

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2013 Annual Update

Part II

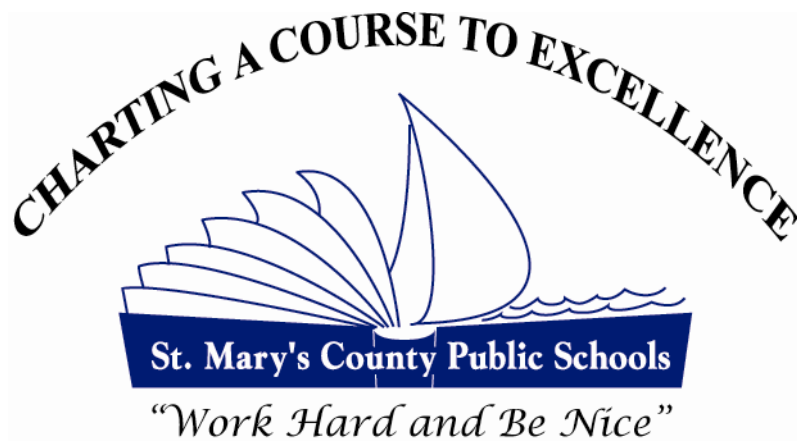


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**Bridge to Excellence Master Plan
2013 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: October 15, 2013

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

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Local Point of Contact:

Name: Mr. J. Scott Smith, Assistant Superintendent of Instruction

Telephone: 301-475-5511, ext. 32139

E-Mail: jssmith@smcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update 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)

11/19/13

Date



Signature (Local Point of Contact)

11/19/13

Date

Attachment 4**School Level Budget Summary****Fiscal Year 2014****Local School System** St. Mary's County Public Schools

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

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

School Name	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-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
GW Carver Elem (SW)	805	77.69%	467,645.83						
Lexington Park Elem (SW)	804	65.90%	369,703.90						
Park Hall Elem (SW)	808	56.58%	367,551.33						
Green Holly Elem (SW)	803	55.76%	252,926.97						
Spring Ridge Middle	101	46.38%							
Dynard Elem	702	42.97%							
Ridge Elem	104	40.88%							
Greenview Knolls Elem	810	38.76%							
Great Mills High	801	34.85%							
Town Creek Elem	806	32.66%							
Piney Point Elem	201	30.35%							
Mechanicsville Elem	504	29.82%							
Esperanza Middle	807	29.47%							
Hollywood Elem	604	28.06%							
White Marsh Elem	503	27.92%							
Benjamin Banneker Elem	302	27.35%							
Oakville Elem	602	26.99%							
Margaret Brent Middle	404	25.00%							
Lettie Marshall Dent Elem	501	24.03%							
Leonardtown Elem	301	21.43%							
Chopticon High	303	19.12%							

Leonardtown Middle	305	18.64%							
Evergreen Elem	606	15.93%							
Leonardtown High	306	13.06%							
Chesapeake Public Charter (CH)	813	11.45%							
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			1,457,828.03						
School System Administration (For Title I, Use # on Table 7-8 LINE 5)			671,800.27						
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)			155,122.31						
Nonpublic Costs (For Title I, Table 7-10 LINE 7)			15,297.39						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			2,300,048.00						

Attachment 5A

Transferability of ESEA Funds (ESEA Section 6123(b))

Fiscal Year 2014

Local School System St. Mary's County Public Schools

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 2014 Allocation	\$ Amount to be transferred <u>out of</u> each program	\$ 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 5B

Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)

Fiscal Year 2014

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.

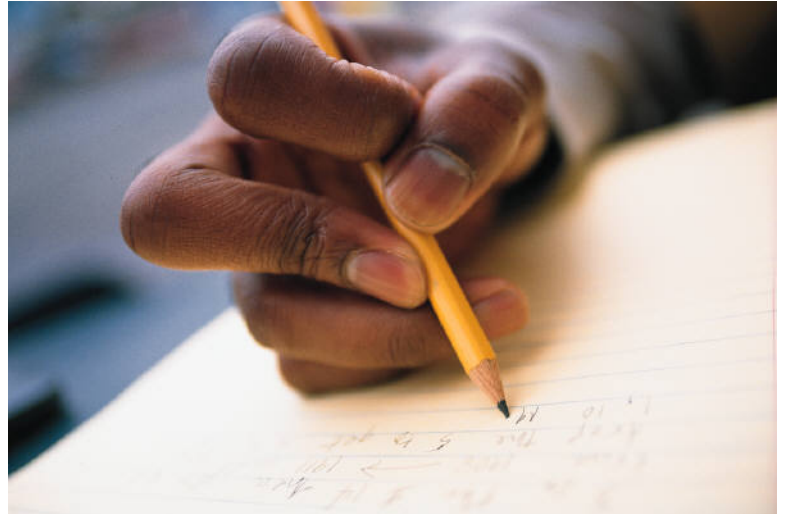
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$

Attachment 6
Nonpublic School Information for ESEA Programs
Fiscal Year 2014
Local School System St. Mary's County Public Schools

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 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/Lan g. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff		
King's Christian Academy 20738 Point Lookout Road Callaway, MD 20620	Private School	12	12	12				
	Public School							
	Neutral Site							
Little Flower School 20410 Point Lookout Road Great Mills, MD 20634	Private School	3	3	3				
	Public School							
	Neutral Site							
	Private School							
	Public School							
	Neutral Site							

Attachment 7



Title I, Part A Improving Basic Programs

LEA: St. Mary's County

Submission Date: 10/14/13
Revised

SY 2013-2014

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

In the fall of 2012, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD, 10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring.

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 schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

Priority Schools

Priority Schools are five percent of all Title I schools that are the lowest achieving on MSA. . These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USED approved "turnaround models" or they can develop their own measures to implement to improve the school. If schools choose to use their own model they must address a number of Turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

Focus Schools

Focus Schools are ten percent of all Title I schools having the largest gap between the highest performing subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's focus schools will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers. Many of these students have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with priority schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

Support to Low Performing Title I Schools

Local Discretion: An LEA that does not have priority schools, but does have focus and/or approaching target schools is highly encouraged to 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]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact Tina McKnight, Interim Director, Program Improvement and Family Support Branch at tmcknight@msde.state.md.us.

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

Local Educational Agency: <u>18-St. Mary's</u>	Fiscal Year <u>2014</u>
Title I Coordinator: <u>Kelly 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 any 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 paraeducators on the first day of the school year: August 21, 2013.

- 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 4 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 Hall, Executive Director of Elementary Schools and Title I

- 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 teachers candidates to interview for openings in any of the SMCPs schools including Title I schools. Both the

Title I principals and Title I 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 new 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 that 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 Executive Director of Elementary Schools and Title I 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, 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 2013-2014.

Sample copies of the letters are attached (1a. and Attachment 2a). All Title I schools have access to TransAct Communications, 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 lunch forms, information, and immunization for school nurses, etc.

- 3.** Are all paraprofessionals in Title I schoolwide schools qualified?

☒ Yes ☐ No ☐ Not Applicable

- 4.** Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? ☐ Yes ☐ No ☒ Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide 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 schoolwide 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 schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

- a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Development, implementation, monitoring, and evaluation of the schoolwide plan are components of the SMCPs Bridge to Excellence Master Plan. Each School's Educator Effectiveness Plan (revised School Improvement Plan) incorporates the alignment of federal, state, and local funds. By working with the Grants Accountant, and Title I 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 of Elementary Schools and Title I works collaboratively through the leadership within the Division of Instruction to braid and align programs and funding sources to maximize their effectiveness. Persons responsible: Kelly Hall, Executive Director of Elementary Schools and Title I and Leyla Mele, Grants Accountant.

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

All St. Mary's County schoolwide Title I schools use the newly revised Educator Effectiveness Plan, in addition to the Schoolwide Plan, template provided by MSDE. In addition, they submit an additional document that highlights the 10 components as an addendum and easily recognized as a significant portion of a Title I school's mandated Educator Effectiveness Plan. 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 year by the Executive Director of Elementary Schools and Title I at Title I staff meetings and also at various school based meetings including the quarterly School Improvement Team meetings.

- c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide 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 and individual goal setting meetings in September/October, the areas of concern will be addressed, discussed, and resubmitted for posting to the school's website and internal data warehouse by the Executive Director of Elementary Schools and Title I. All Educator Effectiveness and Schoolwide plans are reviewed additionally by the Local Accountability Coordinator for SMCPs and the Assistant Superintendent of Instruction as appropriate for completion.

