

Allegany County Public Schools

**American Rescue Plan
Elementary and Secondary School
Emergency Relief (ESSER) Fund**

**Maryland Local School System
Application and Certification**

September 29, 2021



Purpose

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to state educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation's students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

Timeline

Local School System applications are due to MSDE by **July 30, 2021**.

Availability

Funds are available for use from March 13, 2020, through September 30, 2024, including the Tydings Amendment.

Uses of Funds

Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students' academic, social, and emotional needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CCRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

Contact Information

Questions should be addressed to Donna Gunning by email at donna.gunning@maryland.gov or by phone at 410-767-0757; or Steve Brooks by email at steve.brooks@maryland.gov or by telephone at 410-767-0793.

PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

Programmatic Assurances

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

Reporting Assurances

4. LEAs comply with all reporting requirements at such time, and in such manner, and containing such information as the Secretary may reasonably require, including on matters such as:
 - a. How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
 - b. Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - c. Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
 - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
5. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

Fiscal Assurances

6. The LEA will cooperate with any examination of records with respect to such funds by

making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
8. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
9. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
10. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
11. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
12. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

SIGNATURE PAGE

LEA ESSER Fund Contact/Title: Lawrence S. McKenzie

Contact Email: lawrence.mckenzie@acpsmd.org Contact Phone: 301-759-2024

Local School System Superintendent (Printed Name): Jeffrey S. Blank

Signature:  Date: 8/17/21

Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021

Maryland Local School System Application

Part I – Safe Return to In-person Instruction and Continuity of Services

1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA's Safe Return to In-person Instruction and Continuity of Services Plan. ***Link to the LEA's Plan:***

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. **This item will be addressed in question two below.***

Allegany County Public Schools (ACPS) Draft Recovery Plan – *The Safe Return of In-Person Instruction and Continuity of Services* is a “living document” that includes the most current and relevant guidance from the Center for Disease Control (CDC) related to the safe reopening of schools. This guidance includes the following critical elements:

- Collaboration with local Health Department officials
- Universal and correct wearing of masks. Masks not only reduce the transmission of COVID-19 but also support the broader and more important goal of maximum in-person instruction for students.
- Allowing for physical distancing, as possible.
- Efforts to provide accurate information to eligible students, staff, and school communities on the importance of getting vaccinated. Currently, less than 25% of eligible students are fully vaccinated while less than 45% of the greater school community has been vaccinated.
- Cleaning and maintaining healthy facilities, including improving ventilation within facilities.
- Appropriate accommodations for students with IEP or those requiring additional needs.
- Self-cleanliness to include proper and frequent handwashing and proper sneezing and coughing etiquette will also be shared between staff and all students.

- Collaboration with the local health department to assist with contact tracing and the quarantining of folks infected or with COVID-like symptoms.

A current draft of “Allegany County Public Schools (ACPS) Draft Recovery Plan – *The Safe Return of In-Person Instruction and Continuity of Services*” can be found by following the attached link <https://www.acpsmd.org/domain/18>. The living document can also be found on the ACPS website www.acpsmd.org

- A. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised policies to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Prevention and Mitigation Strategies:

The ACPS will open for in-person learning Monday-Friday for the fall 2021-22 school year. In accordance with the Maryland State Department of Education’s emergency regulation, all individuals in an Allegany County Public School building will be required to cover their nose and mouth with a face covering while inside a school facility, unless the individual is exempted under the regulations.

A federal order that face masks be worn by all people while on public transportation conveyances, including public and private school buses, is still in effect. Therefore, wearing a face-covering remains a requirement for drivers and students on school buses by order of the CDC

The ultimate goal of Allegany County Public Schools is to provide face-to-face instruction and keep students in school, thus preventing interruptions in their daily lives while also reducing the spread of the virus within the community. ACPS will utilize a variety of layered prevention strategies to keep students in school, including encouraging vaccination for eligible staff and students; quarantining of close contacts; indoor masking; physical distancing; and increased ventilation within buildings.

ACPS will continue to follow Maryland Department of Health guidance in regards to contact tracing, isolation, and quarantine. The decision aid (August 13, 2021) for Exclusion and Return for Persons with COVID-19 Symptoms and Close Contact in Childcare, Schools, and Youth Camps will be utilized for decisions regarding quarantine. Unvaccinated staff and students who are deemed a close contact with a positive case will need to quarantine for ten days after their last exposure to a positive person. Close contact is defined as being within six feet of a positive person for a cumulative time of 15 minutes whether masked or unmasked. The CDC has allowed an exception for students only, in an indoor classroom setting only. For that exception, if both the person who is positive, and the close contact are masked, the close contact will not need to be quarantined as long as they were at a distance of at least three feet from the positive person. It is important to note that this exception does not apply to the bus or outdoors. In those cases,

unvaccinated students and staff would still need to quarantine if they were within six feet of a positive individual whether masked or unmasked. Vaccinated staff and students, and those who were positive for Covid-19 in the past 90 days will not need to quarantine if they are deemed a close contact, as long as they are symptom-free. ACPS is currently considering screening options to occur within school buildings, as well as screening options for students participating in athletics.

It will remain a priority to maintain healthy school and office facilities with daily cleaning. The ACPS will continue to examine ways to ensure improved ventilation within all buildings. The ACPS will continue to provide training to staff and teach students on health and safety strategies, including the correct wearing of masks and handwashing. Appropriate accommodations will be made for children with disabilities with respect to health and safety policies.

The ACPS will continue to collaborate with the local health department, and schools will continue to follow existing procedures for reporting communicable diseases (COMAR 10.06.01). Schools will notify the local health department when a student or staff member has tested positive for COVID-19. The ACPS will maintain a room or other space for isolation of persons who become ill during the day that is separate and distinct from the health room at each school site. ACPS tracks all positive cases and incidents of close contact within the schools, and reports case numbers to the community weekly. The ACPS will continue to promote the recommendation of the MDH and the MSDE that all eligible Marylanders receive a COVID-19 vaccine and will provide information about vaccination opportunities among teachers, staff, eligible students/children, and their families.

