was combined with the 21st

Century grant funding to allow for a daily enrichment period during this full day summer school program. This Title I summer school partnership with the 21st Century grant is planned to continue in the summer of 2016. Persons Responsible: 21st Century Community Learning Center after school programs: Coordinator of Special Programs, Mark Smith; Supervisor of Food and Nutrition, Louis Jones; Judy Center Coordinator Wendy Binkley; Executive Director of Supplemental School Programs Kelly Hall; Title I principals or designee at each tutoring site.

- f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in school wide plans, the effectiveness of school wide program implementation, fiduciary issues, and program effectiveness.

In addition to the Executive Director of Supplemental School Programs the following central office staff shares responsibility for monitoring the ten components, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness:

- **Components 1, Comprehensive Needs Assessment; Component 2, Schoolwide Reform Strategies; Component 8, Teachers as Decision Makers; and Component 9, Timely Additional Assistance: Jeff Maher, Chief Academic Officer, Charles Ridgell, Director of Student Services, Regina Greeley, Director of Instructional Technology**
- **Component 3, Highly Qualified Teachers; Component 5, Strategies to Attract Highly Qualified Teachers: Dale Farrell, Director of Human Resources.**
- **Component 4, High Quality Ongoing Professional Development: Kelly Hall, Executive Director of Supplemental School Programs, Jeff Maher, Chief Academic Officer, Teaching and Learning Professional Development (TLPD) Supervisory Staff**
- **Component 7, Transitioning: Cindy Kilcoyne, Coordinating Supervisor of Early Childhood Programs & Special Education; Tracey Heibel and Susan Fowler, School Accountability Officers; Regina Greeley, Director of Learning Management Systems; Leyla Mele, Grants Accountant; Tammy McCourt, Assistant Superintendent of Fiscal Services and Human Resources.**
- **Component 6, Parent Involvement: Karyn Timmons, Sonya Mitchell-Bailey, Lisa McCoy, Parent Liaisons; Wauchilue Adams, Scott Szczerbiak, Annette Wood, Curtis Alston, Title I School Principals.**
- **Component 10, Component 10, Coordination and integration of federal, state and local services: Leyla Mele, Grants Accountant; Wauchilue Adams, Scott Szczerbiak, Annette Wood, Curtis Alston, Title I School Principals.**

2. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection**

(**academic**) criteria. (**Note:** Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students. (In Maryland, small group constitutes no more than 8 students to one teacher.)** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).
 - a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
 - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
 - c. Minimizing the removal of children from regular classroom instruction for additional services.
3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.
4. **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.
5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.
7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2015-2016 to a school wide program in 2016-2017, the LEA must submit a formal letter to Maria E. Lamb, Director, Program and Family Support Director, informing MSDE of its intent.

List the Title I school(s) by name and assigned MSDE ID number below.

Performance Measures- Additional guidance in the form of an addendum will be forthcoming.
--

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed:
July 2015 with principals, August 2015 with staff and community
- b. Describe how parent from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.

Each Title I school invites all parents to an annual meeting to seek input to revise and update the LSS Parent Involvement Plan and that school's Parent Involvement Plan. The review of the SMCPs Title I Parent Involvement Plan took place on or before June 18, 2015; which was the student's last day. Parent involvement surveys are also conducted at each Title I school. Title I school principals are then able to adjust the parental involvement activities based upon the needs of their parents. After review/revision, copies of the Parent Involvement Plan are distributed to all school families within the first week of school each year. The Parent Involvement Plan is posted to the Title I schools' websites and the district parent involvement plan is posted to the Executive Director's departmental website.

Since the previous Master Plan submission, parent involvement surveys have been conducted online with a paper/pencil option available for families upon request. Access to computers to complete the surveys is made available during the spring events to maximize the number of parents who provide feedback.

- c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

Copies of the system-level Parent Involvement Plan are provided by the Department of Supplemental School Programs to each Title I school. The system-level Parent Involvement Plan is discussed at all Title I schools during the back to school Title I parent information night. Parents are offered the opportunity to again provide input and feedback. The plan is also posted on the SMCPs Title I website as well as linked from the Title I schools' website. The location of the system-level Parent Involvement Plan is brought to the parents' attention during opening of the year activities.

2. DOCUMENTATION: Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan

Attachment 3: St. Mary's County Public Schools Title I Parent Involvement Policy. The SMCPs Parent Involvement Plan has been revised to become a more meaningful and coherent document based on the guidance and directives of MSDE.

3. **School Level** Parent Involvement Plan Review

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

All Title I schools are required to submit their current school Parent Involvement Plan with their Title I School wide Plan. All schools are required to complete the Title I School Level Parent Involvement Plan Checklist which was provided by MSDE Title I specialists. The Executive Director has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy. This plan and the alignment between the school and district plans are revisited for alignment during the ongoing monthly Title I staff meetings at each school site.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

All Title I schools provide a Title I program information meeting at the beginning of each school year. This informational meeting includes review of the school's Parent Involvement Plan and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities. Each Title I school has a designated Parent Involvement Liaison or staff member who assists with this process and conducts workshops for parents and facilitates the school level parent involvement plan. Development and review of parent involvement plans at the school level by Title I parents are verified by the meeting agenda and sign-in sheets. These are submitted to the Executive Director as documentation for the annual Title I Program Review.

3. School-Parent Compact

- a. Describe how the LEA will ensure that each Title I schools has s School-Parent Compact that meets statutory requirements.

All Title I school Parent Liaisons/or designees schedule annual meetings for school teams to work with parents to review and revise their compacts. Each Title I school is required to submit a copy of the School/Parent Compact to the Executive Director of Supplemental School Programs prior to the first day of school each year. Parent liaisons/or designees also keep copies of all documents on file.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

At the beginning of each school year, all Title I schools provide a Title I program information meeting. This informational meeting includes review of the school's parent involvement plan, School/Parent Compact, and activities. Results of the previous end-of-year Parent Involvement Survey are shared to identify parent priorities and any necessary revisions to the Parent Involvement Plan and School/Parent Compact. Each Title I school has a designated Parent Involvement Liaison or principal designee who assists with this process and conducts workshops for parents throughout the year to assist them with helping their children at home.

4. Monitoring Parent Involvement

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

Title I Principal meetings, held in monthly intervals; provide an opportunity for regular review and monitoring of all NCLB requirements, including parent involvement. All Title I schools maintain a Parent Involvement binder which includes documentation (sign-ins, agendas, notes, and evaluations) of all parent involvement training sessions, School Improvement Team meetings, and Parent Student Teacher Association or Organization meetings. At the end of each school year, a Parent Involvement Survey is conducted at each Title I school. Data provided by the survey is used to evaluate and improve parent involvement opportunities at the school and district levels.

- b. In addition to the LEA Title I coordinator, identify by name, title, and department the persons(s) responsible for monitoring parent involvement.

The following persons, in addition to the Executive Director, monitor parent involvement:

- Curtis Alston: Principal and Karyn Timmons: Parent Liaison, Lexington Park Elementary School
- Annette Wood: Principal and Lisa McCoy: Parent Liaison, G.W.Carver Elementary School
- Scott Szczerbiak: Principal and Sonya Mitchell-Bailey: Parent Liaison, Park Hall Elementary School
- Wauchilue Adams: Principal, Green Holly Elementary School

5. Distribution of Parent Involvement Funds

- a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

The required reservation of 1% of the SMCPS Title I, Part A grant is set aside for Parent Involvement. (SMCPS determines 1% required reservation, which is then divided by the total number of children from low-income families in all Title I schools to determine the Parent Involvement per pupil allocation (PPA).) The Parent Involvement allocation for each Title I school is then determined by multiplying the PPA by the total number of low-income students in each Title I school.

- b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

Input for budget development at the Title I school level is accomplished at School Improvement Team meetings, community meetings, and Open House events and various other meetings during the school year. Sign-ins and agendas are maintained at the school for each of the meetings. Budget input for the new fiscal year is collected at each Title I school during the spring of the previous school year. The proposed budget from each school was submitted to the Title I office on August 3, 2015. All documentation is maintained at each school in the Title I Program notebook which is reviewed during the annual Title I Program Review.

- c. Describe how the LEA ensures that the Schools have access to the parent involvement funds allocated to their school early in the school year.

Parents at Title I schools have access to the funds immediately at the beginning of the school year. Funds are available at the school level. After a summer meeting with the principals to finalize the budget, schools can begin spending with preliminary approval. All parent involvement funds are distributed directly to the schools. No parent involvement funds remain at the district level.

- d. Does the LEA reserve more than 1% of its total allocation for parent involvement?
☐YES ☒No
- e. If yes, describe how these additional funds are used.

6. DOCUMENTATION: Attach a list of all Title I schools' with their individual parent involvement allocations.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

[SECTION 1120]:

1. Participating private schools and services: COMPLETE INFORMATION IN ATTACHMENT 6A regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. *Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*
2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

All St. Mary's County private school administrators are invited to biannual meetings (late Summer/early Fall, and late Winter/early Spring) hosted by St. Mary's County Public School System federal grant administrators. At the Winter/Spring meeting planning begins for the next school year. At that time Title I "Intent to Participate" notices are distributed. The notices are also mailed to all St. Mary's County private schools and are to be returned to the Title I office in late March/early April of each year indicating the private school's intent to participate in the Title I program for the following school year. Follow-up appointments to address individual questions are scheduled as needed.

3. **DESCRIBE** the LEA's process on ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

Prior to the start of the new school year, the Executive Director, the non-public participating principal, and the SMCPS' Title I teacher tutor meet to discuss and sign the Affirmation of Consultation document. This document is sent electronically to the non-public principal prior to the summer meeting for their in-depth review with information based on previous consultation discussions. During this summer meeting, the following items are discussed, included in the affirmation, and SANE documentation is on file.

- How attendance areas and students eligible for services will be determined
- How SMCPS will identify student needs in collaboration with private school officials
- What services will be offered including the option of a third party provider
- How and when decisions will be made about delivery of services
- The size and scope of services and the proportion of funds allocated for those services
- The professional development for teacher sand parent involvement offered for teacher and families of participating students.
- The Non-Public program will be evaluated for effectiveness by a comprehensive review of achievement data including national and local assessments, student grades, and class work

during the consultation process to ensure that identified students are maintaining good progress or increasing their academic achievement. Parent satisfaction surveys will also be reviewed.