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

The review and effectiveness of schoolwide programs is conducted quarterly by the Executive Director of Elementary Schools and Title I. Each site-based comprehensive Needs Assessment assures that instructional decisions are data driven. Schoolwide Reform Strategies are consistent with SMCPs Master Plan and State standards. All Title I schools in St. Mary's County have 100% Highly

Qualified teachers. *High Quality & Ongoing Professional Development is closely monitored to align with the needs assessment. Professional development activities are approved by the Executive Director of Teaching, Learning, and Professional Development and the Executive Director of Elementary Schools & Title I. Strategies to Attract High-Quality Teachers include maintaining low class sizes at all Title I school, as well as, providing additional funding for teacher supplies. 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 to three Title I schoolwide schools. At the fourth elementary school, the principal serves in the parent liaison capacity. The plans for assisting Children in Transition include the Kindergarten Roundup and newly developed transition planning for Head Start as recently acquired by SMCPs (This year, SMCPs has won the federal grant and will assume ownership of the Head Start program. The SMCPs program will provide 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 will be offered at regional locations throughout the county however two full day four year old classes for the most at risk four year olds will be offered 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 Educator Effectiveness 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 8:1.*

- 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.

We have received the 21st Century Community Learning Center grant for the coming year that will support two title I elementary schools. Students from Lexington Park, and George Washington Carver Schools have 21st Century Community Learning Center after school programs in place. Park Hall Elementary School is scheduled to receive funding from the Local Management Board for an afterschool program. Green Holly Elementary School is planning their own after school intervention and enrichment program. All Title I Students were offered the opportunity to attend the summer Lunch and Learn Program at Lexington Park Elementary School and George Washington Carver Elementary School. After school tutoring for identified Homeless Students was provided at Lexington Park Elementary, GW Carver Elementary, Park Hall Elementary, and Spring Ridge Middle Schools during the 2012-2013 school year and will continue at the four schools during the coming school year. 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, Kelly Hall, Executive Director of Elementary Schools and 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 schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

In addition to the Executive Director of Elementary Schools and Title I, 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: Assistant Superintendent of Instruction: Scott Smith; Executive Director of Teaching, Learning, and Professional Development: Jeff Maher.*
- *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: Executive Director of Teaching, Learning, and Professional Development: Jeff Maher.*
- *Component 7, Transitioning: Cindy Kilcoyne, Coordinating Supervisor of Early Childhood Programs & Special Education; Susie Fowler, Elementary Accountability Officer; Leyla Mele, Grants Accountant; Greg Nourse, Assistant Superintendent of Fiscal Services and Human Resources.*
- *Component 6, Parent Involvement: Karyn Timmons, Sonya Mitchell-Bailey, Lisa McCoy: Parent Liaisons*
- *Component 10, Component 10, Coordination and integration of federal, state and local services: Leyla Mele: Grants Accountant. Title I School Principals: Wauchilue Adams, Kathy Norton, Annette Wood, Curtis Alston*

2. **For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.
SMCPS has two schools (G.W. Carver and Park Hall Elementary Schools) that have been identified as Focus Schools due to the achievement gap that persists between special education and the other subgroups' population.

SMCPS will continue to follow the Title I schoolwide plan at each site to ensure compliance of the 10 components. In addition, a dual certified, highly qualified Lead Teacher has been hired to work collaboratively with staff and parents to ensure that a co-teaching model is in place, the required infrastructure is intact to support collaboration between general education and regular education teachers. This Lead Teacher is also responsible for organizing PD, planning parent involvement workshops for identified special education parents, and assisting teachers at both sites in co-teaching, co-planning, and coordination of efforts.

Additional Focus funds that are required as a reservation of \$50,000 per site will be used for an intense summer school model that will continue to foster co-

teaching and small group, scaffolded instruction to support identified students during the summer of the 2013-2014 school year.

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 (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
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** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.
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 2013-2014 to a schoolwide program in 2014-2015, the LEA must submit a formal letter to Tina McKnight, Interim 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.

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:

On or before June 14, 2013

- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

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 13, 2013 for the 2013-2014 school year 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.

- 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 available and provided by the Executive Director of Elementary Schools & Title I for every Title I school family. They are distributed to students during the first week of the school year. 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 web site.

2. **DOCUMENTATION:** Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

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. A parent

involvement training session was conducted on May 24th and July 19th, 2012 with Title I staff related to Parent Involvement participating and additional training for this year is being scheduled.

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 Policy with their Educator Effectiveness 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 Title I Executive Director has the responsibility of ensuring that the school Parent Involvement Policy is aligned with the system-level Parent Involvement Policy.

- 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 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 of Elementary Schools and Title I as documentation for the annual Title I Program Review.

4. School-Parent Compact

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

All Title I school Parent Liaisons 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 Elementary Schools and Title I prior to the first day of school each year. Parent liaisons 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.

5. Monitoring Parent Involvement

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

Monthly Title I Principal Meetings 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 meeting, and Parent Student Teacher Association 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 person(s) responsible for **monitoring parent involvement**.

The following persons, in addition to the Director of Elementary Schools and Title I, monitor parent involvement:

- *Karyn Timmons: Parent Liaison, Lexington Park Elementary School*
- *Lisa McCoy: Parent Liaison, G.W. Carver Elementary School*
- *Sonya Mitchell-Bailey: Parent Liaison, Park Hall Elementary School*
- *Wauchilue Adams: Principal, Green Holly Elementary School*

6. 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 the 95% of the 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, community meetings, and Open House events and 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 each year. The proposed budget from each school was submitted to the Title I office on July 1, 2013. 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? X Yes No

e. If yes, describe *how* these additional funds are used.

All parent involvement reservations are distributed equitably in rank order to the Title I schools.

7. **DOCUMENTATION:** Attach a list of all Title I schools' individual parent involvement allocations.

Attachment 8

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS ***[SECTION 1120]:***

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** 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 SMC 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 appoints to address individual questions are scheduled as needed.
3. **DESCRIBE** the LEA's process of 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.
 - *How attendance areas and students eligible for services will be determined*
 - *How SMCPs will identify student academic 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 teachers and parent involvement offered for teachers 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 June 2013. In August, 2013, the Executive Director of Elementary Schools & Title I met with each participating private school principal and the Title I non-public teacher tutor to review services for the 2013-2014 school year. Additional quarterly meetings will be scheduled for November, 2013; February, 2014; and May, 2014, with each principal. The Executive Director of Elementary Schools and Title I 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. Timeline: In April 2013, the SMCPs Non-Public Schools Informational Meeting for Federal Grants was held. Intent to participate for the 2013-2014 school year was reviewed. Intent forms were due to the Title I Office by May 2013. The consultation agreement was reviewed and signed in August 2013 at each of the two participating schools. In August 2013, the Executive Director of Elementary Schools and Title I met with each participating private school principal to review services for the 2013-2014 school year. Additional quarterly meetings will be scheduled for November, 2013; February, 2014; and May, 2014, with each principal. The Executive Director of Elementary Schools and Title I 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? X Yes No
If yes, when will services begin? August 21, 2013 or non-public school's first day

- b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? X Yes No
If yes, identify the LEA(s) involved and the **date the services** will begin.

The LEA will enter into a formal signed agreement (MOU) with King's Christian Academy and Little Flower School to provide services to private school students. The services will begin during the first week of school as determined through the consultation process.

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? _____ Yes X No
If yes, when will services begin? _____

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 2013-2014*

Attachment 5: *Timeline for Consultation with Private Schools*

Attachment 6: *Memorandum of Understanding – Kings Christian Academy*

Attachment 7: *Memorandum of Understanding – Little Flower School*

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

The SMCPS Executive Director of Elementary Schools and Title I 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 of Elementary Schools & Title I conducts a formal observation of the highly qualified teacher providing tutoring services. At the end of each school year, the Executive Director of Elementary Schools and Title I 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 2013-2014 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. Public School System must only check one.**

	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 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

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.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	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; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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 the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

☐

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.

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, 2012 to complete this table along with the September 30, 2012 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

<u>5568</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2012)	÷	<u>17,453</u> Total LEA Student Enrollment (September 30, 2012)	=	<u>31.90%</u> District-Wide Average (percentage) of Low-Income Children
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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>PK-5</u>)	3292	÷	8696	37.86
Middle (<u>6-8</u>)	1098	÷	3709	29.60
High (<u>9-12</u>)	1178	÷	5048	23.33

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)

<u>2,300,048</u> Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	÷	<u>5568 + 15 = 5583</u> Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=	<u>\$ 411.97</u> Per Pupil Amount
Per-Pupil Amount \$ <u>411.97</u> X 1.25 = Minimum Per Pupil Allocation \$ <u>514.96</u> 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.				