Funding Expenditure Plan for Prevention and Mitigation Strategies

- B. Please identify the amount of ARP ESSER funds, if any, that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.

ACPS intends to use a combination of supplemental federal funds and general funds to implement prevention and mitigation strategies to allow for the safe reopening and operation of school facilities. The key focus will be on the health and safety of our students, educators, and other staff as well as the school community. These strategies include the following:

- Procuring portable HEPA filtered air purifiers for all classrooms in the district.
- Maintaining additional custodial staff to provide for additional cleaning requirements due to COVID.
- Implementing Ultra Violet UV sterilization options to existing devices within the system.
- Replacing Unit Ventilators at both Braddock and Washington middle schools.

- Upgrades to include touchless restroom facilities

These upgrades will provide enhanced air quality within all schools throughout the district. The HVAC projects at Washington and Braddock are included to also improve the infrastructure and promote a healthy working and learning environment.

ARP ESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.

- C. Please provide a description of the LEA's plan for periodic review and update of the plan, including a description of the LEA's inclusion of public comments in the development of the plan, as well as the inclusion of public comments in any revisions to the plan.

Stakeholder Feedback:

Stakeholders have an opportunity to provide input at the monthly Board of Education meetings during the scheduled "Hearing of Constituents."

Soliciting feedback from the representative stakeholder groups is ongoing. Not all input received is direct feedback to the plan. Sometimes, individuals have offered a general viewpoint on reopening. Some of the feedback received regarded cleaning and sanitizing protocols, masking, scheduling, online options, athletics and extracurricular activities, operational procedures, and employment issues and concerns.

The more specific questions are answered through a combination of operational procedures or through other types of system communications. For example, questions about employee absences and leave requests will be provided through the office of Human Resources, while instructional questions will be provided through the office of the Chief Academic Officer. The Public Information Officer (PIO) handles many phone calls and responds to questions asked on the Ask ACPS platform. The PIO directs phone calls and emails to the appropriate staff member to address. Many procedures already exist within the organization, but some may require an update to reference COVID-19.

At a minimum, the Superintendent and Chief Academic Officer meet monthly with certain stakeholder groups such as the senior staff, elementary and secondary supervisors, principals, assistant principals, and the information technology staff to discuss strengths and challenges within the components of the reopening plan implementation.

Workgroups will participate to review feedback and the strategies incorporated into the Reopening Plan at a minimum of each semester- September and January of each year. A final summative review will take place at the end of the school year.

Workgroups and Stakeholders for the Plan

- Superintendent and Policy Committee - Mr. Jeffrey Blank
- Curriculum and Instruction - Dr. Kim Green Kalbaugh
- Special Student Populations - Mrs. Debbie Metheny
- Professional Learning – Mrs. Kate Loughrie
- CTE Programs - Mr. Joe Brewer
- Technology - Mrs. Nil Grove
- Summer School - Mrs. Trina Simpson
- Human Resources - Mr. Steve Wilson
- Finance- Mr. Lawrence McKenzie
- Facilities, Operations, and Transportation - Mr. Jay Marley, Mr. Wally High, Mr. Mark Morral
- Food, Nutrition, and School Safety - Mr. Todd Lutton and Mr. Anthony Rumgay
- Athletics - Mrs. Tracey Leonard
- Equity - Dr. Sarah Welsh

Stakeholders served as active participants in the workgroups listed above. Workgroup participants include the following:

- Board of Education Representatives
- Senior Staff Members
- Instructional Supervisors
- Central Office Support Staff
- School-Based Leaders
- Parents
- Students
- Teachers
- Allegany County Education Association
- Public Information Officer

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

A. Please identify the amount of funds that will be reserved for this purpose.

\$5,324,624

B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, including the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

Funding Expenditure Plan-Academic Impact and Identified Interventions

Funds will be used to support interventions that have been proven effective. A justification or the evidence level for identified interventions in the budget narrative are provided to demonstrate the effectiveness level of the intervention.

Read Naturally

Read Naturally is a supplemental reading program that aims to improve the reading fluency, accuracy, and comprehension of students. ACPS uses the web-based version, Read Naturally Live, to support students' (grades 2-5) who have mastered the code, or are well on their way to mastering phonemic awareness and phonics. "The What Works Clearinghouse considers the extent of evidence for Read Naturally on the reading skills of beginning readers to be small for two outcome domains - alphabets and general reading achievement - and medium to large for two outcome domains-comprehension and reading fluency."

(What Works Clearinghouse, Institute of Educational Sciences, updated July 2013)

DIBELS 8

ACPS uses DIBELS as the universal screening tool for grades k through 3, and for students in grades 4 and 5 who are determined to be at high risk.

DIBELS 8th Edition is a set of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring. DIBELS 8th Edition provides standards for gauging the progress of all students. DIBELS 8 has been validated as a screener for dyslexia.

Research on DIBELS is conducted at the University of Oregon (UO) and began in the late 1980s. Since then, an ongoing series of studies on DIBELS has documented the reliability and validity

of the various DIBELS subtests, as well as their sensitivity to student change. Research on DIBELS continues to this day at the UO's Center on Teaching and Learning (CTL) and has been conducted by dozens of UO faculty and students (e.g., Cummings, Park, & Bauer Schaper, 2013; Cummings, Stoolmiller, Baker, Fien, & Kame'enui, 2015; Smolkowski & Cummings, 2016; Stoolmiller, Biancarosa, & Fien, 2013).