The consultation agreement was signed in August 2015 for Little Flower School, King's Christian Academy, and St. Michael's School. In August, 2015, the Executive Director met with each participating private school principal and the Title I non-public teacher tutor to review services for the 2015-2016 school year. Additional quarterly meetings will be scheduled for November, 2015, February 2016, and May 2016, with each principal. The Executive Director meets with each principal at the end of the school year to review/evaluate the program.

Services begin for private schools at the beginning of the year as a result of consultation with the Title I Executive Director, the participating non-public school principal and the Title I teacher/tutor.

4. DOCUMENTATION: Attach a timeline for consultation and affirmation meetings with private school officials.

All private school principals, or their designees, are invited to the Non-Public Federal Grants Information Meeting in February/March of each year to review options for participation in Title I and all federal programs. At that time, the private schools indicate their intent to participate for the following school year. Timeline: In February 2015, the SMCPs Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2015-2016 school year was reviewed. Intent forms were due to the Title I office by April 2015. The consultation agreement was reviewed and signed in August 2015 at each of the two participating schools. In August 2015, the Executive Director met with each participating private school principal to review services for the 2015-2016 school years. Additional quarterly meetings will be scheduled for November, 2015; February, 2016; and May, 2016, with each principal. The Executive Director has a meeting with each principal at the end of the school year to review/evaluate the program.

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students? ☒Yes ☐No
- b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? ☐Yes ☒No
If yes, when will services begin? N/A

6. DOCUMENTATION: Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

Attachment 4: SMCPs Non-Public Procedures 2015-2016

Attachment 5: Timeline for Consultation with Private Schools

Attachment 6a: Affirmation– King's Christian Academy

Attachment 6b: Affirmation– Little Flower School

Attachment 6c: Affirmation-St. Michael's School

7. DESCRIBE the LEA's process to supervise and evaluate Title I program serving private school students.

The SMCPS Executive Director has a quarterly meeting with the participating private school administrators to monitor the ongoing effectiveness and private school satisfaction with the program. The Executive Director conducts a formal observation of the highly qualified teacher providing tutoring services at one of the sites during the school year. At the end of each school year, the Executive Director has a meeting with the private school principal and Title I teacher at each site to review student assessment data. If satisfied with the results of the Title I program, the private school administrator signs a document which indicates that "St. Mary's County Public School System has satisfied its equitable service requirements for the school year."

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

II. TABLES AND WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Unless an LEA is using Community Eligibility Provision (CEP) and FARMS, the LEA must only check one method.

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision (CEP)

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

	A.	FARMS to identify low-income students.
X	B.	Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable.
X	C.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK one box below to indicate which method the school system is using to qualify attendance areas.

- ☐ **Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. **Complete Table 7-3.**
- ☒ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- ☐ **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- ☐ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ☐ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

Note: Regarding Grade-Span Grouping: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Note: Baltimore City Schools and/or Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2014 to complete this table along with the September 30, 2014 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

<u>5884</u>		<u>17,887</u>		<u>32.89%</u>
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2014)	÷	Total LEA Student Enrollment (September 30, 2014)	=	District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME

CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span (Write Grade Spans in Spaces Below)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary <u>(PK3-5)</u>	3495	÷	9032	38.69%
Middle <u>(6-8)</u>	1184	÷	3847	30.78%
High <u>(9-12)</u>	1205	÷	5008	24.06%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT

SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

Local Educational Agency Title I-A Allocation	÷	Total Number Of Low-Income Public and Private Students	=	\$ _____ Per Pupil Amount
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(Taken from Table 7-10; Should match # on C-1-25)		(Add the total public students presented above and the private student number presented on Table 7-9)		
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Per-Pupil Amount \$ _____ X **1.25** = Minimum Per Pupil Allocation \$ _____

MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. **In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.**

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6.1 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year</u> a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.		
To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS	
ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS	
The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served	
Name of Priority High School	MSDE ID Number
Name of Priority Middle School	MSDE ID Number

Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :

Note: The completed 2015-2016 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Attachment 7.

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

TOTAL TITLE I 2015-2016 ALLOCATION		<u>\$ 2,395,349.00</u> (Taken from the C-1-25)	
Reservations Requiring	<i>ACTIVITY</i>	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's ESEA Flexibility Plan.

	1 a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 <i>(see guidance document)</i>	735,302.00	<p>\$80,000 Summer School 20 days of full day instructional service with support from 21st Century Program. 2 Days of preparation and closure for staff. Students from all Title I and non-publics will be invited, rising 3rd, 4th, and 5th graders with 120 seats available.</p> <p>Summer Instructional Salaries = \$35,371.00 (10 Teachers at \$23.00 an hour x 5 hours x 22 days = \$25,300.00 4 Paras at \$16.00 x 20 days x 6.03 hours = \$7,719.00 (\$0.60 rounding) Secretary at \$16.00 x 21 days x 7 hours = \$2,352.00 Administrator at \$25.00 an hour x 8 hours x 24.5 days= \$4,900.00 Transportation = \$13,200.00 MOI Including snacks and consumable materials = \$7,007.00 Contracted Services, educational enrichment for students average 1 event per week for five weeks = \$1,650.00 5 Contracted Hourly Para Support as needed 6.8 hours x 20 days x 15.7 per hour = \$10,676.00 1 Nurse at \$23.00 an hour x 20 days X 8 hours = \$3,680.00 Summer School Fixed Charges (FICA, Workers Comp.)= \$3,516.00</p> <p>\$533,291 Fixed Charges for FTEs at schools, manually calculated for each FTE. FICA, retirement, life insurance, worker's comp, health insurance</p> <p>86,060 Literacy Lead 35,951 Literacy Lead Fixed Charges</p> <p>Literacy Lead is a master teacher with Title I experience. Provides professional literacy development for staff and instructional support for students at each Title I school and PD to non-public sites.</p>
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	1 b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA <i>(see guidance document)</i>		
	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	23,953.00	1% Reservation – See Allocation Worksheet for PPA GWCES=\$7,730.86 GHES=\$5,013.97 LPES=\$5,314.97 PHES=\$5,893.20
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.	
	4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	759,255.00	

<p style="text-align: center;">Reservations Not Requiring Equitable Services</p>	<p style="text-align: center;">5</p>	<p>Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants</p> <p>34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)</p>	<p style="text-align: right;">222,662.91</p>	<p>133,235.00 Salaries .5 FTE Ex. Director = \$76,435.00 .5 FTE Office Manag.= \$30,884.00 1.0 FTE Secretary= \$25,196.00 \$23,012.00 Indirect Costs \$52,806.00 Fixed Charges \$120.00 Fixed \$1,500.00 Overtime – office manager or secretary for report preparation, last minute changes and data requests, support to schools beyond duty day, to support evening events at schools \$6,000.00 Conferences and PD- Title I National Conference, Literacy conferences to meet Title I Literacy initiatives, MSDE Title I meetings fall, spring, for Executive Director, Grants Accountant \$3,000.00 Mileage for travel to Title I schools for fiscal, instructional, and parent involvement meetings, state meetings, based on IRS mileage rate. The Title I schools are 26-30 miles round trip from the Board of Education office. \$2,989.91 Office Supplies-binders, paper, toner, EDGAR/Title I resource books</p>
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6	<p>Support for Title I Priority Schools</p> <p><u>(Baltimore City Public Schools and _____ Prince George's County Public Schools only)</u></p> <p><i>(see guidance document)</i></p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students.</p> <p>[ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.</p> <p>[ESEA Flexibility Plan: Principle 2.E.iii]</p>		<p>20% of LEA allocation = _____</p> <p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools</p> <p><u>(Baltimore City Public Schools and _____ Prince George's County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p>		<p>.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>

	8	<p>Support to Low Performing Title I Schools</p> <p><u>All LEAs with approaching target schools.</u></p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools and Prince George’s County Public Schools).</u></p> <p>a. Optional: LEAs with Focus or approaching target Title I schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]</p> <p>b. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>		<p>Option a: Identify additional Focus School and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p> <p>Option b: List the amount reserved for Choice transportation.</p>
	9	<p>Services to Neglected Children</p> <p>Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. <i>(see guidance document for recommended reservations)</i></p>		

	10a	<p>Required : Services for Homeless Children</p> <p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p><i>(see guidance document for recommended reservations)</i></p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	34,455.00	<p>1.8% of allocation, homeless population is less than 2% of total enrollment, 300 students identified at high point during 14/15 school year, slightly less than 2% of total enrollment population</p> <p>\$17,000.00 salaries- Tutoring Program at identified sites (4-6 schools which are Title I and non-Title I) 1 tutor per site, certificated teachers at \$23.00 an hour, services provided 2-4 days per week, Tutoring services braided with 21st Century After School Program</p> <p>\$1,300.00 Fixed Charges</p> <p>\$11,865.00 Materials and Supplies for Student Success-clothing, backpacks, coats, shoes, graphing calculators, other items as needed, homeless students throughout the county are served</p> <p>\$4,290.00 Homeless Conferences (HAEHY Conference)</p> <p>3 Staff attending including Homeless Liaison, 1 PPW, and 21st Century Program Coordinator</p> <p>Title I and the Homeless Liaison meet monthly to discuss the status of homeless students in the system and to make adjustments as needed. Tutoring programs are monitored by the Executive Director during the school year. The Executive Director meets on an ongoing basis with the 21st Century After School Coordinator to adjust, refine, and revisit services. The Homeless Liaison coordinates a multi-agency homeless meeting which Title I attends.</p>
		<p>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.</p>		
	10b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).</p>		(Report FTE, salary and fringe attach a job description for this position)

	10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).	8,390.00	<p>See Also, Attachment 8</p> <p>Excess costs are costs above the actual daily cost instead of above per diem average. Example: the normal route for Bus A is 10 miles, if the driver has to extend 1 mile, the homeless transportation cost for that student would only be for the 1 mile. Or, if the child normally rode Bus A from the beginning of the route but it now picked up toward the end, there is NO additional homeless transportation costs since the route was not extended. Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs of the 1 mile instead of exceeding a daily per diem average, the transportation department feels that this would be a cleaner method. We believe this method is consistent with the guidance from the USDE that states, "These allowable costs are the incremental costs to transport a homeless child or youth to his or her assigned school"</p>
	11	Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4).	265,502.91	
	12	Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools).		<p>Total Non-Equitable LINE 11 \$ <u>265,507.91</u></p> <p>Plus</p> <p>Equitable Reservations LINE 4 \$ <u>759,255.00</u></p> <p>Equals <u>\$1,024,762.91</u></p> <p>Minus</p> <p>Administration – LINE 5 \$ <u>222,662.91</u></p> <p>Equals: <u>\$ 802,100.00</u></p>

B. BUDGET INFORMATION

Table 7-9

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.