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

Table 7-6.1 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year</u>. LIST below any school(s) that the school system will serve for one additional year.</p> <p>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.</p>		
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	
<p>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</p>	
Name of Priority High School	MSDE ID Number
Name of Priority Middle School	MSDE ID Number

Table 7-7 TITLE I SKIPPED SCHOOLS		
<p>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.</p>		
<p>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:</p> <ol style="list-style-type: none"> 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 :	N/A	Note: The completed 2013-2014 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> 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 2013-2014 Allocation		\$ <u>2,300,048</u> (Taken from the C-1-25)	
Reservations Requiring Equitable Services for Non-Public Schools Use these numbers in Table 7-9.	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)
	1a District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64	0	
	1b District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	0	
	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). (1.0%)	23,001.31	
	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.)	23,001.31	

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 2012 ESEA Flexibility Plan.

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	671,800.27	\$43,329 Indirect Cost 97,344 Executive Director .5 FTE Secretary .5 FTE 34,014 Fixed Charged Ex Dir/Sec 23,500 Hourly Clerical Support 1,880 Fixed Charges Hourly 1,096.27 Admin Office Supplies 7,500 Admin Conference 3,000 Admin Mileage 460,137 Instructional FTE Fixed Charges: FICA, Retirement, Life Insurance, Worker's Comp, Health Insurance
	6	Support for Title I Priority Schools <u>(Baltimore City Public Schools and Prince George's County Public Schools only)</u> 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. [ESEA Flexibility Plan: Principle 2.D.iii] Include the intervention plans with budget narratives for each Priority School as an appendix. 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 schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]		20% of LEA allocation = _____ List each priority school served with these funds, the amount of funds each school will receive and the intervention model the school will implement.

	7	<p>Support for Focus Schools in LEAs Serving Priority Schools <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>For any focus school that has not made progress towards improvement during the 2012-2013 school year, the LEA must reserve \$50,000 for each focus school that has not make progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland's Flexibility Plan: Section 2.G. iii.2.a.].</p> <p>List any additional 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>Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies/interventions that will be implemented to address the achievement gap.</p> <p>List any additional 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>
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	8	<p>Support to Low Performing Title I Schools <u>(All LEAs with approaching target schools.)</u> <u>(Any LEA with focus schools with the exception of Baltimore City Public Schools and Prince George's County Public Schools.)</u></p> <p>a. Required: LEAs that have focus schools that have not made progress towards improvement during the 2012-2013 school year must reserve \$50,000 for each focus school that has not made progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland's Flexibility Plan: Section 2.G. iii.2.a.].</p> <p>b. Optional: LEAs with focus or approaching target Title I schools are highly encouraged to 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>c. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	100,000	<p>Required: Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies that will be implemented.</p> <p>\$50K GW Carver Elem \$50K Park Hall Elem Required combined summer school program for 4 hours per day targeting at risk students to address achievement gap/focus status for rising 3, 4, 5 grade students staffed by Highly Qualified teachers. Transportation provided. Focus on literacy and mathematics best instructional practice.</p> <p>Option b: Identify additional focus schools 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 c: List the amount reserved for Choice transportation.</p>
	9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p>	0	
	10	<p>Services for Homeless Children (must) Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p>Note: Please include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.</p>	<p>32,121.00</p> <p>(1.4%)</p>	<p>Average estimate 150-200 homeless students Materials in addition to clothing, shoes, school supplies, parent involvement, academic tutoring being provided to 3 elementary schools, 1 middle school, and other identified homeless students as needed provided by Highly Qualified staff after school in collaboration with 21st Century program which provides transportation assistance</p>

	11	Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4.)	803,921.27	
	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.)	155,122.31	Total Non-Equitable LINE 11 \$ <u>803,921.27</u> Plus Equitable Reservations LINE 4 \$ <u>23,001.31</u> Equals <u>\$ 826,922.58</u> Minus Administration – LINE 5 <u>\$ 671,800.27</u> Equal: <u>\$ 155,122.31</u>

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.

<u>1a. District-wide Instructional Program(s) Reservation</u>				
<u>15</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 K.)	÷	<u>1489 + 15 = 1,504</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 Columns I + K.)	=	<u>.00997</u> Proportion of reservation
<u>.00997</u> Proportion of reservation	x	<u>0</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>0</u> Proportional monies available for equitable services to private school participants
<u>1b. District Professional Development Reservation</u>				
<u>15</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 K.)		<u>1489 + 15 = 1504</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 Columns I + K.)		<u>.00997</u> Proportion of reservation
<u>.00997</u>		<u>0</u>		<u>0</u>

Proportion of reservation		Reservation (Use # from Table 7-8, Line 1b)		Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>15</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 K.)	÷	<u>1489 + 15 = 1,504</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 Columns I + K.)	=	<u>.00997</u> Proportion of reservation
<u>.00997</u> Proportion of reservation	x	<u>23,001.31</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>229.40</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>229.40</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)	-----	2,300,048.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	23,001.31
3.	Equitable share Total reported in Table 7-9	minus	229.40
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11.)	minus	803,921.27
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	1,472,896.02
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column O.	----	15,067.99
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	15,297.39

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, 2012 – September 30, 2013) **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 2012-2013 allocation: \$ 2,325,810

2. The estimated amount of Title I funds the school system will carryover: \$ 283,166.56

3. The estimated percentage of carryover Title I funds as of **September 30, 2013** 12.2% **(THIS IS A PROJECTION.)**

4. Due to Federal sequestration does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes X No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2013-2014

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-I-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 of this submission.

Title I Excel Worksheet
 Title I Schools in SY 2012-2013 removed from Title I in SY 2013-2014
 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-1-25
 Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools:
 Each priority school's intervention plans 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 2013-2014

2013-2014 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		SIG I	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closing July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		SIG I	
	Baltimore Rising Star Academy	240009001664	Closing July 1, 2013	ESEA Priority	
	Booker T. Washington MS	240009000160		SIG I	
	Calverton Elem/ MS	240009000164		SIG I	
	Cherry Hill ES/MS	240009000171		SIG II	
	Commodore John Rogers	240009000180		SIG I	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		SIG II	
	Garrison MS	240009000228	Closing July 1, 2013	SIG I	
	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		SIG II	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296		Closing 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	Closing July 1, 2013	SIG I	
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		SIG I	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		SIG I	
	G. James Gholson MS	240051001211		SIG I	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		SIG II	
	Thomas Johnson MS	240051001175		SIG II	
	Thurgood Marshall MS	240051001465		SIG I	
	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

Key

Priority School Criteria:

Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group

Title I-participating high school with graduation rate less than 60% over a number of years

Title I-eligible high school with graduation rate less than 60% over a number of years
Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate


Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate

A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

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

ORIGINAL GRANT BUDGET	2,300,048	AMENDED BUDGET #		REQUEST DATE	09/24/13
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-14		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2013 TO 6/30/2015		

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						43,329.00	43,329.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	124,094.00		1,096.27	10,500.00			135,690.27
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,078,721.30	231,321.00	137,287.15	8,900.00			1,456,229.45
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						15,297.39	15,297.39
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	33,165.40	20,500.00	4,000.00	14,700.00			72,365.40
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.	18,000.00		8,031.00	2,650.00			28,681.00
208 Student Health Services	2,691.00						2,691.00
209 Student Transportation				35,577.00			35,577.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				510,187.49			510,187.49
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	1,256,671.70	251,821.00	150,414.42	582,514.49	0.00	58,626.39	2,300,048.00

Finance Official Approval	Leyla Mele	9/24/2013	301-475-5511 X186
	Name	Signature	Date Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		10/15/13 301-475-5511 X178
	Name	Signature	Date Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Date Telephone #

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date

Title I, Part A Budget Narrative
2014

parent reservation - public & private
focus school reservation
homeless education reservation
total non-public
admin reservation