Foundations

ACPS uses the Wilson Foundations program as a Tier II intervention for students who have been identified as needing support in phonics and decoding. Based on the Wilson Reading System Principles, Wilson Foundations provides research-based materials and strategies essential to foundational skill acquisition. The program provides direct, explicit, systematic, and multi-sensory instruction. Immediate instructive feedback is given throughout each lesson. A report from the Florida Center for Reading Research is linked below.

https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf

Superkids Reading Program

ACPS uses the Superkids Reading Program to support core instruction in grades kindergarten through two. Additionally, the Superkids program provides supplemental activities and resources that can be used to support tier 2 needs. While EdReports.org scores indicate that the program Partially Meets Expectations, those rubrics reflect the Common Core's emphasis on building knowledge through reading, even in the primary grades. The Superkids program prioritizes and emphasizes the foundational skills of phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension as it also builds students' content knowledge through reading and writing tasks. Superkids reflects current scientific reading research and emphasizes the successful instructional experiences that map letters to speech sounds and provides ample opportunities to practice skills in text that align with the sequence of skill instruction. According to ESSA, Superkids' studies qualify the program for the Moderate Level of Evidence necessary for funding by ESSA. For more information on the effectiveness studies and research base, refer to these documents:

<https://cloud.3dissuue.net/29994/29888/30151/52842/index.html?66708>

https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/SK17_Summary_of_Effectiveness_Brochure.pdf

Data Targets

All students will be assessed at the beginning of the 2021-2022 school year. Assessments at the beginning of the year will ensure that schools are capturing current student understanding of concepts that have been taught yet were not understood or retained during the time away from in-school instruction as a result of the COVID-19 school closures and subsequent summer break.

The ACPS will use the MTSS framework to provide the following:

- Universal screening for all students in elementary and middle school in the areas of ELA and mathematics early in the school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and guardians understand the interventions and give support at home
- Frequent monitoring of students' progress to help decide if more intensive interventions are needed
- The use of evidence-based strategies at every tier of support

Process to Accelerate Learning and Provide Support in Recovering Learning Loss

Instructional supervisors will work with building administrators and specialists to identify assessments that diagnose student learning gaps. The results of the diagnostic assessments will provide teachers with the baseline data needed for taking action to adjust teaching or for providing increasing levels of support for students who are struggling. The assessment data will play a significant role in determining intervention needs, projecting learning outcomes for students by assessing what the learner already knows, and the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning. Interventionists, school specialists, and the central office, and school-based coaches will disaggregate the data.

Specialists and teachers will determine which standards and/or proficiency levels need to be addressed, depending on the content area, based upon where there are deficits in skills, processes, and understanding. For example, in mathematics, the specialists and teachers will examine if the students have deficits in their computational skills and conceptual understanding. The collaborative school-based teams will determine the instructional priorities for each class in

order to modify teaching or re-teaching strategies for the students. Using assessments as sources of information, following assessments with corrective instruction, and giving students a second chance are steps in the process that the teachers will use to prescribe appropriate personalized instruction to be responsive to areas where achievement gaps exist in order to prepare a path for instructional success and recovery for each student.

Assessments will be part of an ongoing effort to help students learn throughout the year. In all cases, teachers, in collaboration with the school interventionists, specialists, and/or literacy coach, will follow assessments with helpful corrective instruction, and then provide students opportunities to demonstrate their new level of competence and understanding.

The goals of the data collection process will be to inform instructional decisions, establish measurable goals, provide evidence of learning, help build content mastery, and to improve long-term recall for students. Student progress will be disaggregated by race, service group, and gender to the highest degree possible. The district recognizes that disaggregated data can reveal deprivations and inequalities that may not be fully reflected in aggregated data. Therefore, the district will work toward resolving any areas where the district doesn't have the capacity to break down the data by detailed subcategories.

Principals, teachers, interventionists, specialists, and central office supervisors will collaborate on establishing data targets as well as a timeline for collecting, analyzing, discussing, and sharing data. In the content areas of ELA and mathematics, baseline, midpoint, and end of the year data points will be collected and analyzed to inform the instructional work at the school level.

The district will continue to use the root cause analysis and 5 Whys to identify reasons for gaps in academic performance. Each administrator and school-based team have been trained on how to conduct a root cause analysis to determine the deepest underlying causes of the negative symptoms for the achievement gaps. Each administrator is charged with working with his/her school leadership team to complete a goal planning process to identify goals, strategies, resources, implementation procedures, progress monitoring, and evidence of outcomes to address areas in need of improvement. Principal SLOs also focus on identified academic areas where the school is performing below expectations based on analysis of assessment results. Each principal meets with the Chief Academic Officer, Assistant Supervisor of Testing and Accountability, and members of the Central Office team to review their action plans.

Additional information on the process to accelerate learning and the strategies and interventions used to provide support to reduce learning loss can be found in the Reopening Plan <https://www.acpsmd.org/domain/18>.

Elementary ELA

Pre-K	Heggerty Phonemic Awareness Assessment
K	DIBELS/mClass Screener KRA
Gr. 1	DIBELS/mClass Screener SuperKids Pre-Assessment
Gr. 2	DIBELS Superkids Pre-Assessment
Gr. 3	DIBELS/mClass / Reading Inventory
Gr. 4	Reading Inventory
Gr. 5	Reading Inventory

Elementary Math

iReady, the online component of the [*i-Ready Classroom Mathematics*](#) will be used in all grade levels, K through 5. All students take three diagnostic tests at twelve-week intervals. The first test establishes baseline data and determines individual pathways through differentiated instruction.

Elementary Science

Since NGSS benchmark assessments have not been developed, gaps were identified via units of study missed during the closing of schools due to the pandemic. To help close these gaps, greater emphasis will be placed on the Science and Engineering Practices. The NGSS Science and Engineering Practices will be grouped into three categories, investigation, evaluation, and developing explanations and solutions to measure growth across all Practices. Investigation will include the practice of asking questions coupled with designing and conducting investigations. Evaluation will include the practices of developing and using models, analyzing/interpreting data, and using mathematical and computational thinking. Developing explanations and solutions will include constructing explanations, arguing from evidence, and obtaining/evaluating/communicating information.