1a. District-wide Instructional Program(s) Reservation				
<u>51</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)	÷	<u>1616+51=1667</u> Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families. (Use the total number reported in the Title I Allocation Worksheet Column I + N.)	=	<u>0.0306</u> Proportion of reservation
<u>0.0306</u> Proportion of reservation	x	<u>735,302.00</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>22,500.24</u> Proportional monies available for equitable services to private school participants
1b. District Professional Development Reservation				
<u>51</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)		<u>1667</u> Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		<u>0.0306</u> Proportion of reservation
<u>0.0306</u> Proportion of reservation		<u>0</u> Reservation (Use # from Table 7-8, Line 1b)		<u>0</u> Proportional monies available for equitable services to private school participants
Parental Involvement Reservation				
<u>51</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area.	÷	<u>1667</u> Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private</u>	=	<u>0.0306</u> Proportion of reservation

(Use the total number reported in the Title I Allocation Worksheet Column N.)		<u>school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		
<u>0.0306</u> Proportion of reservation	x	<u>23,953</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>732.96</u> Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 report on Table 7-10 LINE 3)				
			Total \$ <u>23,233.20</u>	

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	2,395,349.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	759,255.00
3.	Equitable share Total reported in Table 7-9	minus	23,233.20
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	265,507.91
5.	Total Title I LEA allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 & 4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.	equals	1,347,352.89
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R.	----	43,963.53
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	67,196.73

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 **ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)**

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2014 –

September 30, 2015)

LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).

1. Total amount of Title I 2014-2015 allocation: \$ 2,421,571.00
2. The estimated amount of Title I funds the school system will carryover: \$ 363,235.00
3. The estimated percentage of carryover Title I funds as of September 30, 2015 (THIS IS A PROJECTION).
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ☐ Yes ☒ No

III. BUDGET INFORMATION- Submit this information after SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2015-2016

1. **COMPLETE a detailed BUDGET on the MSDE Title I, PART A proposed budget form (C-1-25).** *The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. 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.

2. **Provide a detailed budget narrative.** The budget narrative should:
 - a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
 - i. Include a separate and complete justification for each line item.
 - ii. Identify each activity.
 - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
 - iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
 - b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.

- c. Sample budget template for the detailed narrative is available on the Title I web page on www.marylandpublicschools.org

3. Attach the signed required assurance page with the final submission.

4. Attach the allocation worksheets

IV REQUIRED DOCUMENTATION

Attach all required documentation after Section III. Please number each page and include a Table of Contents for this section.

- Title I Excel Worksheet
- Title I Schools in SY 2014-2015 removed from Title I in SY 2015-2016
- Highly Qualified Notifications
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-125
- Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools also include:

- Each Priority School's intervention plan with budget narrative
- Each Focus School's budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level "Spreadsheet" Budget Summary

Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration

Attachment 6A & B: Nonpublic School Information for ESEA Programs

SY 2015-2016

2015-2016 Focus and Priority Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne Arundel	Georgetown East ES	240006000073			Focus
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		ESEA Priority	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closed July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		ESEA Priority	
	Baltimore Rising Star Academy	240009001664	Closed July 1, 2013	ESEA Priority	
	Booker T. Washington MS	240009000160		ESEA Priority	
	Calverton Elem/ MS	240009000164		ESEA Priority	
	Cherry Hill ES/MS	240009000171		ESEA Priority	
	Commodore John Rogers	240009000180		ESEA Priority	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		ESEA Priority	
	Garrison MS	240009000228	Closed July 1, 2013	ESEA Priority	
	Glenmount ES/MS	240009000222			Focus
	Graceland Park/O'Donnell Heights ES	240009000224			Focus
	Hampstead Hill Academy	240009000234			Focus
	Hazelwood ES/MS	240009000241			Focus

	Highlandtown ES #215	240009000243			Focus
	Langston Hughes ES	240009000266			Focus
	Margaret Brent ES	240009000276			Focus
	Benjamin Franklin High School @ Masonville Cove	240009000157		ESEA Priority	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296	Closed July 1, 2013		
	Robert W. Coleman	240009000303			Focus
	Southwest Baltimore Charter School	240009001527			Focus
	Steuart Hill Academic Academy	240009000319		ESEA Priority	
	William C. March MS	240051001568	Closed July 1, 2013	ESEA Priority	
Baltimore County	Featherbed Lane ES	240012000385			Focus
	Riverview Elementary	240012000464			Focus
	Sandy Plains ES	240012000470			Focus
	Winfield ES	240012000498			Focus
Carroll	Robert Moton ES	240021000544			Focus
Charles	C. Paul Barnhart ES	240027000380			Focus
	Dr. Samuel A. Mudd ES	240027000585			Focus
	Mt Hope/Nanjemoy ES	240027001492			Focus
Dorchester	Choptank ES	240030000841			Focus
Harford	William Paca/Old Post Road ES	240039000716			Focus
Howard	Bryant Woods ES	240042000720			Focus
	Guilford ES	240042000733			Focus
	Laurel Woods ES	240042000761			Focus
	Swansfield ES	240042000755			Focus

Kent	Kent County MS	240045000766			Focus
Montgomery	Brookhaven ES	240048000789			Focus
	Kemp Mill ES	240048000858			Focus
Prince George's	Andrew Jackson Academy	240051001683			Focus
	Benjamin Stoddert MS	240051001464		ESEA Priority	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		ESEA Priority	
	G. James Gholson MS	240051001211		ESEA Priority	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		ESEA Priority	
	Thomas Johnson MS	240051001175		ESEA Priority	
	Thurgood Marshall MS	240051001465		ESEA Priority	
	William Wirt MS	240051001186			Focus
St. Mary's	George Washington Carver ES	240060001483			Focus
	Park Hall ES	240060001234			Focus
Talbot	Easton ES	240063001244			Focus
Washington	Eastern ES	240066000418			Focus
Wicomico	Prince Street School	240069001314			Focus

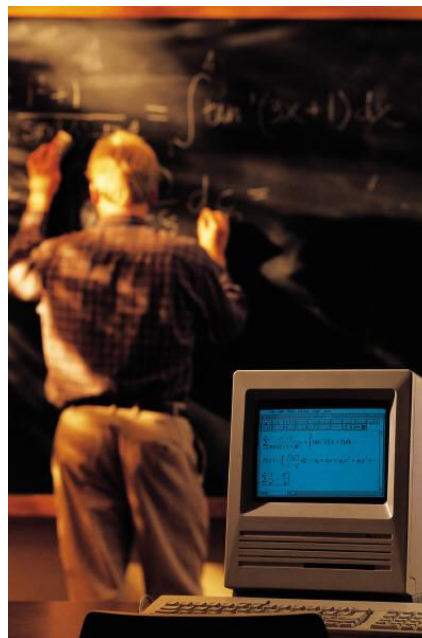
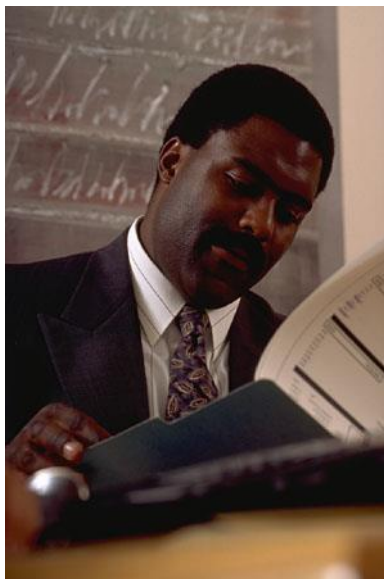
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	2,395,249	AMENDED BUDGET #		REQUEST DATE	11/05/15
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-16		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2015	TO 6/30/2017	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						23,012.00	23,012.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	139,635.00		2,989.91	9,000.00			151,624.91
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,117,528.17	136,163.56	143,540.61	8,400.10			1,405,632.44
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						67,196.73	67,196.73
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	20,790.00	29,600.00	1,243.10	6,700.00			58,333.10
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	17,000.00		11,865.00	4,290.00			33,155.00
208 Student Health Services	3,680.00						3,680.00
209 Student Transportation				23,390.00			23,390.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				629,324.82			629,324.82
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,298,633.17	165,763.56	159,638.62	681,104.92	0.00	90,208.73	2,395,349.00

Finance Official Approval	Leyla Mele		11/05/2015	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		11/5/15	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Attachment 8



Title II, Part A

Preparing, Training and Recruiting High-Quality Teachers and Principals

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
Title II-A Coordinator: <u>Dr. Jeffrey A. Maher</u>	
Telephone: <u>301-475-5511 x32133</u>	E-mail: <u>jamaher@smcps.org</u>

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive Master Plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1		
IMPROVING TEACHER CAPACITY AND QUALITY		
PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100
		Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6

	<p>3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>2003-2004 Target: 48</p> <p>2004-2005 Target: 65</p> <p>2005-2006 and thereafter Target: 100</p> <p>Percentage of Teachers Receiving High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33</p> <p>2003-2004 Target: 40</p> <p>2004-2005 Target: 65</p> <p>2005-2006 Target: 90</p> <p>2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21</p> <p>2003-2004 Target: 30</p> <p>2004-2005 Target: 65</p> <p>2005-2006 and thereafter Target: 100</p>
--	--	--

***Note: MSDE will collect data. The local school system does not have to respond.**

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mary's County Public Schools Fiscal Year: 2016

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].			