Category / Object	Line Item	Calculation	Amount	In-Kind	Total	C-125
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	3 Teachers	148,754	0	148,754.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	8 Instructional Resource Teachers	554,440	0	554,440.00	01-01
Regular Programs Salaries FTE	Instructional School Staff Goal 1.21.1.1	6 Paraeducators	152,305	0	152,305.00	01-01
Parent Liaison	Family Involvement Goal 1.21.1.3	3 Parent Liaisons	103,369	0	103,369.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Teacher extra pay/extra duty \$23/hr	10,520	0	10,520.00	01-01
Community Services Salaries - Stipends	Family event expenses Goal 1.21.1.3	Stipends \$23/hr	4,602	0	4,602.00	01-01
Regular Programs Wages Hourly	Focus Schools - summer program	Stipends \$23/hr	44,850	0	44,850.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Long Term Instructional Substitutes @ \$90/day	40,500	0	40,500.00	01-01
Regular Programs Wages Hourly	Instructional School Staff Goal 1.21.1.1	Instruction Substitutes range \$60 - \$90/day	19,381	0	19,381.30	01-01
Regular Programs Contracted Services	Instructional School Staff Goal 1.21.1.1	Hourly Paras through temp agency - estimated \$15.70/hr	206,952	0	206,952.00	01-02
Regular Programs Contracted Services	Focus Schools - summer program	clerical support through temp agency - estimated \$15.70/hr	2,041	0	2,041.00	01-02
Regular Programs Contracted Services	Focus Schools - summer program	Hourly Paras through temp agency - estimated \$15.70/hr	16,328	0	16,328.00	01-02
Regular Programs Contracted Services	Contracted educational enrichment programs for students Goal 1.21.1.4	avg 2 schools x 2,550	5,100	0	5,100.00	01-02
Community Services Contracted services	Family Programs 1.21.1.3	avg 2 events	900	0	900.00	01-02
Regular Programs Supplies and Materials, Software, Hardware	Research based instructional materials Goal 1.21.1.4	avg 4 schools x 29,489	117,956	0	117,956.00	01-03

1,078,721.30

231,321.00

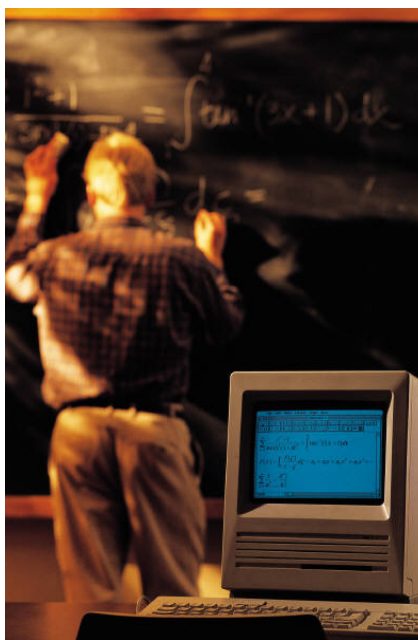
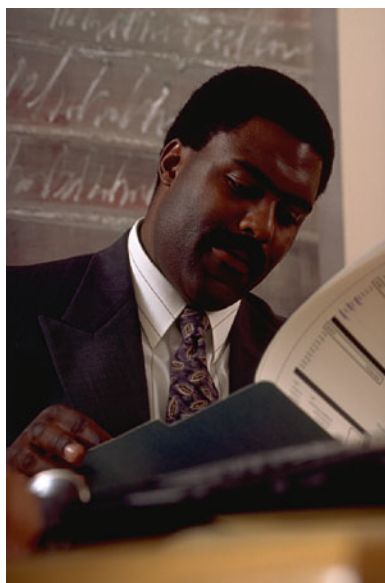
Regular Programs Supplies and Materials	Focus Schools - summer program	snacks and other supplies	1,000	0	1,000.00	01-03	
Community Services Supplies & Materials	Family Literacy Program, math & science, parent communication materials Goal 1.21.1.3	avg 4 schools x 4,182.79= \$16,731.15 as part of the required reservation	16,731	0	16,731.15	01-03	
Community Services Supplies & Materials	Family Literacy Program, math & science, parent communication materials Goal 1.21.1.3	an additional \$1,600 for one school that's NOT part of the required reservation	1,600	0	1,600.00	01-03	137,287.15
Regular Program Other Charges	Educational enrichment programs for students Goal 1.21.1.4	avg 4 schools x 1,375	5,500	0	5,500.00	01-04	
Regular Program Other Charges	Student incentives, PBIS Goal 1.21.8	avg 4 schools x \$750	3,000	0	3,000.00	01-04	
Community Services Other Charges	Family event expenses Goal 1.21.1.3	avg 2 schools x 200	400	0	400.00	01-04	8,900.00
Regular Program Non-Public Tutor wages	1 Non-Public Tutor 1.21.1.7	543 hrs x \$23/hr	12,489	0	12,489.00	07-08	
Non-Public Fixed Charges	FICA & Worker's Comp	8%	999	0	999.00	07-08	
Non-Public Supplies & Materials	Non-Public materials	2 schools x 140	280	0	279.99	07-08	
Non-Public PD Training	Non-Public Professional Dev	2 schools x 650	1,300	0	1,300.00	07-08	
Required Reservation for Non-public parent involvement	Family involvement Non-public Goal 1.21.1.3	2 schools x 117.65	229	0	229.40	07-08	15,297.39
Instructional Staff Development Salaries & Wages	Prof. Dev. For research based programs Goal 1.21.1.2	Stipends for teacher \$23/hr x 965.23 hrs	22,200	0	22,200.40	09-01	
Instructional Staff Development Salaries & Wages	Instructional Staff Development Salaries & Wages	substitutes: range \$60-80 per day	10,965	0	10,965.00	09-01	33,165.40
Instructional Staff Development Contracted Services	Consultants to provide training in school imp., literacy, math, instructional best practices, Goal 1.21.1.2	based on a combination of consultants with varying rates per day	20,500	0	20,500.00	09-02	20,500.00

Title I, Part A Budget Narrative
2014

Instructional Staff Development Supplies & Materials	Prof. Dev. Supplies & Materials Goal 1.21.1.2	material to support Reading, Mathematics, & STEM, improve instructional practices	4,000	0	4,000.00	09-03	4,000.00
Instructional Staff Development other charges	Conferences Goal 1.21.1.2	attend Title I conference, ASCD, reading conference, Investigations, local / regional conferences for staff	14,700	0	14,700.00	09-04	14,700.00
Instructional Administration & Supervision Salaries & Wages	Administrative Staff Goal 1.21.1.1	(.5) 70,739+ (.5) 26,605	97,344	0	97,344.00	16-01	
Instructional Administration & Supervision - Hourly	Focus Schools - summer program	Lead on-site staff member \$25/hr stipend	3,250	0	3,250.00	16-01	
Instructional Administration & Supervision - Hourly	Administrative Staff Goal 1.21.1.1	Clerical & Admin Hourly Assistance including OT	23,500	0	23,500.00	16-01	124,094.00
Instructional Administration & Supervision Supplies & Materials	Administrative supplies and materials Goal 1.21.1.1	Postage, office and administrative supplies	1,096	0	1,096.27	16-03	1,096.27
Instructional Admin & Supervision Travel	Administrative Staff Goal 1.21.1.1	Various Trips Per Month	3,000	0	3,000.00	16-04	
Instructional Administration & Supervision - Staff Development other charges	Conferences Goal 1.21.1.2	various, including National Title I, Title I administrative meetings	7,500	0	7,500.00	16-04	10,500.00
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1.3	Tutoring Stipends \$23/hr	18,000.00	0	18,000.00	207-01	18,000.00
Community Services (Homeless educational support) Supplies & Materials	Educational Support to Homeless Students Goal 1.21.1.3	clothing, back packs, coats, shoes, and other items as needed	8,031.00	0	8,031.00	207-03	8,031.00
Community Services (Homeless educational support) Other Charges	Educational Support to Homeless Students Goal 1.21.1.3	2 attendees NAEHCY annual conference	2,650.00	0	2,650.00	207-04	2,650.00
Student Health wages - Hourly	Focus Schools - summer program	nurse stipend \$23/hr	2,691.00	0	2,691.00	208-01	2,691.00