Elementary Social Studies

All elementary school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source documents, and contextualize and corroborate evidence to support/refute a statement. The content of the primary source documents will be relevant to that learned at each elementary school grade.

To assist in the development of these skills and processes, each quarter, students will

be provided with a primary source document. Teachers will scaffold the process for analyzing and evaluating these documents throughout the school year (total group, small groups, pairs, and then individual). Document analysis worksheets will be provided to assist students with the process.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the primary source analysis process will result in raising students' overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when analyzing the primary sources. Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

Gifted and Talented

A universal screener assessment will be given to all third-grade students in September. Students will participate by taking a subtest in the area of nonverbal reasoning. Nonverbal reasoning requires the student to solve problems by identifying relationships between figures and pictures, providing a sample of students' abilities to perceive new relations and learn new tasks.

Middle School ELA

ELA - Reading Inventory - Grades 6, 7, 8 All students take the HMH Reading Inventory (RI) at the beginning, midpoint, and end of the school year. The beginning RI establishes the baseline data for each student. The RI data is analyzed to determine which students should be placed in a supplementary intervention program (System 44 or Read 180) for the year in addition to their grade-level ELA instruction. All students have an additional supplementary program that addresses deficiencies in student knowledge. These programs provide continuous data that identifies student progress in their literacy knowledge throughout the year.

The target for all students, including targeted subgroups, is to gain 70 Lexile points from the baseline RI to the end of year RI. All ELA teachers have a shared responsibility for ensuring that students maintain regular use of the intervention and supplementary programs. Middle School ELA Specialists are responsible for scheduling and assisting with the administration of the RI. Middle School ELA Specialists are responsible for collecting, analyzing, discussing, and sharing

data with grade-level ELA teams.

The target for all students, including targeted subgroups, is to achieve the equivalent of one reading grade level or more by increasing their Lexiles levels and demonstrating mastery of course standards and prerequisite skills within the diagnostic program by the end of the academic year. The classroom teacher is responsible for ensuring that students maintain regular use of the diagnostic program throughout the year. Data can be collected, analyzed, discussed, and shared continually at the classroom, school, and district levels.

Middle School Math

Math - Math Inventory - Grades 6, 7, 8. All students take the HMH Math Inventory (MI) at the beginning, midpoint, and end of the school year. The beginning MI establishes the baseline data for each student. The MI data is analyzed to determine which students should be placed in a supplementary intervention program (Math 180) for the year in addition to their grade-level math instruction. All students have an additional supplementary program that addresses deficiencies in student knowledge. These programs provide continuous data identifying student progress in their mathematics knowledge throughout the year.

The target for all students, including targeted subgroups, is to gain 80 quantile points from the baseline MI to the end of year MI. All math teachers have a shared responsibility for ensuring that students maintain regular use of the intervention and supplementary programs. Middle School Math Specialists are responsible for scheduling and assisting with the administration of the MI. Middle School Math Specialists are responsible for collecting, analyzing, discussing, and sharing data with grade-level math teams.

High School Credit Mathematics Classes in Middle School - Middle School Math courses in Algebra 1 and Geometry have existing diagnostic programs which measure student knowledge at the beginning of the course and allow for student progress to be continually measured throughout the school year for all students. This includes progress on course level standards and growth on prerequisite skills which the diagnostic indicates the student is deficient in. Intervention work, through the diagnostic program, begins immediately once the baseline student knowledge is known.

The target for all students, including targeted subgroups, is to reach 60% mastery of course standards and prerequisite skills within the diagnostic program by the end of the academic year. The classroom teacher is responsible for ensuring that students maintain regular use of the diagnostic program throughout the year. Data can be collected, analyzed, discussed, and shared continually at the classroom, school, and district levels.

Middle School Science

Each middle school grade 6th, 7th, and 8th will compare course grades in science classes from the 2020-21 SY and the 2021-22 SY. This will be done on a quarterly basis. Each quarter is broken down by modules focused on the Science and Engineering Practices and Cross-cutting concepts. Individual modules that are

identified as areas of need will be used as the focus for learning and recovery. Achievement will be broken down by subgroup. Achievement will be broken down by subgroup when possible.

Middle School Social Studies

All middle school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source documents, and contextualize and corroborate evidence to support/refute a statement. The content used in the mini-DBQs will be relevant to that learned at each middle school grade.

To assist in the development of these skills and processes, each quarter students will be provided with a mini-DBQ. Teachers will scaffold the process for analyzing and evaluating the documents within the DBQs throughout the school year. Document analysis worksheets, guiding questions, writing templates, and rubrics will be provided to assist students with the DBQ process. By the 4th quarter, students should be able to complete a mini-DBQ assignment, with a strong thesis statement, with minimal support.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the mini-DBQ process will result in raising students' overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc.). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

Career and Technology Education

To address the need to recover instruction lost during the last school year, a nine-day CTE summer skills extension program was offered to CTE juniors. These juniors

(incoming seniors) were able to receive essential clinical hours in Cosmetology and Academy of Health, as well as technical skill preparation in the other areas that were offered (i.e., Auto Collision, Graphic Communications, NCCER - Carpentry, Electrical, HVAC, and Welding).

All data for CTE collected and sent to MSDE is broken down by race, service group, and gender; it can be found at CTE Dashboard at this [link](#). During professional development in August, all CTE instructors analyzed their disaggregated data for their particular content area. Goals for areas of improvement were created with action steps to be taken in each area. Students will be offered additional support through individual tutoring, after-school TSA preparation sessions, and specialized designed instruction courses for students with disabilities.