<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>Recruitment incentives and critical shortage stipends. To be paid by October 1, 2014 to all hired by September 1, 2014, and within 2 months of hiring any additional critical shortage hires throughout the school year.</p> <p>Professional learning groups for educator evaluation system</p> <p>Goal 3.2.1.1</p>	<p>\$46,008</p>	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>Salaries for teachers to reduce class size. Five schools will receive an FTE to help with class size reduction (5 FTEs)</p> <p>Goal 3.2.7.1</p>	<p>\$366,971</p>	

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: St. Mar's County Public Schools

Fiscal Year: 2016

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<p>Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the MCCRS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance.</p> <p>On-going throughout 2015-2016 school year</p> <p>Provide professional development to our Lead Teachers who coach the teachers</p>	\$20,800	\$5,000

	<p>and paraeducators at the elementary and middle schools.</p> <p>Monthly training sessions throughout the school year</p> <p>Goal 1.1.1.1; Goal 1.1.3.6; Goal 1.1.4.1; Goal 1.6.11; Goal 1.6.1.5: Goal 1.8.1.2; Goal 3.7.1.3; Goal 3.7.1.1; Goal 1.11.2.3; Goal 1.4.1.3; Goal 1.4.1.4</p>		
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p>As a component of our Teacher Performance Assessment System (TPAS), support collaborative teams (formative and summative) at each school, elementary, middle and high, to promote effective instructional practices, share student work, redesign instruction based on that work and the analysis of the formative assessments.</p> <p>Particular attention will be focused on students in the subgroups and in the content areas where students did not meet proficiency.</p> <p>On-going throughout 2012-13.</p> <p>Goal 3.5.1.5</p>	\$49,680	\$6,000

ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
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B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals	<p>Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan.</p> <p>Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1</p>	\$10,152	\$2,000
<p>3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].</p>			

Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	Promote the retention of highly qualified teachers through mentoring and coaching initiatives and programs. Goal 3.3.3.2; Goal3.3.3.3; Goal 3.4.2.3 Goal3.3.3.1; Goal 3.4.2.1	\$22,429	
3.2 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].	Improve the quality of the teaching force through payment of test fees to teachers who take and pass the appropriate content area tests required to become highly qualified. Goal 3.5.1.3	\$25,074	
3.3 TOTAL TITLE II-A FUNDING AMOUNTS	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$33,528	
		\$570,687 \$5,748 indirect	
			\$598,290

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

Fiscal Year: 2016

C. HIGHLY QUALIFIED TEACHERS

1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.

St. Mary's County Public Schools is proud of its percentage of teachers that meet the highly qualified rating (96.3% of classes are taught by teachers who are highly qualified) but realize there is still work to be done. The Department of Teaching, Learning, and Professional Development works closely with the Department of Human Resources to ensure that courses are provided to teachers to advance their highly qualified status, to ensure certification goals are met, and to ensure a high quality new teacher induction program. Content-specific professional development, offered as both in-service and credit-bearing coursework advances teachers' knowledge and skill level for their area. This ensures they maintain their certification, and that their content expertise increases relative to the Common Core State Standards, thereby having a positive impact on student achievement, and advances teachers skills to be highly effective. Critical shortage stipends are offered for teachers in hard-to-staff areas, including mathematics, science, and special education. Further, funding is provided to reimburse staff for taking PRAXIS examinations for certification.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

The Department of Human Resources works closely with Title I schools and principals to ensure priority hiring of highly qualified teachers at Title I and high-need schools.

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 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

Provided in attachment 6.

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 II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;

All non-public schools are invited to participate in collaborative meetings at semester meetings to offer technical assistance, funding information, and to dialogue about professional development needs. A follow-up letter indicating their level of funding is provided, and sent certified mail to those schools not in attendance. Each semester, an update of their expenses is provided with a reminder to non-public schools of the procedures for expending funds, and deadlines. Email reminders are also sent, and we are in phone contact throughout the year. Again, certified mail is sent to those who are not at these meetings.

- b) The basis for determining the professional development needs of private school teachers and other staff;

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Non-public schools are invited to attend and participate in all professional development activities. Many non-public teachers participate in our continuing professional development courses for credit. When credit is issued, we provide a copy to the individuals at their school or home address.

- d) The differences, if any, between the Title II-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 II-A services the district provides to the public school children. The expenditures for such services, however, must be equal – consistent with the number of children served – to Title II-A services provided to public school children.

Non-public school teachers may participate in any of our professional development courses. For those that are specific to our curriculum, we notify the individual of the content. Funding for activities in which non-public schools are allocated, the funding is provided on an equitable and per pupil basis.

E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed 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 the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only

reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative

Title II, Part A

PLEASE NOTE: MP Goal references may change based on update revisions.

The Title II, Part A Grant addresses preparing, training and recruiting high-quality teachers and principals. There are nine (9) potential allowable activities associated with this grant. St. Mary's County Public Schools will use the funding to implement eight (8) of the allowable activities.

Activity 1 **Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals**

Allowable Activity 1.1

Not implemented

Allowable Activity 1.2

In order to recruit highly qualified teachers, St. Mary's County Public Schools will pay a recruitment incentive/critical shortage stipend to new hires in areas of critical need (30 new hires at \$500 + FICA = \$16,200). The stipends will be paid by October 1, 2015 to those hired prior to September 1, 2012. Teachers hired later than September 1, 2015, will receive the stipend within two months of hiring. This is addressed in our Master Plan, (Goal 3.2.1.1)

In addition, in the implementation of the new Maryland Teacher Evaluation framework, teachers will be part of regular professional learning/focus groups and professional development activities to elicit feedback and to discuss implications for planning and implementation. 100 teachers will participate in quarterly meetings (i.e., four [4] meetings x 3 hrs. each x 100 teachers = \$27,600 + \$ 2,208 FICA)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Salaries and Wages (G)	Recruitment stipends for critical shortage areas				
Grant <u>Title II, Part A</u>	Allowable Activity 1.2 Goal 3.2.1.1	30 stipends x \$500.00	\$15,000		\$15,000
Fixed Charges (H)		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$15,000	\$1,200		\$1,200
Salaries and Wages (G)	Site-based professional development and professional development for school focus groups on teacher effectiveness and SLOs	100 teachers x \$23/hr x 3 hrs x 4 meetings			
	Allowable Activity 1.2		\$27,600		\$27,600
Fixed Charges (H)		8% x			
	Fringes	\$27,600	\$2,208		\$2,208
1.2	TOTAL		\$46,008		\$46,008

Allowable Activity 1.3

In order to bring down our class size, particularly in the early grades, we have included 4 FTE positions in the grant. These positions will benefit 6 schools for 2014-2015. This is addressed in our Master Plan, Goal 3. A list of schools follows, each with one FTE (full time employee, teacher) provided for class-size reduction. (Goal 3.2.8.1) (\$443,000 includes fringes)

Location	Teacher	Annl Sal
Benjamin Banneker ES	1	44,678
L. M. Dent ES	2	44,678
Dynard ES	3	44,678
Greenview Knolls ES	4	44,678
Oakville ES	5	47,149
Piney Point ES	6	44,678
<u>Total Salary</u>		<u>\$270,539</u>
<u>Total Benefits</u>		<u>\$96,432</u>

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs Salaries and Wages (A)	Highly Qualified Teachers to reduce class size				
Grant <u>Title II, Part A</u>	Allowable Activity 1.3 Goal 3.2.8.1	6 FTE positions @ actual	\$270,539		\$270,539
Fixed Charges	Total fringe benefits	actual	\$96,432		\$96,432
1.3	TOTAL		\$366,971		\$366,971

Activity 2 Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activity 2.1

We have targeted grant funding to providing professional development activities that improve the knowledge of teachers and principals in the content areas of literacy, math, STEM, and cross-disciplinary literacy. Professional development includes the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas, particularly in alignment with the Maryland College and Career Ready Standards. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 are ongoing throughout the 2015-2016 school year. Activities include both job-embedded professional development at the school site, as well as learning activities facilitated at the system level.

The focus for teachers will be in designing and delivering instruction aligned to the Common Core shifts and cross-disciplinary literacy, as well as: assessing students; analyzing data in teaching teams to identify root cause of the delay for each student; completing item analyses to determine alignment of formative and summative assessment measures; attending professional development in specific interventions identified to address specific student needs; and working to improve content knowledge in both core and non-core academic subject areas.

Professional Development will have a continued focus on the implementation of the Common Core State Standards strategies for implementation of, designing and administering of and analyzing the results of formative assessments, then redesigning instruction for students who are not proficient. There is a critical emphasis on eliminating the achievement gap for students who are underperforming in the core academic areas.

Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. There is \$16,800 in funding available to send 14 staff members to professional conferences to build their capacity to lead others in this training. Specifically, in preparation for the Common Core, teacher attendance at content conferences such as Maryland's Common Ground Conference, the Maryland Assessment Group (MAG) conference, or Learning Forward Conference will provide substantial information in support of system-wide professional development. There is a conference approval process to be followed, and decisions will be based on needs determined by (a) school improvement goals and priorities, (b) curriculum implementation needs (e.g., to assist teachers and staff in the utilization of appropriate materials and resources in teaching the state curriculum); and (c) content-based professional development related to increasing teachers' knowledge and expertise for their content and maintaining high quality status. There is also \$4,000 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc.

We have also included for the continued professional development of our Lead Teachers (Instructional Resource Teachers) who act as coaches in our elementary and middle schools. They have a day of professional development each month to build their capacity to lead the way in professional development at their schools. Materials for IRTs will include a study group book related to the role of IRT as coach, and materials for professional development at \$20 each (total \$900).

Finally, this activity includes \$2,500 for consultant services for a presenter for instructional leaders related to the system initiative addressing the academic needs of students in poverty.

(Goal1.1.1.1;G1.1.3.6;G1.1.4.1;G1.6.1.1;G1.6.1.5;G1.8.1.2;G3.7.1.3;G3.7.1.1;G1.11.2.3;G1.4.1.3;G1.4.1.4)

The total allotment for allowable activity 2.1 for St. Mary's County Public Schools is \$24,200 to provide professional development to teachers, principals, and paraeducators.

We have allotted \$6,500 for our non-public schools in this category.