Regular Programs Field Trips	Research based instructional support Trips Goal 1.21.1.4	avg 4 schools x 1,950	7,800	0	7,800.00	209-04	
Regular Programs Student Transportation	Focus Schools - summer program	Student Transportation for 2 Focus schools located at 1 shared site	25,777	0	25,777.00	209-04	
Community Services (Homeless educational support) Student Transportation	Educational Support to Homeless Students Goal 1.21.1 3	Transportation expenses related to after school tutoring, and other transportation needs	2,000.00	0	2,000.00	209-04	35,577.00
Fixed Charges for Administration	FICA/Retirement/ Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	34,014	0	34,014.00	212-04	
Fixed Charges for Administration clerical hourly and OT	FICA & Worker's Comp	8%	1,880	0	1,880.00	212-04	
Fixed Charges for Regular Instructional Program FTEs	FICA/Retirement/Life Insurance/ Worker's Comp/ Health Insurance	Manually calculated for each employee	460,137	0	460,137.00	212-04	
Fixed Charges Staff Development	FICA & Worker's Comp	8%	2,653	0	2,653.22	212-04	
Fixed Charges for Regular Instructional Program Hourly	FICA & Worker's Comp	8%	5,632	0	5,632.11	212-04	
Fixed Charges - Focus schools summer program Hourly	FICA & Worker's Comp	8%	4,063	0	4,063.00	212-04	
Community Services Family Event Stipends	FICA & Worker's Comp	8%	368	0	368.16	212-04	
Community Services (Homeless educational support) Tutoring	Educational Support to Homeless Students Goal 1.21.1 3	Fixed Charges	1,440.00	0	1,440.00	212-04	510,187.49
Administration Business Support Services/Transfers	Indirect Costs	projected indirect rate 1.92%	43,329	0	43,329.00	22-08	43,329.00
TOTAL			2,300,048	0	2,300,048.00		2,300,048.00

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: St. Mary's County Public Schools **Fiscal Year** 2014

Title II-A Coordinator: Jeffrey Maher

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- 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 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as	Percentage of Teachers Receiving

	<p>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>High-Quality Professional Development*</p> <p>2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100</p> <p>Percentage of Qualified Title I Paraprofessionals*</p> <p>2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100</p>
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***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 2014

- 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, 2012 to all hired by September 1, 2012, and within 2 months of hiring any additional critical shortage hires throughout the school year.</p> <p>Focus groups for educator evaluation system</p> <p>Goal 3.2.1.1</p>	<p>13,500</p> <p>22,356</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. Four schools will receive an FTE to help with class size reduction (4 FTEs)</p> <p>Goal 3.2.7.1</p>	<p>329,558</p>	

**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 2014

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
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) <i>Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach; (b) <i>Classroom practices</i>. 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	Provide professional development activities in the areas of literacy, mathematics, and STEM to teachers and principals addressing the CCSS, strategies for implementation, designing and administering formative assessments, analyzing the data and redesigning instruction for rigor and relevance. On-going throughout 2012-13 school year	67,228	13,500
	Provide professional development to our Lead Teachers who coach the teachers and paraeducators at the elementary and middle schools. Monthly training sessions throughout the school year Goal 1.1.1.1; Goal 1.1.3.6;	900	500

2123(a)(3)(A)].	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>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>	63,342	10,000

**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 2014

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
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	Provide professional development for aspiring leaders, current assistant principals and principals as well as supervisors, coordinators and directors. Implement the Leadership Development Plan. Goal 3.4.1.1; Goal 3.6.1.2; Goal 3.6.1.1	8,957	1,200

3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
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)].	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	27,390	
3.2 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)].	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	3,558	
3.3 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)].	Offer MSDE-approved course work in reading (and other areas) that promotes completion of certification and highly qualified requirements. Goal 3.5.1.1	\$29,128	
TOTAL TITLE II-A FUNDING AMOUNTS		\$564,917 (11,330; 1.88% indirect)	25,200

**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 2014

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 (95%), 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 asked to complete a needs assessment and send the results of the needs assessment to the St. Mary's County Public Schools Department of Teaching, Learning, and Professional Development. Per MSDE guidance, non-public schools are to provide for the Department of Professional and Organizational Development a summary of their needs assessment and the related plans for professional development. Since their data sources and outcomes would be different than the public schools, it is up to the individual non-public schools to define the outcome measure. When they submit a request for expenditure of Title II dollars, they include a description of how the activity connects to their needs assessment.

- 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 (25 new hires at \$500 + FICA = \$13,500). The stipends will be paid by October 1, 2013 to those hired prior to September 1, 2012. Teachers hired later than September 1, 2013, 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 focus groups and professional development activities to elicit feedback and to discuss implications for planning and implementation. 75 teachers will participate in quarterly meetings (i.e., four [4] meetings x 3 hrs. each x 75 teachers = \$20,00 + \$1,656 FICA) (\$35,856 including 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	25 stipends x \$500.00	\$12,500		\$12,500
	Goal 3.2.1.1				
Fixed Charges (H)		8% x			
Grant <u>Title II, Part A</u>	Fringes	\$12,500	\$1,000		\$1,000
Salaries and Wages (G)	Site-based professional development and professional development for school focus groups on teacher effectiveness and SLOs	75 teachers x \$23/hr x 3 hrs x 4 meetings	\$20,700		\$20,700
	Allowable Activity 1.2				
Fixed Charges (H)	Fringes	8% x			
		\$20,700	\$1,656		\$1,656
1.2	TOTAL		\$35,856		\$35,856

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 4 schools for 2013-2014. This is addressed in our Master Plan, Goal 3. A list of schools and a salary/staffing costs are also provided below for your review. (Goal 3.2.8.1) (\$300,348 includes fringes)
 EIN Last Name First Name Beg Salary Mid-Year Step FY 2014 Salary FICA & WC 8% Health Ins Life Ins Retirement

Teacher (<i>Ridge Elementary</i>) 1 FTE	\$71,013
Teacher (<i>White Marsh Elementary</i>) 1 FTE	\$63,448
Teacher (<i>Greenview Knolls Elementary</i>) 1 FTE	\$44,809
Teacher (<i>Mechanicsville Elementary</i>) 1 FTE	\$56,665
SUBTOTAL	\$232,925
Fringe Benefits	\$96,633
TOTAL	\$329,558

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Regular Programs Salaries and Wages (A)	Highly Qualified Teachers to reduce class size				
	Allowable Activity 1.3 Goal 3.2.8.1	4 FTE positions	\$232,925		\$232,925
Grant <u>Title II, Part A</u>					
Fixed Charges	Total fringe benefits		\$96,633		\$96,633
1.3	TOTAL		\$329,558		\$329,558

Activity 2

Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activity 2.1

We have targeted a sizeable portion of our 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. Further professional development includes the area of assessing students, analyzing data and implementing interventions to improve instruction across content areas. These professional development activities are designed to help teachers to enhance proficiencies related to student achievement, thereby improving teacher effectiveness. Activities in 2.1 will be ongoing throughout the 2013-2014 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, 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 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. Consultant services will be employed to help guide lead teachers in providing high quality professional development to content-area teachers. 3 days @ \$1,500 is allotted for this cost (\$4,500).

Throughout the year, teachers will be paid to analyze the first quarter and mid-year assessment data and collaboratively redesign instruction. Professional development activities are scheduled on system-wide professional development days, as well as in the summer and for evening sessions. \$42,228, inclusive of salaries and fringes, in stipends to fund 2 hours for 850 participating teachers. There is \$12,000 in funding available to send 10 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 NCTM and NCTE 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 \$8,500 available for system-wide professional development to provide materials such as chart paper, professional texts, printing, etc., as well as a light refreshments.

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).
(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 \$68,128 with to provide professional development to teachers, principals, and paraeducators.

We have allotted \$14,000 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 Spalding School
- 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.

(Total \$82,128 for 2.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant Title II, Part A	Stipends for Professional Development Activity 2.1 Goal 1.8.1.1	850 teachers x \$23 hr x 2 hrs	\$39,100		\$39,100
Fixed Charges Grant Title II, Part A	Fringes	8% x \$39,100	\$3,128		\$3,128
Instructional Staff Development Other Grant Title II, Part A	Conference Registration Fees and Travel Allowable Activity 2.1	10 teachers x \$1200	\$12,000		\$12,000
Instructional Staff Development Supplies and Materials Grant Title II, Part A	materials for Professional Days Allowable Activity 2.1	\$10 x 850 teachers	\$8,500		\$8,500
Instructional Staff Development Contracted Services Grant Title II, Part A	Consultant Fees for Professional Development Allowable Activity 2.1	3 days x \$1,500	\$4,500		\$4,500
2.1	Enhance Content TOTAL		\$67,228	\$13,500	\$80,728
Supplies and Materials Grant Title II, Part A	materials for IRT Leadership Training Allowable Activity 2.1	45 IRTS x \$20 in materials	\$900		\$900
2.1	Lead Teacher Dev TOTAL		\$900	\$500	\$1,400
	2.1 TOTAL		\$68,128	\$14,000	\$82,128

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 \$63,342 inclusive of salaries and fringes, in stipends to fund 3 hours for 850 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) (\$63,342, including fringes)

We have allotted \$10,000 to the non-public schools in this component

(Total \$73,342 for 2.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
A. Salaries and Wages Grant <u>Title II, Part A</u>	Collaborative Planning for TPAS Allowable Activity 2.2	Collaborative funding 850 teachers x \$23 x 3 hrs	\$58,650		\$58,650
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$58,650	\$4,692		\$4,692
2.2	Job Embedded TOTAL		\$63,342	\$10,000	\$73,342

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 \$8,957 (\$6,707 in stipends and fringes for teacher leaders, and \$2,250 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 \$1,200 in this component.