In addition, CTE disaggregated data will be analyzed by members of our CTE Local Advisory Council when creating the Joint Needs Assessment portion of the Perkin's Grant application. This group will use the data from the Dashboard to examine areas of promise and areas of weakness for each CTE program. Prioritized goals for CTE will be created for both the secondary and post-secondary levels.

All CTE skill areas will use benchmark exams and performance-based rubrics to evaluate students. Since CTE courses are based on industry standards, students will be required to meet these industry standards. All data will be submitted to MSDE. The plan is to offer a CTE summer skill extension program at the end of the 21-22 school year. Although this will be open to all students, any student who needs additional support to meet clinical hours and obtain the skills needed to pass the technical skill assessment in their area will be encouraged to attend. Special Education services will be provided for those students needing additional support and instruction will be designed to meet the individual needs of the participating students.

High School ELA

Reading Growth Measure with *Into Literature* literature series - Grades and 9 and 10. HMH Reading Growth Measure is an adaptive reading assessment that provides data on students' reading levels and growth over time. It is designed to be administered three times a year to best gauge both a student's reading level at a point in time and the student's growth over time. The target for all students, including targeted subgroups, is to gain 40-50 Lexile points from the baseline RI to the end of year RI, which is the equivalent of a year's growth. All ELA teachers have a shared responsibility for ensuring that students maintain regular use of the intervention and supplementary programs. The ELA coach is responsible for scheduling and assisting with the administration of the Reading Growth Measure. The ELA coach is also responsible for collecting, analyzing, discussing, and sharing data with school-level and grade-level ELA teams.

The target for all students, including targeted subgroups, is to achieve the equivalent of one reading grade level or more by increasing their Lexiles levels and demonstrating

mastery of course standards and prerequisite skills within the diagnostic program by the end of the academic year. The classroom teacher is responsible for ensuring that students maintain regular use of the diagnostic program throughout the year. Data can be collected, analyzed, discussed, and shared continually at the classroom, school, and district levels.

High School Math

High School Math courses through Pre-Calculus have existing diagnostic programs which measure student knowledge at the beginning of the course and allow for student progress to be continually measured throughout the school year for all students. This includes progress on course level standards and growth on prerequisite skills which the diagnostic indicates the student is deficient in. Intervention work, through the diagnostic program, begins immediately once the baseline student knowledge is known.

The target for all students, including targeted subgroups, is to reach 60% mastery of course standards and prerequisite skills within the diagnostic program by the end of the academic year. The classroom teacher is responsible for ensuring that students maintain regular use of the diagnostic program throughout the year. Due to the nature of our supplementary resources, we are able to monitor student progress in real-time in order to gauge student growth. Data will be collected, analyzed, discussed, and shared periodically at the classroom, school, and district levels.

High School Science

Each ACPS NGSS required high school course (ESS, Bio, Chem) will compare course grades in science classes from the 2020-21 SY and the 2021-22 SY. This will be done on a quarterly basis. Each quarter is broken down by modules focused on the Science and Engineering Practices and Cross-cutting concepts. Individual modules that are identified as areas of need will be used as the focus for learning and recovery. Achievement will be broken down by subgroup. Achievement will be broken down by subgroup when possible.

High School Social Studies

All high school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source documents, and contextualize and corroborate evidence to support/refute a statement. The content used in the mini-DBQs will be relevant to that learned at each high school grade.

To assist in the development of these skills and processes, each quarter students will be provided with a mini-DBQ. Teachers will scaffold the process for analyzing and evaluating the documents within the DBQs throughout the school year. Document

analysis worksheets, guiding questions, writing templates, and rubrics will be provided to assist students with the DBQ process. By the 4th quarter, students should be able to complete a mini-DBQ assignment, with a strong thesis statement, with minimal support.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the mini-DBQ process will result in raising students' overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc.). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

Social/Emotional Learning (SEL)

The Student Risk Screening Scale (SRSS) will be completed for every student grades K-12 three times in the year. Pupil Service/Support Teams (PST) at each school utilize SRSS data as well as other data (Request for Assistance Forms; Mental Health Referrals, ODRs, Attendance Reports, Grade Reports) to identify, implement, and monitor tier II/III interventions. Tier I SEL is implemented by school counselors at all levels. Behavior Specialists, School Psychologists, and SEL Coaches provide tier II/III interventions.

Implementation Plan

Elementary Reading Screening/Intervention Timeline

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
9/7 - 10/1	Screener Administration K-3 mClass DIBELS 8 4-5 Reading Inventory	mClass digital access touch screen	mClass implementation with trainers

	Secondary screeners administered as needed to narrow down skill deficits	device RI Access PAST screener	Follow-up support by literacy coaches
9/22 - 10/4	Initial Collaborative Data Meetings (literacy coach, intervention teacher, classroom teachers, principal) Plan for Progress Monitoring	K-3 mClass Reports 4-5 RI Reports Intervention Cycle Meeting Notes pages ACPS Tiered Literacy Program options	MTSS Training with principals / coaches / interventionists
10/4	Identified Intervention / Supplemental Instruction begins	Tiered literacy materials, resources and programs	Literacy Coaches provide support to classroom teachers for any needed program /resource training
11/15 - 11/30	Intervention Cycle Meetings - Data analysis to determine effectiveness of student intervention plans. Changes made as needed. (literacy coach, intervention teacher, classroom teachers, principal)	Intervention Cycle Meeting Notes Pages mClass Reports Progress Monitoring Data Classroom / core program data	Using core program materials to differentiate and extend the supplemental instruction plan
1/19 - 2/4	Screeners Administration -2 K-3 mClass DIBELS8 4-5 Reading Inventory Secondary screeners administered as needed to narrow down skill deficits	mClass digital access touch screen device RI Access PAST screener	mClass Suggested intervention lessons
2/1 - 2/11	Collaborative Data Meetings Plan for Progress	Intervention Cycle Meeting Notes Pages	Literacy Coaches provide support