Non-public Schools include the following:

- The King's Christian Academy
- Little Flower School
- St. Michael's School
- St. John's School
- Father Andrew White SJ School
- St. Mary's Ryken High School
- Leonard Hall Jr. Naval Academy
- Mother Catherine Academy
- Starmaker Learning Center
- Victory Baptist

They identify their needs, target their dollars to activities similar to ours, and submit the bills through our department. They also are invited to attend our professional development, as appropriate.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Other Grant <u>Title II, Part A</u>	Conference Registration Fees and Travel Allowable Activity 2.1	 14 teachers x \$1200	 \$16,800		 \$16,800
Instructional Staff Development Supplies and Materials Grant <u>Title II, Part A</u>	materials for Professional Days Allowable Activity 2.1	 \$5 x 800 teachers	 \$4,000		 \$4,000
2.1	Enhance Content TOTAL		\$20,800	\$5,000	\$25,800
Supplies and Materials Grant <u>Title II, Part A</u>	materials for IRT Leadership Training Allowable Activity 2.1	 45 IRTs x 20	 \$900		 \$900
Contracted services Grant <u>Title II, Part A</u>	Consultant Services- leadership presenter Allowable activity 2.1	 2,500 contracted services	 \$2,500		 \$2,500
2.1	Lead Teacher Dev TOTAL		\$3,400	\$1,500	\$4,900
	2.1 TOTAL		\$24,200	\$6,500	\$30,700

Allowable Activity 2.2

We have focused the funding for this activity for job-embedded professional development and collaborative teams at each school. As a component of our Teacher Performance Assessment System (TPAS), including \$49,680 inclusive of salaries and fringes, in stipends to fund 2 hours for 800 participating teachers, which will be provided to schools based on their size, to promote effective collaborative teaming and to support the teams in working to improve instruction, share effective instructional practices, share student work, analyze data and work products, redesign the instruction based on that analysis and review all formative assessments and do the same. This year, teams at each school will create team action plans, quarterly, that reflect data discussions and target instruction to identified student need. These assessments also are included as part of our pilot evaluation system including the evidence of student learning as a major component. As an in-kind cost, the master calendar for the school system includes four (4) early release days specifically for staff collaborative planning.

(Goal 3.5.1.5) (\$49,680 including fringes)

We have allotted \$6,000 to the non-public schools in this component

(Total \$45,744 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages Grant <u>Title II, Part A</u>	School and system level collaborative Planning for instruction	Collaborative funding 800 teachers x \$23 x 2.5 hrs	\$46,000		\$46,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$46,000	\$3,680		\$3,680
2.2	Job Embedded TOTAL		\$49,680	\$6,000	\$55,680

Allowable Activity 2.3

We have designed a professional development program for current administrators as well as aspiring leaders, current assistant principals, supervisors, coordinators and directors. We have focused \$10,152 (\$7,452 in stipends and fringes for teacher leaders, and \$2,700 in materials) to implement the Leadership Development Plan which includes training in looking at student work and analyzing data and making new instructional decisions based on the new knowledge. (Goal 3.4.1.1; G3.6.1.2; G3.6.1.1)

We have allotted the non-public schools \$2,000 in this component.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development - Teacher Leaders				
Salaries and Wages		50 teachers x			
Grant <u>Title II, Part A</u>	Allowable Activity 2.3	\$23/hr x 6 hrs	\$6,900		\$6,900
Fixed Charges		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$6,900	\$552		\$552
Supplies and Materials	Leadership Development	90 administrators			
Grant <u>Title II, Part A</u>	Allowable Activity 2.3	x \$30.00 study group book	\$2,700		\$2,700
2.3	TOTAL		\$10,152	\$2,000	\$12,152

Activity 3**Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals****Allowable Activity 3.1**

We have targeted this funding to the promotion of highly-qualified teachers through mentoring and coaching initiatives and programs. These funds will also support the orientation activities for our newly hired teachers which take place in mid-August. There will be follow-up sessions throughout the year to support new teachers as well as activities to provide support to teachers in their second year as a part of the ongoing program. In addition, our high quality induction program, aligned with new COMAR regulations for new teacher induction, includes the implementation of model demonstration classrooms at each grade level and in each content area. Demonstration teachers provide assistance in lesson design, the first three weeks of lesson plans, and coaching throughout the year. This allowable activity also provides for the professional development of administrators as well as the capacity building opportunities for aspiring leaders. \$8,089 is provided (inclusive of stipends and fringes) to pay teachers for attending professional development seminars; an additional \$12,960 (salaries and fringes) is included for demonstration classrooms; and \$1,380 is allotted for professional development materials

(Goal 3.3.3.2; G3.3.3.3; G3.4.2.3; G3.3.3.1; G3.4.2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development	Stipends for Professional Development	70 teachers x			
Salaries and Wages	New Teacher Seminars	2 session x \$53.5			
Grant <u>Title II, Part A</u>	Allowable activity 3.1		\$7,490		\$7,490
Fixed Charges		8% x \$7,490			
Grant <u>Title II, Part A</u>	Fringes		\$599		\$599
Instructional Staff Development	Stipends for Professional Development - Demo Teachers	20 teachers x			
Salaries and Wages		\$600			
Grant <u>Title II, Part A</u>	Allowable activity 3.1		\$12,000		\$12,000
Fixed Charges		8% x \$12,000			
Grant <u>Title II, Part A</u>	Fringes		\$960		\$960
Materials	Allowable activity 3.1	60			
Grant <u>Title II, Part A</u>	Goal 3.4.2.1	administrators x \$23	\$1,380		\$1,380
3.1		TOTAL	\$22,429		\$22,429

Allowable Activity 3.2

Each year, the Maryland State Department of Education (MSDE) will complete a report documenting the percentage of classes taught by teachers who have been identified as “highly qualified” as defined by NCLB. An additional yearly report will include the number of classes taught by “highly qualified” teachers in Title I schools. Non-certificated paraeducators will also need to meet the standards identified by MSDE to be highly qualified. MSDE identified the *PRAXIS* tests (Educational Testing Service) that when successfully completed will complete the certification requirements for teachers and/or add an endorsement in an area that will enable them to be identified as highly qualified. Also, instructional paraeducators may pass the *ParaPro* test rather than complete the educational requirements of at least 2 years (or 48 credit hours) of undergraduate credit. In addition, for administrators to meet credentialing requirements and be considered highly qualified, they must pass the School Leaders Licensure Assessment (SLLA). We are providing reimbursement for required assessments for staff members who successfully pass the assessments to for certification and to be considered highly qualified. (Goal 3.5.1.3) (\$10674)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Other Grant Title II, Part A	PRAXIS and test Reimbursement Allowable Activity	3.2			
		\$355.8 x 30 teachers	\$10,674.00		\$10,674.00
3.2		TOTAL	\$10,674		\$10,674

Allowable Activity 3.3

We address this activity by offering the MSDE-approved coursework in reading (and other areas) that promotes completion of certification and highly-qualified requirements. In meeting the certification and professional development needs of staff, state and local requirements, system and school goals, and the teacher evaluation system (aligned with the Maryland Teacher Evaluation Framework), courses will be provided for teachers and administrators. Instructors will be paid (\$27,216, including fringes) and materials and supplies (\$3,691) will be purchased to support the courses. In addition, \$2,621 in online professional development support will be provided. (Goal 3.5.11)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Supplies and Materials Grant Title II, Part A	Materials for PD -Coursework texts				
	Allowable activity 3.3	60 participants x \$61.52.	\$3,691		\$3,691
Instructional Staff Dev - Salaries and Wages	Stipends to teach Reading Courses for certification and HQ status	8 instructors x \$1,800	\$10,800		\$10,800

Grant <u>Title II, Part A</u>	Allowable activity 3.3				
Fixed Charges		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$10,800	\$864		\$864
Instructional Staff Development	Stipends to teach other courses				
Salaries and Wages	Allowable activity 3.3	8 instructors x			
Grant <u>Title II, Part A</u>	Goal 3.3.3.2	\$1,800	\$14,400		\$14,400
Fixed Charges		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$14,400	\$1,152		\$1,152
Contracted services	Online and PD course support				
	Allowable activity 3.3	\$2621 contracted services			
Grant <u>Title II, Part A</u>			\$2,621		\$2,621
3.3		TOTAL	\$33,528		\$33,528

Throughout the Master Plan, each activity that has a budget requirement has a narrative page that is detailed. By referencing the goal, objective, strategy and activity number in the brief description box, you can find more detail regarding each allowable activity.

Total Above	\$570,687
Indirect Cost	\$5,748
Non-public Cost	\$14,500
Total Grant	\$598,290

The total allotment for non-public schools is \$14,500.

The total Indirect Cost is \$5,748.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	598,290.00	AMENDED BUDGET #		REQUEST DATE	09/15/15
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-16		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2015	6/30/2017	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						5,748.00	5,748.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	270,539.00						270,539.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						14,500.00	14,500.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	140,190.00	5,121.00	12,671.00	41,874.00			199,856.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				107,647.00			107,647.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	410,729.00	5,121.00	12,671.00	149,521.00	0.00	20,248.00	598,290.00

Finance Official Approval	<u>Leyla Mele</u>	<u>[Signature]</u>	9/15/2015	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>J. Scott Smith</u>	<u>[Signature]</u>	9/15/15	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State and local public funds.

- 1. REQUIRED ACTIVITIES [SECTION 3115(C)]:** For all required activities that will be implemented.
(a) provide an outcome and a brief description of services, (b) time lines or target dates, (c) link the outcome to the NCLB indicator(s) detailed in the 2015 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. Use separate pages as necessary for descriptions.

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in the increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a.) outcome and brief description of the services b.) timelines or target dates c.) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan d.) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	Purchase the 3 WIDA Resource Guides for classroom teachers. Books contain WIDA standards, Can-Do Descriptors, and a Handbook for implementing the ELDs. These standards will provide ELL and content teachers with a tool to help aid in curriculum design, instruction, and assessment and to make the WIDA standards framework more meaningful to those that support ELLs. Also, we will renew our current educational software (Imagine Learning) licenses in order to increase ELL's reading and writing	\$950	N/A

	<p>proficiency levels. Four renewals will be purchased with this LEP portion of the grant.</p> <p>Outcome: To increase ELLs reading and writing proficiency levels.</p> <p>This supports the NCLB goal number 2.</p> <p>Timeline: September 2015</p>		
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)]			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)]	<p>A certified ESOL teacher will provide supplemental instructional support for ELL students who are at an entering or beginning proficiency level, and are identified as needing additional assistance in a pull-out and/or push-in model.</p> <p>Outcome: To increase the English proficiency of our ELLs in our school system in order to make AMAO 1.</p> <p>Goal: To increase the English proficiency of our ELLs in our school system.</p> <p>Timeline: On-going 2015-2016</p>	\$24,658	N/A

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
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A. REQUIRED ACTIVITIES [Section 3115(c)] continued

Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall 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)].

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a.) outcome and brief description of the services b.) timelines or target dates c.) outcome linked to the NCLB indicators(s) detailed in the 2015 Master Plan d.) services to nonpublic schools	Public School Costs	Nonpublic Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(B)]	Membership/registration fees for conferences such as MDTESOL and TESOL relating to teaching ELLs. ELL teachers will be expected to share information with grade level/content teachers. Outcome: to increase teachers' knowledge of practices that support ELLs in language and content development. Surveys will be used to determine the effectiveness of the workshops and conferences. Supports NCLB Goal 2 Timeline: School year 2015-2016	\$1,100	N/A
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	Provide professional development by having a presenter visit our county in order to provide WIDA training for ELL and mainstream teachers. Training will focus on planning instruction designed around the WIDA standards, and to acquire a deeper understanding of performance definitions. Title III funds will be used to cover the presenter fee and training materials. (Cost includes having presenter come for a 2-day workshop in the fall.)	\$5,500	N/A

	<p>Outcome: to increase teachers' knowledge of practices that support ELLs in language and content development. Surveys will be used to determine the effectiveness of the workshops and conferences.</p> <p><i>Private schools will be invited to attend all PD sessions.</i></p> <p>This activity supports NCLB goal 2.</p> <p>Timeline: School year: 2015-2016</p>		
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)]			

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State and local public funds.

- B. **ALLOWABLE ACTIVITIES [Section 3115(d)]:** An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the allowable activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable Activities.)*

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a.) outcome and brief description of the services b.)timelines or target dates c.) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan. d.) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	Funds are used to pay interpreters: Language Line interpreting service, and Schreiber Translation service. Outcome: These resources provide interpreting services to help schools support mathematics and literacy development for ELL students and families. This supports NCLB goal 2. Timeline: School year 2015 - 2016.	\$1,742	N/A
3.2 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)]	ELL Parent Conference and Family Night (translated documents, refreshments). Opportunities provided for parent / teacher conferences. Outcome: Providing interpreting services to these events help parents understand their role as supporter	\$140	N/A

	<p>of their child's mathematics and literacy development at home.</p> <p>This activity supports our Master Plan objective of providing an opportunity to have ELL parents together with teachers and administrators in order to discuss and share their students' achievement data.</p> <p>Timeline: School year: 2015-2016</p>		
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

- C. **ADMINISTRATIVE EXPENSES** [section 3115(b)]: each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].		\$333	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$34,423	

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

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year: <u>2016</u>
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a.) outcome and brief description of the services b.) timelines or target dates c.) outcome linked to the NCLB indicators(s) detailed in the 2015 Master Plan d.) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].			
1.3 Providing tutorials mentoring an academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].			

1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].	<p>Purchase of Imagine Learning software license renewals for our lowest ELP level English learners.</p> <p>Outcome: To increase ELLs reading and writing proficiency levels.</p> <p>This activity supports NCLB goal 2. Timeline: Fall 2015</p>	\$4,800	N/A
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].			
1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(d)(1)(G)]	<p>Purchase of materials in order to provide after-school community services (tutoring) and activities coordinated with our local college for our ELLs at the elementary schools.</p> <p>Outcome: These instructional services are designed to assist immigrant youth and their families with the ultimate goal of increasing the ELLs reading, writing, speaking, and listening proficiency levels.</p> <p>This activity supports NCLB goal 2.</p> <p>Timeline: School year: 2015-2016</p>	\$150	N/A

E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

2. Administrative Expenses	Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].	\$47	N/A
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT	\$4,997	

F. 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 10 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;

The ESOL Supervisor for St. Mary's County Public Schools contacts the principals of non-public schools via email and letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.

b) The basis for determining the needs of private school children and teachers;

Upon receiving request from the private schools, we send the teachers out to pre-assess the children in order to determine level of service to those students.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

If students qualify for Title III services, we meet with a representative from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.

d) 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 representative from each of the qualifying non-publics is invited to meet one-on-one with the supervisor of ESOL to discuss available student/teacher resources (ex. ELD Standards manuals and Can-Do Descriptor books). In addition, each of the non-public schools is invited to send representatives to our PD workshops and training opportunities. The ELL per pupil funding is usually small, therefore offering continuing PD to participating private schools tends to be more advantageous for all.

- 2 ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2014 – 2015 signed by officials at each participating nonpublic school and/or their

designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

G. 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 *Attachment 10*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662> .

Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An [Excel version](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177> The

1. 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.

H. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools)
documentation

Title III Budget Narrative: LEP

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.2						
203-205-02	03- Supplies and Materials	Purchase additional WIDA Resource Guides for classroom teachers and renewal of 4 Imagine Learning licenses for ELLs with low ELP	8 WIDA books X \$39 each and 4 IL licenses X \$150 each	950		950
Total:						\$950
Activity 1.4						
203-205 - 02		A part-time certified ELL teacher will provide supplemental instructional support for ELL students who are entering or at a beginning proficiency level, and are identified as needing additional assistance in a pull-out model and/or push-in with a certified teacher.	.33 FTE	\$20,000 salary		20,000
	01-Salaries & Wages					
Fixed Charges		FICA(7.65%);WC(.003%);Pension (15.71%);Life(\$3) Title III and General Funds are paying for salary. Therefore the FICA is an estimation	\$4,658			4,658
Total:						\$24,658
Activity 2.1						
203-205 - 02		Staff Development-membership/registration fees for conferences & PD workshops (TESOL conferences)	6 ESOL teachers and supervisor X \$157 each	1,100		1,100
	04-Other Charges					
Fixed Charges		FICA				
Total:						\$1,100
Activity 2.2						
203-205 - 09		PD for ESOL teachers and content teachers-WIDA Training (Lesson Planning) and Staff Training with Imagine Learning	4500 (WIDA PD) and 1000 Imagine Learning Training	5,500		5,500
	02-Contract Services					
Fixed Charges		FICA				
Total:						\$5,500
Activity 3.1						
203-205 - 02		Interpreter and translation services: Language Line Interpreting Service, Schreiber Translation	Interpreter \$1,000 Translations \$742	1,742		1,742
	02-Contract Services					
Fixed Charges		FICA				
Total:						\$1,742
Activity 3.2						
203-205 - 02		ELL Parent Conference and Family Night	Food \$140	140		140
	03-Supplies & Materials					
Fixed Charges		FICA				
Total:						\$140

201 - 22	08- Transfers	.97% admin cost		333		333
Total:						\$34,423

D. Immigrant Activities

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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Activity 1.4

203-205 - 02	03-Supplies & Materials	Imagine Learning software license renewal for elementary ELLs with low ELP	32 licenses X \$150 each	4,800		4,800
Fixed Charges		FICA				

Total: \$4,800

Activity 1.7

203-205 - 02	03-Supplies & Materials	Materials to provide community services and activities coordinated with local college (SMCM) to assist parents of immigrant children and youth at GWCES.	12 children X \$12.50 each	150		150
Fixed Charges		FICA				

Total: \$150

Allowable Expenses: 2.19%

201 - 22	08-Transfers	.97% Admin cost	4,997 X .97%	47		47
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Total: \$4,997

Grand Total: \$4,997

**Affirmation of Consultation
Documentation (with nonpublic schools)**



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools
Division of Instruction**

Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Ms. Kelly Hall
Executive Director

Attachment 4

Title I Services to Eligible Non-Public School Children

All children in grades preK-5 who reside in a Title I serviced school attendance area are potentially eligible for services regardless of where they attend school. Thus, school districts receiving Title I federal funds must identify, and where appropriate, serve children who attend non-public private schools. All children are selected based upon an annual assessment of residence in a participating public school attendance area and students' educational need. Residency and poverty information used to determine funding for 2015-2016 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2014.

Procedures for the 2015-2016 School Year

1. All non-public schools interested in participating in the Title I Program for the 2015-2016 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 30, 2015.
2. Non-public schools that elect to participate should provide an enrollment list with 911 addresses of all students in grades preK-5 by May 15, 2015 (including students enrolled on or before September 30, 2014). The SMCPs Title I Executive Director will verify that the eligible non-public school children reside in participating public school attendance areas. The public schools eligible to receive Title I funding for the 2015-2016 school year are: George Washington Carver, Green Holly, Lexington Park, and Park Hall Elementary Schools.
3. Data from free/reduced price meal eligibility and survey poverty data will be the methods used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and demonstrating a need for academic intervention to increase achievement. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 20, 2015, between the SMCPs Title I Executive Director and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students will be invited to participate in Title I professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Executive Director. Parental notification, including receipt of permission to participate, should take place at each site.
8. Non-public school officials, in collaboration with the SMCPs Title I Executive Director, will review student results on standardized testing (Terra Nova Assessment, Stanford 10, DIBELSNEXT, etc.) to identify eligible low performing students for services. The progress of all preK-5 students participating in the Title I tutoring program will be assessed quarterly using a variety of standardized site-based assessments. The results of these assessments will be used to evaluate and improve services to non-public students.
9. Quarterly consultation meetings will be scheduled with each site to review delivery of Title I services: August, 2015; November, 2015; February, 2016, May, 2016.

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

Attachment 5

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
2015-2016

Month	Activity	Date
November(prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2014
February	Initial contact meeting with private school representatives	2/2015
April	Title I Participation Form due to Title I office	4/2015
April	Match addresses of private school students from low income families to participating public school attendance areas.	4/2015
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2015
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2015
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2015
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Highly Qualified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2015 8/2015 8/2015
November	Schedule an observation of the Highly Qualified Teacher in each private school	TBD
February	Begin the process for the 2016-2017 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

St. Mary's County Public Schools

Title I Service to Private School Children Affirmation of Consultation The King's Christian Academy 2015-2016

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be discussed:

How SMCPs will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need
- Verify eligible students, based on residency requirements
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs
- Review assessment data and other criteria with a team comprised of the non-public principal, the SMCPs Title I teacher, and Title I Executive Director to set goals for the tutoring program
- Maintain a portfolio for each identified student and collect work samples to show progress over time
- Ongoing adjustments of instruction to match the needs of the identified students

What services SMCPs will offer:

- Reading – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPs highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPs highly qualified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPs highly qualified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Highly qualified SMCPs teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.

- Schedules will be developed with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

How SMCPS will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

The size and scope of the services SMCPS will provide and the proportion of funds SMCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility.
- The SMCPS teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPS non-public school teachers and parents of identified Title I non-public students.

How SMCPS will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPS will provide for teachers and families of participating students:

- Teachers of eligible Title I students will be invited to SMCPS Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPS Title I public school attendance areas.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Signature of Authorized Private School Official

 8/13/2015
Private School Representative Date

The King's Christian Academy
Name of Private School Agency or School

 8/13/15
Public School Official Date

 8/13/15
Public School Tutor Date

St. Mary's County Public Schools**Title I Service to Private School Children**
Affirmation of Consultation
Little Flower School
2015-2016

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be discussed:**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need
- Verify eligible students, based on residency requirements
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs
- Review assessment data and other criteria with a team comprised of the non-public principal, the SMCPs Title I teacher, and Title I Executive Director to set goals for the tutoring program
- Maintain a portfolio for each identified student and collect work samples to show progress over time
- Ongoing adjustments of instruction to match the needs of the identified students

What services SMCPs will offer:

- Reading – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPs highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPs highly qualified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPs highly qualified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Highly qualified SMCPs teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.

- Schedules will be developed with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

How SMCPS will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

The size and scope of the services SMCPS will provide and the proportion of funds SMCPS will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility.
- The SMCPS teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPS non-public school teachers and parents of identified Title I non-public students.

How SMCPS will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPS will provide for teachers and families of participating students:

- Teachers of eligible Title I students will be invited to SMCPS Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPS Title I public school attendance areas.

Revised 8/2015

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Signature of Authorized Private School Official

Caitlin Keeton 8-12-15
Private School Representative Date

Little Flower School
Name of Private School Agency or School

Kelly M. Hall 8/12/15
Public School Official Date

Danny J. Spinnery 8/12/15
Public School Tutor Date

St. Mary's County Public Schools**Title I Service to Private School Children
Affirmation of Consultation
St. Michael's School
2015-2016**

Section 1120(b) of the No Child Left Behind Act and §200.63 of Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics will be discussed:**How SMCPS will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need
- Verify eligible students, based on residency requirements
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs
- Review assessment data and other criteria with a team comprised of the non-public principal, the SMCPS Title I teacher, and Title I Executive Director to set goals for the tutoring program
- Maintain a portfolio for each identified student and collect work samples to show progress over time
- Ongoing adjustments of instruction to match the needs of the identified students

What services SMCPS will offer:

- Reading – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.
- Mathematics – reinforcement and re-teaching of basic skills aligned with the non-public school curriculum and provided by a SMCPS highly qualified teacher.

How and when SMCPS will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator will take place to discuss the delivery of service.
- The time sheet of the SMCPS highly qualified teacher will be signed by the Title I Executive Director.

How, where, and by whom SMCPS will provide services, including whether a third party will provide them:

- Use of third-party providers to deliver services was discussed. It was decided by consensus of both parties not to pursue this option at this time.
- Highly qualified SMCPS teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.

- Schedules will be developed with the individual schools to determine the amount of time for services at the school based upon student needs and the curriculum.

How SMCPs will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed tri-annually using DIBELS NEXT and the QRI mathematics assessment approved by non-public officials.
- Individual student support will be modified based upon assessment results.

The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility.
- The SMCPs teacher will provide instruction to identified Title I students as individuals or in small groups.
- Training opportunities will be provided for SMCPs non-public school teachers and parents of identified Title I non-public students.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey data will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:


- Teachers of eligible Title I students will be invited to SMCPs Title I professional development training activities.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.

Cooperation by the non-public school:

By choosing to participate in Title I, Part A of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas.

We agree that timely and meaningful consultation occurred before St. Mary's County Public Schools made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Signature of Authorized Private School Official

 8-17-15
Private School Representative Date

St. Michaels' School
Name of Private School Agency or School

 8-17-15
Public School Official Date

 8-17-15
Public School Tutor Date

**Annual Planning Meeting for Federally Funded Programs
BOE Room
Monday, October 12, 2015, 2:00 p.m. - 3:30 p.m.**

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Wendy Tarr	TLPID - Central office	301. 475. 5511, ext. 32118
JH	CAO - SNEP	1 32133
Susan McDonough	St. John's School	301-373-2142
Caitlin Keeton	Little Flower School	301-994-0404
Pick Wood	SNEP	301 475-2814
Brad Chamberlain	SNEP	
Melissa Charbonnet	Special Education SMCPS	
John R. Hoffmeister	PRINCIPAL SMCPS	2409252939
Lynda Mandelgorski	Maryland Catholic Academy	301-884-8165

Title I: 01a Non-Public Meeting Sign-In Sheet

Annual Planning Meeting for Federally Funded Programs
BOE Room
Monday, October 12, 2015, 2:00 p.m. - 3:30 p.m.

Sign-In Sheet (Please Print)

[illegible]

Title I: 01a Non-Public Meeting Sign-In Sheet



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Ms. Kelly Hall
Executive Director

Annual Planning Meeting for Federally Funded Programs

Monday, October 12, 2015
2:00 p.m. – 3:30 p.m.

Board of Education Meeting Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

For more information on
the listed topics, please call
301-475-5511 and the extension
listed below:

- Welcome and Introductions Kelly Hall, Executive Director
Supplemental School Programs Ext. 32136
kmhall@smcps.org
- Title I, Part A Kelly Hall, Executive Director
Supplemental School Programs Ext. 32136
kmhall@smcps.org
- Title II, Part A Jeffrey Maher, Chief Academic Officer
Teaching, Learning, and Ext. 32133
Professional Development
jmaher@smcps.org
- Title III/LEP Wendy Tarr, Supervisor
World Languages and ESOL Ext. 32118
wmtarr@smcps.org
- 21st Century Community Mark Smith, Coordinator
Special Programs 301-475-0242
mgsmith@smcps.org Ext. 28125
- Special Education Melissa Charbonnet, Executive Director
Special Education/Student Services Ext. 32220
mbcharbonnet@smcps.org

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents and Teachers

FACT SHEET

What is Title I?

Title I is part of the Elementary and Secondary Education Act, and is authorized under the ***No Child Left Behind Act of 2001***. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2015-2016 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services.

Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.



Phone: 301-475-5511 ext. 32133; Fax: 301-475-4229

St. Mary's County Public Schools
Division of Instruction
Department of Teaching, Learning, and Professional Development
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Dr. Jeffrey A. Maher
Chief Academic Officer

To: Non-Public School Principals
From: Wendy Tarr, Supervisor of World Languages/ESOL
Re: Title III Services for English Language Learners (ELLs)
Date: August 25, 2015

Title III requires St. Mary's County Public Schools to report on the number of students who qualify as English Language Learners (ELLs) independent of whether or not you choose to participate with the Title Programs. Please include in the table all students who meet the qualifications for participation in the English for Speakers of Other Languages (ESOL) Program. If you are unsure whether a student qualifies as an ELL, please contact us to set up a time to administer the ELP assessment, which will determine the student's English language proficiency. These qualifications are outlined below.

An English Language Learner (ELL) means a student who:

- (a) was born outside the United States or whose native language is not English;
- (b) comes from an environment where a language other than English or in addition to English is dominant (including home, daycare, babysitter, or extended family who interact regularly with the student);
- (c) is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or
- (d) has been in an educational environment where instruction has been provided in a language other than English, including a bilingual classroom.

Immigrant students are defined as individuals who are age 3 through 21, were not born in any state and have not yet been attending one or more schools in any one or more states for more than three full academic years.

Please identify your level of interest in participating in the Title III (ESOL) Program and return the form to me by September 18, 2015. Even though you may not have ESOL students currently who qualify for services, it is important for you to realize they may show up at your school anytime during the school year. We will not be able to provide your ESOL students and staff with any support if you choose not to participate.

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

**St. Mary's County Public Schools
Nonpublic Schools Participating Form
School Year: 2015-2016
Title III**

School Name: _____

Contact Person: _____

Phone Number: _____

E-mail: _____

Please fill in the appropriate students that will be served by federal money during the current school year in the chart below.

Student ID #	Student's Name	Grade	Linguistic Background	Immigrant Status (Y or N)

Please select the item that you would like to focus on during the upcoming school year:

- _____ We choose not to participate with the Title III program.
- _____ Direct English language instruction provided:
Services will be provided at the ELL's assigned public school at an appointed time. SMCPs will not provide transportation.
- _____ Professional development focusing on the integration of ELLs into schools, including modifying and accommodating curricula and instruction for ELLs.
- _____ Strategies and activities to integrate ELLs into the content area or grade level classroom.


Principal's Signature: _____

Date: _____

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	34,423.00	AMENDED BUDGET #		REQUEST DATE	09/04/15
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	164306	RECIPIENT GRANT #	043-16		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2015	9/30/2017	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						333.00	333.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	20,000.00		950.00				20,950.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.		5,500.00		1,100.00			6,600.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				4,658.00			4,658.00
214 Community Services		1,742.00	140.00				1,882.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	20,000.00	7,242.00	1,090.00	5,758.00	0.00	333.00	34,423.00

Finance Official Approval	Leyla Mele		9/04/2015	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/04/15	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev: 11/29/07

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	4,997.00	AMENDED BUDGET #		REQUEST DATE	09/04/15
GRANT NAME	Title III, English Language Acquisition, Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	164306	RECIPIENT GRANT #	044-16		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2015	TO 9/30/2017	



CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						47.00	47.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			4,950.00				4,950.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	4,950.00	0.00	0.00	47.00	4,997.00

Finance Official Approval	Leyla Mele	Signature	9/04/2015	301-475-5511 X32186
	Name		Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith	Signature	9/4/15	301-475-5511 x 32178
	Name		Date	Telephone #
MSDE Grant Manager Approval		Signature		
	Name		Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	28,337.21	AMENDED BUDGET #		REQUEST DATE	09/16/15
GRANT NAME	Title III, English Language Acquisition: Formula Grants for Unaccompanied Children and Youth		GRANT RECIPIENT NAME	St. Mary's County Public Schools	
MSDE GRANT #	164269.01	RECIPIENT GRANT #	040-16		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2015 TO 9/30/2016		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						275.00	275.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			28,062.21				28,062.21
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	28,062.21	0.00	0.00	275.00	28,337.21

Finance Official Approval	Leyla Mele		9/16/2015	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/24/15	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev: 11/29/07

Attachment 13



Fine Arts

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the progress that was made in 2014-2015 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan.

During the 2014-2015 cycle of the St. Mary's County Public Schools’ Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facility and budgetary constraints. Strategies #1, #2, #3, and #4 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant and General Funding.. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

Common county-wide classroom resources to aid in the development of basic artistic literacy were identified and purchased for use in professional development and classroom instruction for the 2014-2015 school year. In preparation for the 2015-2016 school year, an “MCCRS (ELA) and the Fine Arts Crosswalk” was expanded. Its purpose is to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12. It is an evolving document to be shared among teachers, instructional resource teachers, and administrators. Also, in preparation for the 2015-2016 school year, exemplar lesson plans were created and posted to the “Professional Development” section of the SMCPS Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system. Literacy style assessment resources were made available to teachers in music and visual arts. These assessment resources are aligned to the MCCRS for ELA, as well as incorporating question styles that mimic those found on PARCC. The literacy assessment resources were developed to find a middle ground between a selected response style assessment and a performance assessment.

Another stride for this year was the expanded use of Google Drive and Google Sites by all staff members. Throughout the school year teachers posted their items and were able to review, edit, and discuss their work. Google Drive and Google Sites were invaluable resources to the success of the countywide fine arts PLC.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

During the 2014--2015 cycle of the St. Mary's County Public Schools’ Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were added and reallocated to accommodate student needs and growth. Adequate funding for all categories for fine arts was maintained in the 2014-2015 budget cycle.

(Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1, #2, #3, #4 and all activities.)

Goal #1, Objective #13, Strategy #1, Activity #1:

2 additional full time staff positions were added to elementary school for general music and visual arts.

At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music.

Goal #1, Objective #13, Strategy #1, Activity #2:

The fine arts resource position allowed the archives library and the tri-county library to be completely inventoried and missing parts/scores to be ordered.

Goal #1, Objective #13, Strategy #1, Activities #3, 4, 5, 6, 7, 8, 9, 10, and 11;

Goal #1, Objective #13, Strategy #3, Activities #1, 2, 3, and 4;

Goal #1, Objective #13, Strategy #4, Activities # 1, 2, 3 and 4:

All strategies were implemented for the programs in Fine Arts. No additional funding was needed for Goal #1, Objective #13, Strategy #1, Activities #3, 4, 6, 8, 10; Goal #1, Objective #13, Strategy #3, Activity #3; or Goal #1, Objective #13, Strategy #4, Activity #1, or #3. Additional funding was provided from the Fine Arts Initiative Grant for activities Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy #3, Activities #1 and #2; and Goal #1, Objective #13, Strategy #4, Activity #2. Additional funding was also provided from General Funds for Goal #1, Objective #13, Strategy #1, Activities #7, #9, #11; and Goal #1, Objective #13, Strategy #3, Activity #4. Activity Goal #1, Objective #13, Strategy #1, Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.

Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:

All-County Honor Music Groups have been expanded to include band, chorus, orchestra, full orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation. An All-County Honor Theatre Festival will be added in the 2015-2016 school year.

Goal #1, Objective #13, Strategy #2, Activity #5:

All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.

Goal #1, Objective #13, Strategy #2, Activity #6:

The theatre program was reviewed and appropriate funding was provided to accommodate program needs.

Goal #1, Objective #13, Strategy #2, Activity #7:

The Summer Fine Arts Enrichment Camp had approximately 0 campers at the elementary and middle school levels. We took the 2014-2015 school year to develop a revised plan for our implementation of the Summer Fine Arts Enrichment Camp. Dance was not added, due to facility needs. Student scholarships were available for our FARM population.

Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:

Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.

Goal #1, Objective #13, Strategy #2, Activity #12:

Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping, alignment, and assessment development.

Goal #1, Objective #13, Strategy #2, Activities #13 and 14:

Activities for extended day/extended year and gifted and talented students were reviewed, but no additional funding was required. An Academy of Visual and Performing Arts was implemented and the academy is in its 2nd year at Chopticon High School. The format includes extended day enrichment activities once a quarter, as well as differentiated field trips for academy students. This year's academy is for incoming Freshmen and Sophomores only. Next year's academy will include incoming Freshmen, Sophomores, and Juniors.

Goal #1, Objective #13, Strategy #2, Activity #15:

The textbook adoption cycle was completed in 2007-2008. In 2009-2014, funding was provided from the general fund to accommodate any additional textbooks that were needed.

Goal #1, Objective #13, Strategy #2, Activity #16:

All transportation costs for related curricular activities were funded from the General Fund.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Generally, there were no major challenges for the 2014-2015 programs in Fine Arts goals. Time for professional development is always a challenge, but with the additional time provided by the PLCs, staff members were given the opportunity to have additional collaboration time to develop performance assessments in each fine arts areas, as well as identify common county-wide resources for classroom use.

4. Describe the goals, objectives, and strategies that will be implemented during 2015-2016 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

An additional professional development day has been added to the 2015-2016 school year calendar in April, which will help keep the motivation level of our teachers high to the conclusion of the school year. In August, teachers will continue to be inserviced on the transition to the MCCRS and how Fine Arts teachers will support the instructional shifts within arts classrooms. Teachers will also continue to be inserviced on the new unit and lesson planning frames developed to meet the instructional needs of our students and teachers based on observational data from the 2014-2015 school year. The new unit/lesson planning formats will also introduce teachers to ways to support the shift to the MCCRS. Teachers will continued to be inserviced regarding the implementation of “Domain 5”, the last component of our teacher evaluation system.

A. BUDGET INFORMATION AND NARRATIVE

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$23 per hour x 165 hours	\$ 3,795		\$ 3,795
Fixed Charges	Fringe Benefits: SS	.08 % x \$3,795	\$ 304		\$ 304
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants – All-County Theatre Festival x \$275.00 3 consultants – AVPA Seminar Presenters x \$230.00	\$ 825 \$ 690		\$ 1,515
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 300		\$ 300
Other Charges	Conference Fees Strategy 2,	3 bands x \$425.00	\$ 1,275		\$ 1,275

	Marching Band Fees, Strategy #2				
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$ 8,088		\$ 8,088
Administration Business Support Services/Transfers	Indirect Costs	.97% x direct costs	\$ 148		\$ 148
	TOTAL		\$15,425		\$15,425

1. Provide a detailed budget on the MSDE Proposed Fine Arts Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.


2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$23 per hour X165 hours	\$3,795		\$3,795
Fixed Charges	Fringe Benefits: SS	.08%x\$3,795	\$304		\$304
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants – All-County Theatre Festival x \$275.00 3 consultants – AVPA Seminar Presenters x \$230.00	\$825 \$690		\$1,515
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$300		\$300
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy #2	3 bands x \$425.00	\$1,275		\$1,275
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$8,088		\$8,088
Administration Business Support Services/Transfers	Indirect Costs	.97%xdirect costs	\$148		\$148
	TOTAL		\$15,425		\$15,425

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	08/31/15
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-16		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-15	30-Sep-16	
		FROM TO			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						148.00	148.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		1,515.00	8,088.00	1,275.00			10,878.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,795.00		300.00				4,095.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				304.00			304.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,795.00	1,515.00	8,388.00	1,579.00	0.00	148.00	15,425.00

Finance Official Approval	Leyla Mele		8-31-2015	301-475-5511 x32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		9/8/15	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev: 11/29/07

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Additional Federal and State Reporting Requirements

Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2015-16

Local School System: St. Marys County Public Schools

LSS Point of Contact: Charles E. Ridgell

Telephone: 301-475-5511 x32150

Email: ceridgell@smcps.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total#of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	0	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	0	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	0	0	0	0

**Guidance for Completing the SY 2015-16 Victims of Violent
Criminal Offenses (VVCOs) in Schools Report**

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**

A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:

- (1) Attends a persistently dangerous public elementary or secondary school; or
- (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:

- (a) During the regular school day; or
- (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.

B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:

- (1) Designation of a school as persistently dangerous; or
- (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.

C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: Show the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.


NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator **(i.e. transferred in the interest of safety and/or good order and discipline).**

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2015 MASTER PLAN UPDATE**

Local School System: St. Mary's County Public Schools
Point of Contact: Charles Ridgell
Address: 23160 Moakley Street, STE 104
Leonardtown, MD 20650
Telephone: 301-475-5511 x32198 Fax: 301-475-2469
Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

 10/14/15
Signature – Local Superintendent of Schools – James Scott Smith Date

Please complete certification statement and submit as part of your 2015 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2016 Master Plan Update**

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

Point of Contact: Charles Ridgell

Address: 23160 Moakley Street, STE 104
Leonardtown, MD 20650

Telephone: 301-475-5511 x32198 Fax: 301-475-2469

Email: ceridgell@smcps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07

- ☒ Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:
- Professional Development
 - Ongoing review of student records
 - Policies and Procedures addressing the maintenance of student records
- ☐ Are not being implemented. (Please attach an explanation.)



10/14/2015

Signature – Local Superintendent of Schools – James Scott Smith Date

Please complete certification statement and submit as part of your 2015 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

Appendix A: Contact Information for MSDE Program Managers

Program	Program Manager	Email
Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	ilhye.yoon@maryland.gov
Title I, Part D- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Valerie Ashton-Thomas	Vashton-thomas@maryland.gov
Title I, Part A- Improving Basic Programs	Maria Lamb	Maria.lamb@maryland.gov
Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals	Cecilia Roe	cecilia.roe@maryland.gov
Attachment 13- Fine Arts	Kenneth Skrzysz	ken.skrzesz@maryland.gov
Victim of Violent Criminal Offenses in Schools	John McGinnis	john.mcginnis@maryland.gov

Appendix B : General C125 Submission Procedures

Date	2015 C125 Submission Procedures
November 18	<ul style="list-style-type: none">• <u>All</u> C125s must be single-sided copy and must contain original signatures in all areas where required. Scanned C125 copies mirroring the original will <u>NOT</u> be accepted. <u>Only ORIGINAL hard copies will be accepted with original signatures.</u> Please DO NOT send original C125s to Titled Program points of contacts.