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Teacher Leaders Allowable Activity 2.3	45 teachers x \$23/hr x 6 hrs	\$6,210		\$6,210
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$6,210	\$497		\$497
Supplies and Materials Grant <u>Title II, Part A</u>	Leadership Development Allowable Activity 2.3	90 administrators x \$25.00 study group book	\$2,250		\$2,250
2.3	TOTAL		\$8,957	\$1,200	\$10,157

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. \$9,180 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; \$3,000 is allotted for leadership mentoring; and \$2,250 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)

(Total \$29,390 for 3.1)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development New Teacher Seminars Allowable activity 3.1	85 teachers x 2 session x \$50	\$8,500		\$8,500

Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$8,500	\$680		\$680
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends for Professional Development - Demo Teachers	20 teachers x \$600			
	Allowable activity 3.1		\$12,000		\$12,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$12,000	\$960		\$960
Contracted services Grant <u>Title II, Part A</u>	Leadership Mentoring Allowable activity 3.1	4 mentors x \$750	\$3,000		\$3,000
Materials Grant <u>Title II, Part A</u>	Evaluation Allowable activity 3.1	90 administrators x \$25	\$2,250		\$2,250
	Goal 3.4.2.1				
3.1		TOTAL	\$27,390		\$27,390

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) (\$3,558)

(Total \$3,558 for 3.2)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Other Grant <u>Title II, Part A</u>	PRAXIS and test Reimbursement Allowable Activity	\$355.8 x 10 teachers	\$3,558.00		\$3,558.00
3.2		TOTAL	\$3,558		\$3,558

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 (\$15,552, including fringes) and materials and supplies (\$6,576) will be purchased to support the courses. In addition, \$6,000 in online professional development support will be provided. (Goal 3.5.11)

(Total \$25,463 for 3.3)

Category/Object	Line Item	Calculation	Amount	Non-Public Total	Total
Instructional Staff Dev Supplies and Materials Grant <u>Title II, Part A</u>	Materials for PD -Coursework texts Allowable activity 3.3 Goal 3.5.1.3	 120 participants x \$54.8	 \$6,576		 \$6,576
Instructional Staff Dev - Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach Reading Courses for certification and HQ status Allowable activity 3.3	 5 instructors x \$1,800	 \$9,000		 \$9,000
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$9,000	\$720		\$720
Instructional Staff Development Salaries and Wages Grant <u>Title II, Part A</u>	Stipends to teach other courses Allowable activity 3.3 Goal 3.3.3.2	 3 instructors x \$1,800	 \$5,400		 \$5,400
Fixed Charges Grant <u>Title II, Part A</u>	Fringes	8% x \$5,400	\$432		\$432
Contracted services Grant <u>Title II, Part A</u>	Online and PD course support Allowable activity 3.3	 \$6,000 contracted services	 \$6,000		 \$6,000
3.3		TOTAL	\$28,128		\$28,128

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	564,917
Indirect Cost @ 1.88%	\$11,330
Non-public Cost	\$25,200
Total Grant	\$601,447

The total allotment for non-public schools is \$25,200.
The total Indirect Cost is \$11,330.

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

ORIGINAL GRANT BUDGET	601,447.00	AMENDED BUDGET #		REQUEST DATE	09/25/13
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-14		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2013	6/30/2015	
		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						11,330.00	11,330.00
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.	232,925.00						232,925.00
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						25,200.00	25,200.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	172,060.00	13,500.00	20,476.00	15,558.00			221,594.00
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				110,398.00			110,398.00
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	404,985.00	13,500.00	20,476.00	125,956.00	0.00	36,530.00	601,447.00

Finance Official Approval	<u>Leyla Mele</u>		<u>11/22/13</u>	<u>32186</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Dr. Michael Martirano</u>		<u>11/25/13</u>	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date

Attachment 10



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

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

Local School System: St. Mary's County Public Schools Fiscal Year 2014

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.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required 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 2013 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 increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	<p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools</p>	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)].	<p>Purchase the 2 WIDA Resource Guides for each ELL teacher. Each book contains WIDA standards. 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. This supports the NCLB goal number 2. Timeline: September 2013</p>	252	N/A
	<p>Purchase Imagine Learning software for ELL students--a language and literacy software program with common core-based activities to provide access to a computer software program, which creates a unique curriculum based on the specific literacy needs of each ELL. This supports the NCLB goal number 2. Timeline: on-going for school year 2013-2014</p>	1500	N/A

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)].	A tutor will provide 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 model (private schools) Timeline: on-going 2013 - 2014	N/A	1160

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

Local School System: St. Mary's County Public Schools Fiscal Year 2014

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

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	Public School Costs	Nonpublic Costs
<p>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)].</p>	<p>Please address each item (a-d) in your activity descriptions.</p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) services to nonpublic schools</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Membership/registration fees for conferences such as MDTESOL, TESOL and NABE relating to teaching ELLs. ELL teachers will be expected to share information with grade level/content teachers. Timeline: School year 2013-2014 Supports NCLB goal 2.</p>	1500	N/A
<p>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)].</p>	<p>Provide professional development by having a presenter visit our county in order to provide WIDA Training for ELL and mainstream teachers. Training would 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.</p> <p>Additional follow-up PD would include more in-depth instructional planning training for the ELL teachers and content/mainstream teachers. This training will allow content teachers and ELL teachers to collaborate on designing</p>	<p>3500</p> <p>6500</p>	<p>N/A</p> <p>N/A</p>

	<p>lessons that best meet the needs of individual ELLs (cost includes substitute pay)</p> <p>This activity supports NCLB goal 2.</p> <p>Timeline: School year 2013-2014</p>	4320	
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: St. Mary's County Public Schools Fiscal Year 2014

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 following 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) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 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 face to face interpreters: Language Line interpreting service, Schreiber Translation service, and to renew contract with TransAct online communication resources. These resources provide interpreting services to help schools support their ELL students and families. This supports NCLB goal 2. Timeline: School year 2013 - 2014	4510	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 International Night (translated documents, refreshments). Opportunities provided for parent / teacher conferences and to meet with reps from various agencies that support family needs. 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. Timeline: Spring 2014	1848	N/A
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 may not use more than 2% for the cost of 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 may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].		502	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$25,592	

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

Local School System: St. Mary's County Public Schools Fiscal Year 2014

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) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 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)].	Purchase Imagine Learning software for immigrant ELL students (a language and literacy software program with common core-based activities.) to provide supplemental instruction and access to a computer software program, which creates a unique curriculum based on the specific literacy needs of each ELL. Timeline: on-going for school year 2013-2014	5000	N/A
	Purchase consumable workbooks, such as Finish Line in order to provide resources which aid ELLs in focused areas where specific skills need to be reinforced in reading and writing. Timeline: on-going for school year 2013-2014 Both activities support NCLB goal 2.	358	N/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 and 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)].			
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(e)(1)(G)].			

E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of 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 may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].		107	N/A
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$5,465	N/A

B. 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 9 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;

If students qualify for Title III services, we provide direct services to those students. When SMCPs provides PD, non-public teachers are invited to come and participate as well.

- e) 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.)

We will provide the same service to their students.

- 3 ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2012 – 2013 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.

C. 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>.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants" (pp. 10-13 of this guidance document). For Title III, use the sample narrative on page 13. 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 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.