	Monitoring	mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	to classroom teachers for any needed program/resource e training
2/11 (or before)	Continuation of Intervention / Supplemental Instruction plan OR New plan developed and implemented based on data meetings	Tiered literacy materials, resources, and programs	Literacy Coaches provide support to classroom teachers for any needed program/resource e training
3/28 - 4/8	Intervention Cycle Meetings - Data analysis to determine effectiveness of student intervention plans. Changes made as needed. (literacy coach, intervention teacher, classroom teachers, principal)	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	Literacy Coaches provide support to classroom teachers for any needed program/resource e training
5/12 - 5/27	Screener Administration -3 K-3 mClass DIBELS 8 4-5 Reading Inventory	mClass digital access touch screen device RI Access PAST screener	Evaluating effectiveness of supplemental instruction / interventions
5/25 - 6/3	Collaborative Data Meetings Individual student progress documented School-wide data compiled	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program	Create plans for identified areas of need for literacy PD in summer / early fall.

		data	
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Middle School Mathematics and ELA Screening / Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September 2021	-Math (MI) and Reading (RI) Inventory -Identify students for Math 180 and Read 180 programs	-MI and RI digital access -Set up student Math 180 and Read 180 access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements -Bi-annual HMMH Data meetings
February 2022	-Math (MI) and Reading (RI) Inventory -Re-evaluate student placements in Math 180 and Read 180	-MI and RI digital access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements
May 2022	-Math (MI) and Reading (RI) Inventory -Evaluate student progress for future placement in Math 180, Read 180, or subsequent intervention program	-MI and RI digital access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements -Bi-annual HMMH data meetings

Please refer to the ACPS Reopening Plan for the processes that will be used to ensure that the implementation of all of the interventions used in the ACPS are progressing as determined by the key stakeholders.

Materials

ACPS Procurement Procedures:

<https://www.acpsmd.org/cms/lib/MD01907365/Centricity/domain/36/policy%20document/DJB-Procurement%20of%20Goods%20%20Services%20Policy%2002.18.14%20policy.pdf>

<https://www.acpsmd.org/cms/lib/MD01907365/Centricity/domain/36/regulation%20documents/DJB%20-%20PURCHASES%20OF%20GOOD%20AND%20SERVICES%203.6.18%20regs.pdf>

The included Spending Plan outlines the anticipated timeline of expenditures of the district over the course of the grant. The timeline has been broken down by fiscal year spending over the course of the grant period.

With regard to licensed resources for students and staff, all resources listed on page two of the spending plan are currently under contract and are being funded through other streams of revenue. The district anticipates utilizing this grant to fund those resources during year three of the grant as other resources are exhausted. The district has scheduled the timelines of each resource so that there will be no gaps in services for these and other critical resources being utilized by the district for our students.

Personnel

Information and responsibilities are coordinated during weekly central office staff meetings. The superintendent meets with senior staff weekly to discuss programmatic and operational issues. The chief academic officer facilitates a meeting with instructional supervisors weekly to define responsibilities, review progress and needs, and set the agenda for principal council meetings. A council meeting is reserved with school-based administrators on a weekly basis. Assistant principals, school counselors, PPW's, and mental health employees attend monthly meetings with central office staff. The principals and/or designee, and content supervisors are responsible for coordinating and facilitating meetings with school-based specialists, interventionists, and grade-level teacher teams to discuss the progress of implementation and any course corrections, if necessary. These are held at a minimum on a monthly basis or as needed, depending on the specific school's needs, throughout the month.

3. For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those

students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Please see detailed budget narrative for the timing of the expenses and state objects and categorizations utilized by each.

Part II – LEA Maintenance of Equity for High Poverty Schools

Section 2004 (c) of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensures that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low-income families in each LEA are not disproportionately impacted by state and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

Part III – Budget Documents

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application

Section 2001 (e), American Rescue Plan Act of 2021

(e) USES OF FUNDS. —A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with

Appendix A: Section 2001(e) of the American Rescue Plan Act of 2021

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain health and safety of students, educators, and other staff.

Appendix A: Section 2001 (e), American Rescue Plan Act of 2021

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ an existing staff of the local educational agency.

Appendix B: American Rescue Plan Act of 2021 LEA Allocations

ARP ESSER Fund Allocations

Local School System	ARP ESSER
Allegany County Public Schools	25,329,276
Anne Arundel County Public Schools	108,684,942
Baltimore City Public Schools	443,499,452
Baltimore County Public Schools	217,036,616
Calvert County Public Schools	11,450,432
Caroline County Public Schools	13,690,784
Carroll County Public Schools	16,825,388
Cecil County Public Schools	27,830,030
Charles County Public Schools	30,866,467
Dorchester County Public Schools	17,463,078
Frederick County Public Schools	37,907,980
Garrett County Public Schools	8,953,889
Harford County Public Schools	42,459,496
Howard County Public Schools	43,506,702
Kent County Public Schools	5,233,195
Montgomery County Public Schools	252,061,089
Prince George's County Public Schools	274,521,788
Queen Anne's County Public Schools	6,796,056
St. Mary's County Public Schools	26,076,656
Somerset County Public Schools	13,496,264
Talbot County Public Schools	8,232,805
Washington County Public Schools	55,289,352
Wicomico County Public Schools	47,372,036
Worcester County Public Schools	14,389,034
SEED	7,050,315
Total	1,756,023,122

Allegany County Public Schools Spending Plan for CARES ESSER III

[illegible]

Allegany County Public Schools Spending Plan for CARES ESSER III

Resources including contract term:

	Fiscal Year 1 Spending before 6/30/22	Fiscal Year 2 Spending before 6/30/23	Fiscal Year 3 Spending before 6/30/24	Fiscal Year 4 Spending before 9/30/24	Total Grant Spending	Balance
Schoolology - LMS Platform (Updated annually to extend through June 30, 2025)			\$ (60,000.00)	\$ (60,000.00)	\$ (120,000.00) *	\$ 16,038,874.00 Instructional Contracted Services
Newsela (Updated annually to extend through June 30, 2025)			\$ (97,064.00)	\$ (97,064.00)	\$ (194,128.00) *	\$ 15,844,746.00 Instructional Contracted Services
APEX (Updated annually to extend through June 30, 2025)			\$ (37,500.00)	\$ (37,500.00)	\$ (75,000.00) *	\$ 15,769,746.00 Instructional Contracted Services
Near Pod (Updated annually to extend through Nov. 30, 2025)			\$ (45,835.00)	\$ (45,835.00)	\$ (91,670.00) *	\$ 15,678,076.00 Instructional Contracted Services
Kami (Updated though 2024, this extends through June 30, 2026)			\$ (16,200.00)	\$ (16,200.00)	\$ (32,400.00) *	\$ 15,645,676.00 Instructional Contracted Services
Eddite (Updated though 2024, this extends through June 30, 2026)			\$ (28,800.00)	\$ (28,800.00)	\$ (57,600.00) *	\$ 15,588,076.00 Instructional Contracted Services
Family Zone Student Filtering (Updated though 2022, this extends through Sept. 30, 2026)			\$ (12,668.00)	\$ (12,668.00)	\$ (25,336.00) *	\$ 15,562,740.00 Instructional Contracted Services
Diebels Screener (Updated annually to extend through June 30, 2025)			\$ (40,328.00)	\$ (40,328.00)	\$ (80,656.00) *	\$ 15,482,084.00 Instructional Contracted Services
Superkids (Updated resources annually to extend through June 30, 2025)			\$ (74,000.00)	\$ (74,000.00)	\$ (148,000.00) *	\$ 15,334,084.00 Instructional Contracted Services
Read Naturally (Updated annually to extend through October 12, 2025)			\$ (25,270.00)	\$ (25,270.00)	\$ (50,540.00) *	\$ 15,283,544.00 Instructional Contracted Services
Foundations (Updated though 2022, this extends through June 30, 2026)			\$ (36,061.00)	\$ (36,061.00)	\$ (72,122.00) *	\$ 15,211,422.00 Instructional Contracted Services
Google Enterprise for Education (Updated annually to extend through June 30, 2025)			\$ (22,462.00)	\$ (22,462.00)	\$ (44,924.00) *	\$ 15,166,498.00 Instructional Contracted Services
Gaggle (Student Protection Service) (Updated annually to extend through June 30, 2025)			\$ (41,500.00)	\$ (41,500.00)	\$ (83,000.00) *	\$ 15,083,498.00 Instructional Contracted Services
Planbook (Updated though 2024, this extends through July 31, 2026)			\$ (6,000.00)	\$ (6,000.00)	\$ (12,000.00) *	\$ 15,071,498.00 Instructional Contracted Services
School 21 Middle School Math Program (Updated annually to extend through June 30, 2025)			\$ (11,250.00)	\$ (11,250.00)	\$ (22,500.00) *	\$ 15,048,998.00 Instructional Contracted Services
Gizmos (Updated though 2024, this extends through Sept. 30, 2026)			\$ (13,500.00)	\$ (13,500.00)	\$ (27,000.00) *	\$ 15,021,998.00 Instructional Contracted Services
SMART Notebook (Updated annually to extend through June 30, 2025)			\$ (18,000.00)	\$ (18,000.00)	\$ (36,000.00) *	\$ 14,985,998.00 Instructional Contracted Services
Discovery Education (Updated annually to extend through July 31, 2025)			\$ (56,800.00)	\$ (56,800.00)	\$ (113,600.00) *	\$ 14,872,398.00 Instructional Contracted Services
Math & Reading Inventory for Read 180 or Math 180 (Updated annually to extend through Sept 15, 2025)			\$ (15,000.00)	\$ (15,000.00)	\$ (30,000.00) *	\$ 14,842,398.00 Instructional Contracted Services
Albert (Updated though 2024, this extends through June 30, 2026)			\$ (11,250.00)	\$ (11,250.00)	\$ (22,500.00) *	\$ 14,819,898.00 Instructional Contracted Services
BlackBoard Connect for Communication (Updated annually to extend through June 30, 2025)			\$ (10,500.00)	\$ (10,500.00)	\$ (21,000.00) *	\$ 14,798,898.00 Instructional Contracted Services
						\$ 14,798,898.00