A. 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

FY 2014 Title III Budget Narrative

Category/Object	Line Item	Calculation	Amount	InKind	Total
Activity 1.2 Instructional Supplies and Materials	WIDA The English Language Development Standards K-12 book <i>and</i> WIDA English Language Proficiency Standards Resource Guide Pre-K through Grade 12	7 of each book set (7 X \$36)	\$252		\$252
	Imagine Learning Software for ELL students	Each student \$150 x 10= \$1,500	\$1,500		\$1,500
			Total:		\$1,752
Activity 1.4 Non-public Instructional tutor	Hourly Pay for hourly tutor (Abacus)	\$29 / hour x 40 hours	\$1,160		\$1,160
			Total:		\$1,160
Activity 2.1 Professional Development	Membership / registration fees for conferences & professional development workshops (TESOL conferences)	6 ESOL teachers and supervisor x \$250	\$1,500		\$1,500
			Total:		\$1500
Activity 2.2 Contracted Services	PD for ESOL teachers and content teachers-WIDA Training (Ellen Parkhurst) and follow-up WIDA Standards training	\$3,500 \$6,500	\$14,000		\$14,000
Activity 2.2 Salaries and Wages	Substitute or stipend pay for content/grade-level teachers so that they can participate in PD	4,000			
<i>Fixed Charges</i>	FICA	8% x \$4,000	\$320		\$320
			Total:		\$14,320
Activity 3.1 Community Services	Interpreter and translation services: (Language Line interpreting service, Schreiber Translation, and TransAct online communication services)	Interpreter \$3,510 Translator \$1,000	\$4,510		\$4,510
			Total:		\$4,510

	ELLs Parent Conference and International Night (stipend)	On-site translators \$600 Food \$1200	\$1,800		\$1,800
<i>Fixed Charges</i>	FICA	8% x \$600	\$48		\$48
			Total:		\$1,848
			Total before Admin charges		\$25, 090
Administration			\$502		\$502
			Grand Total:		\$25,592

FY 2014 Title III Budget Narrative

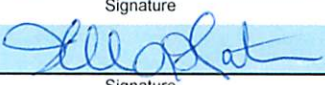
D. Immigrant Activities

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.1 Parent outreach					
Activity 1.4 Educational software and technologies Curricular materials	Imagine Learning Software for ELL students	Software for system \$3500 Each student \$150 x 10 students= \$1500	\$5000		\$5000
	Consumable workbooks for ELLS	\$358	\$358		\$358
			Total:		\$5358
Activity 2.1 Administrative expenses	Allowable expenses at no more than 2%		\$107		\$107
			Total:		\$5465

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

ORIGINAL GRANT BUDGET	5,465.00	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	Title III, English Language Acquisition, Immigrant	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	042-14		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	FROM 7/1/2013 TO 9/30/2015		

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						107.00	107.00
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.			5,358.00				5,358.00
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	5,358.00	0.00	0.00	107.00	5,465.00

Finance Official Approval	Leyla Mele	10/08/2013	301-475-5511 X32186
	Name	Signature	Date Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		10/15/13
	Name	Signature	Date Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Date Telephone #

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.


I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date

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

ORIGINAL GRANT BUDGET	25,592.00	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	045-14		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2013	9/30/2015	
		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						502.00	502.00
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.			1,752.00				1,752.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						1,160.00	1,160.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,000.00	10,000.00		1,500.00			15,500.00
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				368.00			368.00
214 Community Services	600	4,510.00	1,200.00				6,310.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	4,600.00	14,510.00	2,952.00	1,868.00	0.00	1,662.00	25,592.00

Finance Official Approval	Leyla Mele	10/08/2013	301-475-5511 X32186
	Name	Date	Telephone #
Supt./Agency Head Approval	Dr. Michael Martirano		10/15/13
	Name	Signature	Date
MSDE Grant Manager Approval			
	Name	Signature	Date
			Telephone #

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4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
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11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date

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.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #1: Continue to provide and strengthen an instructional program in grades PreK-12 in the fine arts that meets the Maryland fine arts graduation requirements and which is aligned with the Maryland State Department of Education Essential Learner Outcomes and Maryland State Curriculum for fine arts.

Activity #1: Provide additional staffing for the fine arts program: (2005-2006: 2 middle school orchestra, 2 elementary school music, 2 elementary school visual arts, 2 middle school dance - Local Fund) (2005-2006: 4 middle school visual arts, 2 high school theatre - Local Fund) (2007-2008: to be determined by student enrollment) (2008-2009: 1 elementary music - Local Fund) (2009-2010: 1 elementary music, 1 elementary school visual arts - Local Fund) (2010-2011: No additional staffing. Realignment of the elementary staffing to accommodate student growth.) (2011-2012: realignment of middle school fine arts to accommodate visual arts and middle school orchestra, no additional staffing) (2012-2013: Additional staffing of 1.6 for elementary to accommodate general music) (2013-2014: No additional staffing.

Activity #2: 2005-2006: Provide fine arts resource staff position to supplement the completion of nonsupervisory tasks. 2009-2014: Provide hourly fine arts assistance to supplement nonsupervisory tasks.

Activity #3: Provide additional course offerings that meet the Maryland fine arts credit requirement for graduation (2004-2005: Chamber Orchestra and Recreational Arts). (2012-2013: Music Appreciation and Art Appreciation at the high school level) No additional staff required.

Activity #4: Review existing middle school and high school course offerings and explore new courses that include dance, guitar, and piano for revisions in the Program of Studies.

- Activity #5:** Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and for gifted and talented students (within the county and out-of-county conferences and conventions within the state).
- Activity #6:** Provide supplemental funds for high school uniforms on a three-year/four-year rotating cycle (marching band, concert band, chorus, and orchestra).
- Activity #7:** Provide supplemental funds for middle and high school music (band, chorus, and orchestra) in each school.
- Activity #8:** Purchase additional band and string instruments, guitars, piano labs, and general music instruments and materials to meet the needs of the music program.
- Activity #9:** Repair existing band and string instruments, guitars, piano labs, and general music equipment as needed and professionally tune school pianos two times per year.
- Activity #10:** Institute a series of theatre safety units taught by highly qualified theatre teachers and purchase construction tools to accommodate the safety units.
- Activity #11:** Purchase visual arts supplies and equipment to accommodate additional kiln usage and increased student enrollment.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #2: Strengthen the enrichment programs and offer additional opportunities for interested students and gifted and talented students, grades 3-12, to explore and develop expertise in one or more aspects of the fine arts during the school day, extended day, and extended school year.

Activity #1: Provide expanded All-County Honor Music Groups to include 3 choral groups, 6 band groups, and 3 orchestra groups. (2010-2011: Add the All-County High School Men's Choral Workshop) (2011-2012: Add the All-

County Middle School Men's Choral Workshop) (2013-2014: Add the All-County Honor Full Orchestra for middle and high school)

- Activity #2:** Provide Tri-County and District IV performance and assessment opportunities for qualifying students and groups.
- Activity #3:** Provide Preadjudication Clinics for each band, chorus, and orchestra participating in the District IV assessment process.
- Activity #4:** Provide financial registration support for those students who qualify for All-State and All-Eastern performing groups at the county and school level.
- Activity #5:** Provide registration fees and financial support for marching band competitions; and music, theatre, and visual arts activities.
- Activity #6:** Provide theatre and auditorium usage with financial support to accommodate the needs of the program.
- Activity #7:** Expand the content area offerings in the Summer Fine Arts Enrichment Camp to accommodate the needs of the student population.
- Activity #8:** Provide increased visual arts exhibit opportunities within the community, such as Youth Art Month, Chesapeake Bay Blue Heron Project, rotating exhibits, and the biannual Superintendent's Art Gallery, and resident artist programs.
- Activity #9:** Provide increased performance opportunities for fine arts and non-fine arts students within the community, such as Rotary Clubs, County Commissioners' Meetings, Board of Education Meetings, River Concert Series Festival Choir, and other civic and business groups.
- Activity #10:** Expand the opportunities for high school music, theatre, and visual arts students to form a partnership with higher institutions of learning, such as St. Mary's College of Maryland, the College of Southern Maryland, Towson University, and the University of Maryland.
- Activity #11:** Expand scholarship opportunities for students seeking careers related to the fine

arts, such as the GFWC Women's Club of St. Mary's County; and St. Mary's Arts Council.

Activity #12: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format; for students with special needs; and gifted and talented (within the county and out-of-county conferences and conventions within the state).

Activity #13: Identify activities for the extended day/extended year in the fine arts.

Activity #14: Review the criteria for gifted and talented students in the area of fine arts.

Activity #15: Explore the use of technology in the fine arts and identify innovative technology to support enrichment opportunities for students, PreK-12.

Activity #16: Provide transportation for students participating in county activities, such as: All-County, Tri-County, County Commissioners' Meetings, Board of Education Meetings, and other music, theatre, and visual arts events.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #3: Align fine arts curricula in grades PreK-8 with the Maryland State Curriculum (MSC) for Fine Arts and in grades 9-12 with the Maryland State Essential Learner Outcomes (ELO) and Content Standards.

Activity #1: Align fine arts curricula to reflect the Maryland State Curriculum for Fine Arts in grades PreK-8 and Maryland State Department of Education terminology in grades 9-12.

Activity #2: Create curriculum maps (where appropriate) and lesson and unit plans in all fine arts curricula areas.

Activity #3: Explore fine arts assessment tools and those being created by Maryland State Department of Education.

Activity #4: Adopt music, visual arts, and theatre textbooks that align with the MSC and ELOs.

Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #13: Strengthen the curriculum, instruction, and assessment for all coursework associated with the fine arts program.

Strategy #4: Provide comprehensive support for students with special needs to enable them to achieve in fine arts.

Activity #1: Provide course offerings to meet the graduation requirement for students with special needs.

Activity #2: Provide inservice opportunities for fine arts teachers in reading, writing, ETIM, differentiation, cross-curricula integration, curriculum mapping, fine arts assessment tools, and unit and lesson planning format that address students with special needs.

Activity #3: Explore the use of assistive and adaptive technology to support students with special needs to further their literacy development within the fine arts.

1. Describe the **progress** that was made in 2012-2013 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

During the 2012-2013 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 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, additional General Funding, and several small grants. 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.

There were several program strides that were approved by The Board of Education of St. Mary's County during the 2012-2013 cycle. The most significant stride was the continuation of the Professional Learning Community (PLC). Since the fine arts staff is spread over twenty-eight (28) schools, it is very difficult to have a PLC of four visual arts teachers within one building. Through the countywide PLCs the music, theatre, and visual arts staff was divided into nine PLCs: two elementary school music, one elementary school visual arts, one middle school music, one middle school visual arts, two high school music, one high school theatre, and one high school visual arts. Each PLC set their own norms and followed the county's guidelines for a PLC. The overall goal of the fine arts PLC was to complete the task of aligning curriculum with identified Exit Expectations, as well as identifying "Revolving Indicators" in order to better prepare our curricular infrastructure for the new National Core Arts Standards. PLCs were also instrumental in creating authentic performance tasks for teachers to use the data from in their instructional planning. PLCs were also asked to track student data on selected response assessments in order to identify basic areas of needs in our students' artistic literacy. 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 2013-2014 school year.

The second major stride for this year was the use of SharePoint and Performance Matters (data warehouse) by all staff members. Each staff member was inserviced in September in the use of SharePoint and Performance Matters and how each member of the individual PLC would use it, when they could not meet outside their building. Throughout the school year teachers posted their items and were able to review, edit, and discuss their work. SharePoint and Performance Matters 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 2012-2013 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 constraints.

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 reallocated to accommodate student needs and growth.

Adequate funding for all categories for fine arts was maintained in the 2012-2013 budget cycle. Several small grants were written to supplement the growing enrichment programs.

(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:

No additional staffing for the fine arts programs was added.

At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music. At the middle school level, a general music position that was shared by three schools was reallocated to a middle school visual arts position to accommodate student growth in the program.

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, 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.

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 140 campers at the elementary and middle school levels. 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.

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

The textbook adoption cycle was completed in 2007-2008. In 2009-2013, 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 2012-2013 programs in Fine Arts goals. Additional grants (St. Mary's Arts Council, Mattingly Memorial Grant, and North End Gallery) were written to enhance activities and strategies. 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 collaborating 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 2013-2014 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 2013-2014 school year calendar in May, which will help keep the motivation level of our teachers high to the conclusion of the school year. In August, teachers will be inserviced on the transition to the Common Core State Standards and how Fine Arts teachers will support the instructional shifts within arts classrooms. Teachers will be also 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 2012-2013 school year. The new unit/lesson planning formats will also introduce teachers to ways to support the shift to the Common Core State Standards. Teachers will be inserviced regarding the implementation of "Domain 5", the last component of our teacher evaluation system. On September 20, teachers will be in-serviced on the unit/lesson planning frames, shared common resources, close reading activities, and the use of resource walks in their classrooms, as

well as sharing methods and strategies for student learning. Established PLCs will review the collaborative lessons, assessments, and set the meeting agendas.

A. BUDGET INFORMATION AND NARRATIVE

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.**

St. Mary's County Public Schools
Budget Narrative
Fine Arts
2013-2014

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Fine Arts Part-Time Hourly: Staff	17 hours per week x nine months	\$12.50 x 17 hours x 49 weeks	\$ 10,413		\$ 10,413
Fixed Charges	Fringe Benefits: SS	.08% x \$10,413	\$ 833		\$ 833
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	5 participants x \$23 per hour x 6 hours	\$ 690		\$ 690
Fixed Charges	Fringe Benefits: SS	.08 % x \$690	\$ 55		\$ 55
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #2 and 3	9 days x \$200	\$ 1,800		\$ 1,800
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 188		\$ 188
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy 2	3 bands x \$375.00	\$ 1,125		\$1,125
Administration Business Support Services/Transfers	Indirect Costs	2% x direct costs	\$ 321		\$ 321
	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	10/10/13
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-14		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-13	30-Sep-14	
		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						321.00	321.00
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.	11,103.00	1,800.00	188.00	1,125.00			14,216.00
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.							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				888.00			888.00
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	11,103.00	1,800.00	188.00	2,013.00	0.00	321.00	15,425.00

Finance Official Approval	<div style="display: flex; justify-content: space-between;"> <div> Leyla Mele Name </div> <div> Signature </div> <div> October 10, 2013 Date </div> <div> 301-475-5511 x32186 Telephone # </div> </div>
Supt./Agency Head Approval	<div style="display: flex; justify-content: space-between;"> <div> Dr. Michael J. Martirano Name </div> <div> Signature </div> <div> 10/14/13 Date </div> <div> 301-475-5511 x32178 Telephone # </div> </div>
MSDE Grant Manager Approval	<div style="display: flex; justify-content: space-between;"> <div> Name </div> <div> Signature </div> <div> Date </div> <div> Telephone # </div> </div>

ASSURANCES

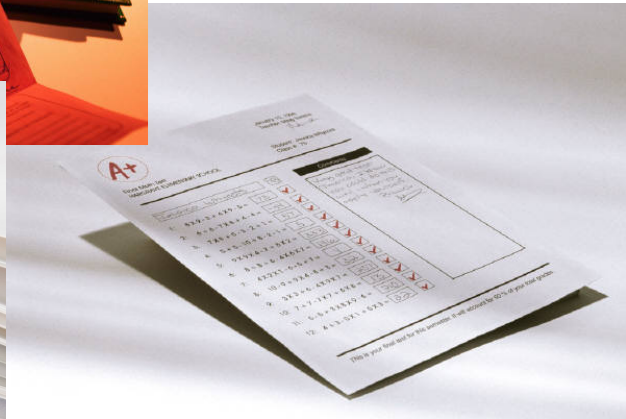
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2012-13

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

Local Point of Contact: Dr. Charles E. Ridgell, III

Telephone: 301-475-5511, ext. 32198 **E-mail:** 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

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

Guidance for Completion of the SY 2012-13 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.

State Fiscal Stabilization Fund (SFSF) Program Requirements – Phase II Achieving Equity in Teacher Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2012-2013 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website

**Please provide the specific school system link *to the required data*
on the line below:**

URL to SFSF data: http://www.smcps.org/files/HR/ARRA_Evaluations_Reporting.pdf

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.
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Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
- a. ☒ Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- ☒ Student achievement outcomes are included as an evaluation criterion.
- ☐ Student growth is included as an evaluation criterion.
- c. ☐ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (**Mark "Yes" or "No"**)

- a. ☒ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- ☒ Student achievement outcomes are included as an evaluation criterion.
- ☐ Student growth is included as an evaluation criterion.
- c. ☐ No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2013 MASTER PLAN UPDATE

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

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 32198 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.



11/19/13

Signature - Local Superintendent of Schools/Chief Executive Officer

Date

Please complete certification statement and submit as part of your 2013 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
2013 Master Plan Update**

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

Point of Contact: Dr. Charles E. Ridgell, III

Address: 23160 Moakley Street, Leonardtown, Maryland 20650

Telephone: 301-475-5511, ext. 32198 **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 Review and Updating:

☒ **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.)**

 11/19/13
Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your 2013 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker 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