Allegany County Public Schools **Spending Plan for CARES ESSER III**

	Fiscal Year 1 Spending before 6/30/22	Fiscal Year 2 Spending before 6/30/23	Fiscal Year 3 Spending before 6/30/24	Fiscal Year 4 Spending before 9/30/24	Total Grant Spending	Balance
Summer Elementary Programs						
Salaries and Wages			\$ (412,441.00)	\$ (412,441.00)	\$ (824,882.00) *	\$ 13,974,016.00 Instructional Salaries and Wages
Fixed Charges			\$ (32,995.00)	\$ (32,995.00)	\$ (65,990.00) *	\$ 13,908,026.00 Fixed Charges
Contracted Services			\$ (29,578.00)	\$ (29,578.00)	\$ (59,156.00) *	\$ 13,848,870.00 Instructional Contracted Services
Supplies			\$ (6,000.00)	\$ (6,000.00)	\$ (12,000.00) *	\$ 13,836,870.00 Instructional Supplies
Transportation for Summer Programs (Contracted Services) \$9k per day			\$ (216,000.00)	\$ (216,000.00)	\$ (432,000.00) *	\$ 13,404,870.00 Transportation Contracted Services
Mental Health Supervisor			\$ (98,000.00)	\$ (32,666.67)	\$ (130,666.67) *	\$ 13,274,203.33 Salaries and Wages - Psych Services Line
Mental Health Support	\$ (62,500.00)	\$ (62,500.00)	\$ (62,500.00)	\$ (20,833.33)	\$ (208,333.33) *	\$ 13,065,870.00 Salaries and Wages - Psych Services Line
Mental Health Personnel Fixed Charges	\$ (35,000.00)	\$ (35,000.00)	\$ (42,840.00)	\$ (14,280.00)	\$ (127,120.00) *	\$ 12,938,750.00 Fixed Charges
Custodial Cleaning Staff	\$ (225,000.00)	\$ (225,000.00)	\$ (225,000.00)	\$ (62,500.00)	\$ (737,500.00)	\$ 12,201,250.00 Operations Salaries
Fixed Charges	\$ (18,000.00)	\$ (18,000.00)	\$ (18,000.00)	\$ (5,000.00)	\$ (59,000.00)	\$ 12,142,250.00 Fixed Charges
Math Specialists (2)	\$ (125,000.00)	\$ (125,000.00)	\$ (125,000.00)	\$ (31,250.00)	\$ (406,250.00) *	\$ 11,736,000.00 Instructional Salaries and Wages
Fixed Charges	\$ (25,000.00)	\$ (25,000.00)	\$ (25,000.00)	\$ (17,500.00)	\$ (92,500.00) *	\$ 11,643,500.00 Fixed Charges
Reading Specialists (2)	\$ (125,000.00)	\$ (125,000.00)	\$ (125,000.00)	\$ (31,250.00)	\$ (406,250.00) *	\$ 11,237,250.00 Instructional Salaries and Wages
Fixed Charges	\$ (25,000.00)	\$ (25,000.00)	\$ (25,000.00)	\$ (17,500.00)	\$ (92,500.00) *	\$ 11,144,750.00 Fixed Charges
After School Tutoring Programs \$51.08 per hour			\$ (350,000.00)	\$ (75,000.00)	\$ (425,000.00) *	\$ 10,719,750.00 Instruction Salaries and Wages
Fixed Charges			\$ (28,000.00)	\$ (6,000.00)	\$ (34,000.00) *	\$ 10,685,750.00 Fixed Charges
Instructional / Finance ESSER Grant Liason	\$ (50,000.00)	\$ (50,000.00)	\$ (50,000.00)	\$ (12,500.00)	\$ (162,500.00)	\$ 10,523,250.00 Mid Level Salaries and Wages
Fixed Charges	\$ (4,000.00)	\$ (4,000.00)	\$ (4,000.00)	\$ (1,000.00)	\$ (13,000.00)	\$ 10,510,250.00 Fixed Charges
IT Administrative Support	\$ (50,000.00)	\$ (50,000.00)	\$ (50,000.00)	\$ (50,000.00)	\$ (200,000.00)	\$ 10,310,250.00 Instructional Salaries and Wages
Fixed Charges	\$ (4,000.00)	\$ (4,000.00)	\$ (4,000.00)	\$ (4,000.00)	\$ (16,000.00)	\$ 10,294,250.00 Fixed Charges
Ride on Equipment for Custodians	\$ (63,000.00)				\$ (63,000.00)	\$ 10,231,250.00 Operations Equipment
Portable Air Purifiers for Classrooms	\$ (832,000.00)			\$ (164,250.00)	\$ (996,250.00)	\$ 9,235,000.00 Operations Supplies
Filters for Existing HVAC Systems		\$ (125,000.00)	\$ (125,000.00)	\$ (125,000.00)	\$ (375,000.00)	\$ 8,860,000.00 Supplies - Maint.
Braddock Middle Unit Ventilator (prepped for but not including AC)					\$ (4,100,000.00)	\$ 4,760,000.00 Capital Outlay
Washington Middle Unit Ventilator (prepped for but not including AC)					\$ (3,500,000.00)	\$ 1,260,000.00 Capital Outlay
Westmar Early Childhood Learning Center	\$ (200,000.00)	\$ (150,000.00)			\$ (350,000.00)	\$ 910,000.00 Capital Outlay
Removal of Carpeting and Replacement with Flooring	\$ (65,000.00)	\$ (65,000.00)	\$ (65,000.00)	\$ (65,000.00)	\$ (260,000.00)	\$ 650,000.00 Maintenance Supplies
Summer Feeding Program			\$ (150,000.00)	\$ (150,000.00)	\$ (300,000.00)	\$ 350,000.00 Food Services
	\$ (4,806,500.00)	\$ (11,438,500.00)	\$ (4,400,592.00)	\$ (4,701,888.00)	\$ (25,347,480.00)	\$ -

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

ORIGINAL GRANT BUDGET	\$25,347,480	AMENDED BUDGET #		REQUEST DATE	08/17/21
GRANT NAME	FY20 American Rescue Plan (ESSER III)	GRANT RECIPIENT NAME	Allegany County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal Funds Through State	RECIPIENT AGENCY NAME	Allegany County Public Schools		
FUND SOURCE CODE	F	GRANT PERIOD	3/13/2020	9/30/2024	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support	200,000.00						200,000.00
Prog. 22 Business Support						451,089.60	451,089.60
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	162,500.00						162,500.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	2,662,362.00	1,934,132.00	2,951,516.40		285,000.00		7,833,030.40
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	339,000.00						339,000.00
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		432,000.00					432,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	737,500.00	60,000.00	996,250.00		203,000.00		1,996,750.00
211 Plant Maintenance		3,000,000.00	1,835,000.00		300,000.00		5,135,000.00
212 Fixed Charges				548,110.00			548,110.00
213 Food Services						300,000.00	300,000.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions					7,950,000.00		7,950,000.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	4,101,382.00	5,426,132.00	5,782,766.40	548,110.00	8,738,000.00	751,089.60	25,347,480.00

Finance Official Approval	Lawrence S. McKenzie		8/17/2021	301-759-2024
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Jeffrey S. Blank		8/17/2021	301-759-2038
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #