



**Maryland**  
STATE DEPARTMENT OF EDUCATION



# Allegany County Public Schools

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## Local Consolidated ESSA Program Application Fiscal Year 2025

**Maryland State Department of Education**  
200 West Baltimore Street  
Baltimore, Maryland 21201

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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State Superintendent of Schools

**Mary L. Gable**

Assistant State Superintendent  
Division of Student Support and Federal Programs

**Wes Moore**

Governor

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Abhiram Gaddam (Student Member)

## Final Attestation

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This document and appendices identified within represent the official Fiscal Year 2025 Local Consolidated ESSA Program Application as submitted by Allegany County Public Schools and approved by the Maryland State Department of Education (MSDE).

By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this application are true and correct. This application accurately represents Allegany County Public Schools's plans to meet the requirements of ESEA, as amended by ESSA, MD Code, Education § 7-203 and all requirements set forth in the Code of Maryland Regulations (COMAR) as they pertain to the programs included within this application.

To be signed by the Superintendent of Schools

Sign



Date

3-6-25

Print

Jeffrey S. Blank

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### ALLEGANY COUNTY PUBLIC SCHOOLS

P. O. Box 1724  
Cumberland, MD 21502:

### MSDE

This application and appendices identified within have been approved by MSDE for the Fiscal Year 2025. The approval will remain in effect until the grant period ends on September 30, 2025 unless otherwise amended in accordance with the Recipient Assurances signed and submitted by the authorized LEA representative as a condition of this application.

Sign



Date

3-5-2025

Print

Mary L. Gable

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# Maryland State Department of Education

## Local Consolidated ESSA Programs Application

### Overview

Welcome to the Maryland State Department of Education (MSDE)'s Local Consolidated ESSA Programs Application and Strategic Plan Template. This consolidated template merges the applications for multiple federal Title programs, equitable services reports, COMAR reporting requirements, and the annual Local ESSA Consolidated Strategic Plan. This will serve as the new format beginning with the Fiscal Year 2025. LEAs will complete the submission of the Local ESSA Consolidated Strategic Plan, a consolidated application for the following federal Title programs, and provide their report on the following COMAR required programs:

Title I, Part A	
School Improvement	Blueprint for Maryland's Future
Title I, Part C	Educational Equity
Title I, Part D Subpart 2	Equitable Services
Title II, Part A	Programs in Fine Arts
Title III, Part A English Language Acquisition	Gifted and Talented Education
Title IV, Part A	Comprehensive Teacher Induction Program
Title V, Part B Rural and Low Income Schools	

Before beginning this application, please, read the accompanying Grant Information Guide (GIG). The GIG is an important reference tool intended to assist applicants in completing this application. The tabs at the bottom of this workbook will take you to the corresponding federal Title program applications addressing different aspects of each Title programs' requirements (ex. Title I, Part A). If any section is incomplete, MSDE reserves the right to not consider the LEA's application for any Title program to which that section applies.

### Submission, File Saving, and Naming Conventions

Each LEA will designate a primary point of contact for the application, who will submit an intent to apply by completing the Consolidated Application Intent to Apply form. The primary point of contact will then receive access to the LEA's unique SharePoint folder where they will upload their Local Consolidated ESSA Programs Application and all supporting documents. LEAs must complete the application and submit all required components for every relevant program as a complete and uniform submission on or before 5:00pm on the deadline.

Please, be sure to utilize the specific naming conventions identified in the GIG for each document that is saved or uploaded for sharing with MSDE.

## Completing the Application

### Using this Application

Please note that this application is intended to be completed electronically. All cells that require a response from the applicant are shaded light gray. All other cells are locked. Tabs related to each Title program are color coded (ex. all tabs shaded green pertain to Title I, Part D). Tabs shaded in blue are have sections applicable to all Title programs. Text may be copied from Microsoft Word, or other word processing applications, to editable cells, but *should not* include any equations that can be used in Microsoft Excel.

### Compiling the Consolidated Application

We anticipate that various individuals within your LEA will be responsible for providing information on their respective Title program. Although an LEA may distribute specific parts of this application for different staff to complete, a single individual must be responsible for compiling all answers and ensuring that the application is complete prior to submission.

### Nonparticipation in a Title Program

It is possible that an LEA does not participate in one or more specific Title programs. LEAs in this situation should only complete the portion of the application relevant to the programs in which they are eligible to participate. Please, indicate "Not Applicable" or "N/A" rather than leaving any section of the application blank to clearly indicate that the LEA does not participate in that program. *Be sure to complete all general information and all participating Title program information in its entirety.*

### Budget & Budget Narrative

As part of this application, LEAs must provide a budget narrative for each Title program in which they are participating. In addition to this, LEAs must also submit a complete and signed C-1-25 along with this application for each Title program. Please use the following naming convention for all C-1-25s: LEA\_TitleProgram\_C125 (ex. Allegany\_Title IIA\_C125) and upload as PDF documents to the appropriate SharePoint folder..

### Appendices

The Appendices tab, categorized by Title program, lists all appendices that LEAs must submit as part of a complete application. Please be sure that you have completed all necessary appendices prior to submitting your application. When naming appendices, use the exact appendix title as indicated in the application preceded by the LEA Name: LEA\_Appendix Title (ex. Allegany\_Grant Recipient Assurances) and upload as PDF documents to the appropriate SharePoint folder. Refer to the Appendices tab for appendix title names.

## Program Contacts

For general information and inquiries regarding the Local Consolidated ESSA Program send email to:

[loalessaconsolidated.msde@maryland.gov](mailto:loalessaconsolidated.msde@maryland.gov)

If you have any questions about any Title programs, please reach out to the designated program contact below:

### Equitable Services

Barbara Scherr

410-767-0291

barbara.scherr@maryland.gov

### Title I

Shanna Edmond

410-767-0047

shanna.edmond@maryland.gov

### School Improvement

Timothy Norfleet

410-767-0300

timothy.norfleet@maryland.gov

### Title II & Teacher Induction

Dr. Elise Brown

410-767-0503

elise.brown@maryland.gov

### Title II & Teacher Induction

Jennifer Wojcik

410-767-0574

jennifer.wojcik@maryland.gov

### Title III

Dr. Teresa Timmons-Parrott

410-767-6756

teresa.timmons-parrott@maryland.gov

### Title III

Ilhye Yoon

410-767-0714

ilhye.yoon@maryland.gov

### Title IV

Donald Corbin

410-767-0792

donald.corbin@maryland.gov

### Title V

Renee Neely

410-767-0294

renee.neely@maryland.gov

### Educational Equity & Gifted and Talented

Anthony Vargas

410-767-0114

anthony.vargas@maryland.gov

### Fine Arts

Lizzie Devereux

410-767-1036

elizabeth.devereux@maryland.gov

## Executive Summary

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the area of focus, root cause(s) for the areas of focus demonstrating equity to address disparities to provide comprehensive supports and improvements for all students. LEAs should identify any significant high-level changes to past practices and provide an evidence-based explanation for why those changes are being implemented. Additionally, LEAs should highlight any newly proposed practices or recently implemented practices with justification and results, if available, describing the anticipated or actual impact. LEAs are encouraged to create the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community.

The 2024-2025 Allegany County Public Schools (ACPS) Consolidated Strategic Plan is a system plan to accelerate achievement and eliminate performance gaps for all ACPS students, including all subgroups and specialized populations. The summary is viewed through an equity lens with a strategic focus on marginalized student groups.

**The ACPS Equity Policy Link is shown below:**

<https://www.acpsmd.org/cms/lib/MD01907365/Centricity/domain/36/policy%20document/IMAA%20-%20Educational%20Equity%20Policy%20042319.pdf>

**On-going root cause analysis** is used to identify reasons for gaps in achievement. Administrators work with the school improvement teams to complete a goal planning process to identify goals, strategies, resources, implementation process, progress monitoring, and evidence of outcomes to address disparities for identified student groups. The LEA is above the state average in 14 of 21 tested areas. The ACPS has identified one subgroup for academic improvement in the areas of reading and mathematics based on an analysis of data from the past two years. The areas of focus are students with disabilities. Moreover, the content area for Algebra I has been selected as an area of prioritization for the 2024-2025 year.

**Major root causes have been determined as the following:**

- Lack of highly effective Universal Instruction which includes lack of differentiation, formative assessments, reteaching, and incorporation of UDL.
- Lack of a lesson internalization process that teachers use to help them understand what students will learn in a lesson, how to assess them, and how to teach the lesson effectively.
- Lack of embedded time within the schedule for co-planning between the general education teacher and special education teacher to effectively plan lessons that provide the appropriate support to students with disabilities.
- Lack of embedded time for collaborative planning to identify students' needs and plan for appropriate support and progress monitoring.

**Goal Progress Overview:** Diagnostic assessments at the beginning of the year ensure that schools capture current student understanding of concepts that have been taught and were not understood or retained. Intervention data is used to monitor growth and as mid-year data points.

**Process to Accelerate Learning and Provide Support:** The results of the diagnostic assessments will provide teachers with the information needed to adjust teaching. Baseline and projected student outcomes will be disaggregated by race, service group, and gender. Interventionists, literacy, and math coaches compile the data within each school for the data team meetings.

**The ACPS will continue to use the MTSS framework:** Effective Universal Instruction components and universal screening for all students in elementary and middle school in the areas of Reading/Mathematics. Evidence-Based Strategies at every tier of support; interventions and targeted support for students who are struggling; integrated student plans that address academic, behavioral, and social/emotional learning needs; professional development to improve outcomes; and progress Monitoring.

Currently, the LEA has contracted services to create a MTSS Practice Profile that is aligned to the MTSS framework. Under the direction of the Chief Academic Officer, secondary principals and all APs are participating in a study on the book Effective Universal Instruction.

**High-Level Changes:** The elementary and secondary math supervisors and math instructional specialists just completed training on Mathematical Quality of Instruction (MQI) through Harvard University. In addition, the LEA is working toward increasing collaborative planning and co-planning time within the school schedule. Making the shift from traditional professional development to connected professional collaboration requires significant change at the system level school levels. Review Blueprint Implementation Plan alignment below for more information.

**Blueprint Implementation Plan Alignment:** Under Blueprint alignment, the district has one pilot middle school and one pilot high school where collaborative planning and co-planning are embedded within the daily schedule. In addition, funding has been approved for substitutes so that the other high schools will have one day per month for collaborative planning for ELA and math. Elementary and middle schools have embedded time for collaborative planning/co-teaching planning. **Pillar 1:** Within Pillar 1, a major focus continues to be on increasing full day pre-kindergarten opportunities using a mixed delivery system. For the 2024-2025 school year, we have added three new full-day classrooms. We are collaborating with one participating private provider to align practices and professional development. Communication touchpoints with other private providers are scheduled throughout the year to support understanding of the Blueprint requirements and offer assistance in grant writing. As new full-day programs are implemented, ACPS works to develop and sustain high-quality teachers and early learning environments. The Early Learning Coach provides professional development to all pre-k teachers, including the private provider. All programs complete the accreditation process to reach Level 5 in EXCELS. **Pillar 2:** The LEA is implementing a pilot program in select schools to explore organizational structures aligned with the 60/40 model, and six National Board Certified (NBC) teachers have completed training to become NBC Coaches, thus equipping them to support NBC candidates effectively. With these trained NBC Coaches in place, the LEA is now planning to create meaningful opportunities for them to mentor and guide aspiring candidates through in-person sessions and informational meetings. Preparations are also underway for integrating Level 4 teachers, who will not only support and mentor NBC teachers but will also assist new teachers and teacher candidates. **Pillar 3:** Within Pillar 3, the LEA has implemented in-school tutoring and continues to provide after-school tutoring opportunities. The LEA has increased communications with parents and students regarding On Track for Graduation by Grade 9, as well as notification and a support plan for students if a student is not on track in Grade 10. For students who don't meet the CCR designation by the end of Grade 10, there is a conference and individualized student support plan component. Within the post

## Extent of Need

Describe the conditions or needs to be addressed through each Title program included in the application supported by a needs assessment and supporting data. Document current or past efforts to address the needs and show how those efforts were or were not successful. Discuss the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs. Refer to the Grant Information Guide for additional instruction on completing this section. Note: Some programs have additional content requirements that must be included here as explained in the GIG and highlighted below.

## Summary of Needs Assessment(s)

In Title I, the identified schools need additional staffing, 20 teachers, 12 instructional assistants, and 4 family engagement coordinators are funded. 83% of the Title I funds are applied to this need and are used to meet the needs of parents and families, for professional development, and to provide additional instructional materials, including subscriptions and equipment as determined by schools. The remaining Title I funds are used for district needs including assisting students experiencing homelessness or foster care, professional development, administration, compliance, and technical assistance. In terms of Titles II and IV, there is a need to continue the funding of the 3 teacher-mentor specialists and math coaches. Also, the need to continue the new-teacher academy and teacher mentors will be met with the Title funds.

## Title I, Part A

**Needs of non-public school students** being served by Title I were determined in consultation with private school administrators. Most of the funding generated will be used to pay the salaries of a non-public Title I teacher and a non-public reading tutor since there is a need for additional staff to work with identified students in small groups or in 1:1 situations. In addition, funds will be used to pay for the Title I teacher to attend meetings, for additional materials of instruction, for the Title I teacher to facilitate parent conferences and provide materials such as books for the parents to use with their students to increase student academic achievement in reading. Feedback from the *Parent Surveys from Non Public Schools 2023-2024* included comments such as, "Thank you for giving my child the opportunity to participate in this program. We have noticed an improvement in his reading and math skills!" and "Please continue to offer this program. It's great for kids who do best with individualized instruction."

**Needs of parents and family members** who attend public Title I schools were identified in surveys and spring meetings at the schools. In the *Parent Interest Survey*, parents identified needs for districtwide capacity-building sessions in reading (41%) and math (44%), for similar events and social and emotional learning (36%) activities at the school level, and for materials such as books, math games, school supplies, writing journals, and art supplies to be used by parents to support student achievement. Also, 83.3% of Title I Administrators felt that parents would still like to attend virtual meetings at the district level, so virtual training sessions will be held. In consultation with the McKinney-Vento liason, it was decided that there are increasing needs for clothing, including shoes and backpacks for **McKinney-Vento children and youth** since the number of students has increased from 115 to 137 and prices of products have gone up. School allocations are provided based on historical funding and in consultation with the Title I administrators. MSDE has reported at the October 25, 2024 McKinney-Vento Institute that the national average for per pupil allocations for McKinney-Vento students in between \$200 and \$300, so ACPS has based per pupil allocations at \$250.00 which allows for students in need of clothing to receive the items they need. Also, funding has been set aside for feminine hygiene items for high school and middle school girls, and bus vouchers to assist families with keeping McKinney-Vento students at their school of origin. Funds have also been set aside for transportation for students experiencing foster care; however, this need has been historically filled using exiting bus routes.

Staffing is the major **need of Title I schools in ACPS**. 20 teachers, 9 instructional assistants, and 4 Title I family engagement coordinators are needed and funded by Title I. Historically, Title I schools in ACPS rely on the additional staff to reduce class sizes, provide additional evidence-based reading interventions, provide students with the support of instructional assistants, and better engage families. 66.7% of Title I school administrators felt that students attending schools with the highest poverty need should generate more funding; therefore, higher poverty schools do receive higher PPA. Additionally, individual Title I schools' budgets will reflect the needs of their own students based on MCAP data, MISA data, DIBELS and Reading Inventory data for ELA, and iReady data for math. At the district level, 2.5 Title I school support specialists are funded, because there is a need for staff to assist with writing and monitoring the Title I grant, monitor the Title I program, provide technical assistance to the 9 Title I and 4 non-public schools, and complete MSDE reports such as Comparability, Carryover, and the Participation Report.

## Title I, Part C

Describe here the unique educational needs of migratory children identified in the region supported by your funding application, which this funding application intends to address with the delivery of Migrant Education Program (MEP)-funded services.

N/A



Title I, Part D, Subpart 2

Additional requirements for this section are required. Refer to the Grant Information Guide for those requirements.

N/A

## Title II, Part A

In addition to the above, please, provide a description of how the local education agency developed the Title II, Part A application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Be sure that the identified needs and priorities are specific to the Title II, Part A funding.

The following sources of data were used to determine district priorities and areas of need.

### **Allegheny County Public Schools (ACPS) - Spring 2024 MCAP Data:**

<https://docs.google.com/document/d/1Kee8Re8HalwsGCCuhf1z1gEe2f5-sg4SrhTN9rYooyE/edit?usp=sharing>

#### **ELA Grades 3-10:**

- Statewide the proficiency rate was 49%. ACPS had a proficiency rate of 51%.
- ELA 3-5 increased 5.25%
- ELA 6-8 decreased 1.35%
- ELA 10 decreased 2.03%
- ELA "all students" increased 1.17%
- ELA has less than 10% of students at a level 1 proficiency rate indicating many students are on the cusp of proficiency.

#### **Math Grades 3-10:**

- Statewide the proficiency rate was 24%. ACPS had a proficiency rate of 26%.
- Math 3-5 increased 2.13%
- Math 6-8 increased 0.59%
- Algebra I decreased 9.15%
- Math "all students" increased 1.92%

Although ACPS students have shown growth in ELA and Math, gaps still exist and additional gains need to be made.

**The lowest performing subgroups were as follows:** Special Education, Economically Disadvantaged, Black, Two or More Races.

Statistics have shown that students with special needs and of poverty have taken longer to recover from the educational loss created from COVID.

**Conclusion:** Continue to fund the three Teacher-Mentor Specialists/ELA and Math Coaches.

### **New Teacher Academy 2023-2024 Survey Results:**

<https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?usp=sharing>

#### **Results from the surveys include the following:**

- 100% of probationary teachers stated that their mentors made themselves available when requested.
- When asked what topics their mentors provided the most assistance with, the following topics had a response rate of 50% or higher among first-year teachers: 1) Logistics (70.8%); 2) Instruction (79.2%); 3) Classroom Management (66.7%); 4) SLOs (79.2%); 5) Providing Resources (75.0%); 6) Overall Welfare (70.8%); 7) Lesson Planning (62.5%); 8) Conferencing with Parents

(58.3%)

- When asked what topics their mentors provided the most assistance with, the following topics had a response rate of 50% or higher among second-year teachers: 1) Logistics (75.0%); 2) Instruction (79.2%); 3) Classroom Management (62.5%); 4) Providing Resources (70.8%); 5) Overall Welfare (87.5%); 6) SLOs (62.5%); 7) Conferencing with Parents (58.3%)

- When asked what topics their mentors provided the most assistance with, the following topics had a response rate of 50% or higher among third-year teachers: 1) Logistics (63.6%); 2) Instruction (68.2%); 3) Classroom Management (68.2%); 4) Providing Resources (77.3%); 5) Overall Welfare (68.2%)

**Conclusion:** As indicated in the survey results, the New Teacher Academy (NTA) is proving to be a successful program for probationary teachers. Evaluation data also shows the effectiveness of the NTA in that during the 2023-2024 school year, 608 teachers received evaluations, and of those evaluated, 377 teachers were deemed highly effective, 229 were considered effective, 1 teacher was developing, and 1 teacher was ineffective. Simply put, as a result of providing a comprehensive new teacher induction program, the ACPS retains over 90% of its teachers over a five-year period (last year's retention rate was 93.2%), and funding for 1:1 teacher mentors needs to continue.

**Principal and Supervisor Input on Blueprint Pillars:**

<https://drive.google.com/file/d/1yne12zzKYuu7Q9wFpgWJ7I4ofAZcXyWs/view?usp=sharing>

Includes input from district staff and school principals regarding the design and implementation of the Blueprint. The overarching question posed was “How can we use this opportunity to transform our education system?”

**Examples of input related to the goals of the grant include:**

- Continued need of mentoring of new teachers
- Productive professional learning/individualized professional learning
- Additional mentor time
- Pairing new teachers/interns with best mentor teachers
- Increased instructional feedback
- Mentorship that includes observation of others and debrief
- Continued support from specialists
- Narrowing Achievement Gaps
- Early intervention with literacy and math fundamentals

**Conclusion:** Continue to fund teacher mentors and the Teacher-Mentor Specialists/ELA and Math Coaches. Opportunities for new teachers to observe highly-effective veteran teachers are embedded in the induction program.

**Professional Learning Needs Survey:**

Title III, Part A, English Language Acquisition

N/A

## Title IV, Part A

Include a description of the process for ensuring a comprehensive needs assessment is conducted every three years. Be sure to state what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them that includes, at a minimum, a focus on the three content areas described in the Grant Information Guide.

The following sources of data were used to determine district priorities and areas of need.

### **Allegany County Public Schools (ACPS) - Spring 2024 MCAP Data:**

<https://docs.google.com/document/d/1Kee8Re8HalwsGCCuhf1z1gEe2f5-sg4SrhTN9rYoyyE/edit?usp=sharing>

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Statistics have shown that students with special needs and of poverty have taken longer to recover from the educational loss created from COVID.

**Conclusion:** Continue to fund the three Teacher-Mentor Specialists/ELA and Math Coaches.

**New Teacher Academy 2023-2024 Survey Results:**

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**Results from the surveys include the following:**

- 100% of probationary teachers stated that their mentors made themselves available when requested.
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**Conclusion:** As indicated in the survey results, the New Teacher Academy (NTA) is proving to be a successful program for probationary teachers. Evaluation data also shows the effectiveness of the NTA in that during the 2023-2024 school year, 608 teachers received evaluations, and of those evaluated, 377 teachers were deemed highly effective, 229 were considered effective, 1 teacher was developing, and 1 teacher was ineffective. Simply put, as a result of providing a comprehensive new teacher induction program, the ACPS retains over 90% of its teachers over a five-year period (last year's retention rate was 93.2%), and funding for 1:1 teacher mentors needs to continue.

**Principal and Supervisor Input on Blueprint Pillars:**

<https://drive.google.com/file/d/1yne12zzKYuu7Q9wFpgWJ7I4ofAZcXyWs/view?usp=sharing>

Includes input from district staff and school principals regarding the design and implementation of the Blueprint. The overarching question posed was "How can we use this opportunity to transform our education system?"

**Examples of input related to the goals of the grant include:**

- Continued need of mentoring of new teachers
- Productive professional learning/individualized professional learning
- Additional mentor time
- Pairing new teachers/interns with best mentor teachers
- Increased instructional feedback
- Mentorship that includes observation of others and debrief
- Continued support from specialists
- Narrowing Achievement Gaps
- Early intervention with literacy and math fundamentals

**Conclusion:** Continue to fund teacher mentors and the Teacher-Mentor Specialists/ELA and Math Coaches. Opportunities for new teachers to observe highly-effective veteran teachers are embedded in the induction program. Continue to fund the Math Specialists, Destiny Follett subscription, and Digital Tech camps. The After School program meals help draw students to the program and students receive additional instruction in Math, ELA, and Reading Intervention.

**Professional Learning Needs Survey:**

<https://docs.google.com/spreadsheets/d/1DqJmFtvGOpjf3YDHL5t8ZvR5QOFKFeSB/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true>

**To determine additional district-wide professional learning needs, a survey was administered to all principals, assistant principals, school counselors, and supervisors. Areas of need that were mentioned more than once include the following:**

- Reading Intervention and Instruction
- Math Instruction
- Special Education Instruction
- Classroom Management

Using the table below, respond to the following guiding questions in accordance with the comprehensive needs assessment required by Title IV, Part A. Refer to the Grant Information Guide for additional information.

Guiding Questions	LEA Response
<p>What local needs have stakeholders identified through an equity lens?</p>	<p>Overall, the average number of students who scored proficient on the 2022 MCAP ELA exam was 45.57% in 6th grade, 49.08% in 7th grade, and 55.43% in 8th grade. The average number of students who scored proficient on the 2022 MCAP Math exam was 35.94% in 6th grade, 35.49% in 7th grade, and 20.81% in 8th grade. As math students advance in grade level, a smaller percentage of students earn a score that is considered proficient in all but one category. FARMs proficiency is 40.4%, 36.4%, and 36.3% respectively. Special Education proficiency is 12.5%, 14.67%, and 5.08% respectively. Overall, student math scores increased in 2023-24 by 1.92% and ELA increased by 1.17%. ACPS is looking to continue growth in these areas.</p>
<p>Which student groups are the most challenging to serve?</p>	<p>FARMs, Minority populations, and Special Education populations.</p>
<p>What inequities inherent in the system are driving some of the local needs to support marginalized student groups?</p>	<p>The district has a high percentage of economically disadvantaged students. Students participate in the Youth Risk Behavior Survey, which has identified a need for a school-wide character development and decision-making program. In previous years, a few schools used school-based funds to purchase Project Wisdom. Other schools cannot afford the program. By purchasing the program for the schools that cannot afford it, we will be able to make the program equally accessible to each school. FARMs students are at a disadvantage when paying for the AP exam fees and purchasing study materials to prepare for the test. Some teachers need high-quality professional learning utilizing Digital Technology tools to bring their classrooms</p>
<p>How does the LEA prioritize addressing needs when multiple</p>	<p>ACPS will take a systematic approach by first using feedback from stakeholders to identify the most critical needs based on their fields of expertise and rank the areas with the greatest need. Following this, ACPS will identify programs that reach and impact the largest student</p>

significant needs are identified?

programs that reach and impact the largest student population. ACPS will use the Disproportionality data to identify marginalized groups within the system based on race/ethnicity and students with disabilities. From there, programs will be identified that target the needs of the

Title V, Part B

N/A

## Evidence of Impact

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Refer to the Grant Information Guide for additional details.

### Title I, Part A

The proposed Title I plan and strategies for the Equitable Services Program was determined in consultation with the non-public administrators and meets the needs of their students. The plan is similar to previous years' plans and has led to the desired impact each of those years.

The proposed ACPS Parent and Family Engagement Plan and districtwide activities are designed around the evidence-based activities of parent focus groups and core evidence-based reading and math programs. Strategies will be linked between the school and home and will result in increased student achievement.

Funds set aside for McKinney-Vento students and for students experiencing foster care will support students by getting them to their school of origin and by meeting their basic needs to increase attendance and academic achievement.

Important district and school-level initiatives are also funded by Title I. Funding of 2 full-time and 1 part-time Title I school support specialists will allow for the program requirements, technical assistance, evidence-gathering, and MSDE reports to be done. Specialists will continue to communicate with school administrators in first-day meetings, monthly compliance visits, and as needed by phone, Google Meet, or in-person meetings. Plans for monitoring were determined using administrator input. All schools and the district have been in compliance and completed Annual Program Reviews successfully. The proposed attendance at the 2025 ESEA Conference by the Supervisor of Federal Programs and 2 Title I specialists, the attendance of 2 Title I Specialists at Maryland's Common Ground Conference, and the attendance of 17 Title I administrators at the Model Schools Conference will lead to increased use of evidence-based strategies at schools and will result in increased student academic achievement. The additional staffing of 20 teachers, 9 paraprofessionals, and 4 family engagement coordinators provided to the schools by Title I funds is vital. Schools rely on these positions to best meet the needs of their learners. Reducing the student-to-teacher ratio, providing additional evidence-based reading interventions to an increased number of children, reteaching and practicing in small groups, coaching, and parent and family engagement activities are crucial in the Title I schools and make a great daily impact on student achievement. Data from the PELI and ACPS math benchmarks will be analyzed to determine the impact of the Title I funded initiative to provide additional materials of instruction for differentiation to better prepare students for kindergarten.

### Title I, Part C

N/A



Title I, Part D, Subpart 2

N/A

Title II, Part A

Note: Applicants will identify the specific tier of evidence for each activity [reference section] Refer to Grant Information Guide for additional guidance.

No response required for Title IIA. This information is found in the Title IIA section of the application.

Title III, Part A, English Language Acquisition

N/A

Title V, Part B

N/A

## Evaluation and Dissemination

### Title I, Part A

#### EVALUATION PLAN

Describe the evaluation plan.

**Process for Evaluating the Title I Program in Non Public Schools (Were eligible children attending private schools, their teachers, and their families provided Title I services that are equitable to those provided to students, teachers, and families in the Title I schools?)**

1. The Supervisor of Federal Programs completes an evaluation of the non public teacher annually.
2. Non public reports are monitored on a monthly basis.
3. The non public teacher meets with the Title I Specialist(s) monthly. Meetings may be held in person or virtually.
4. The non public teacher and the Title I Specialist(s) meet in December and May to complete student evaluations and plan the instructional focus for upcoming instruction.
5. In April/May, parents of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the parent responses to be favorable. Parents may be contacted by email or virtually or information may be distributed in hard copies.
6. In April/May, classroom teachers of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the teacher responses to be favorable.
7. The Summary of Data chart also notes the monthly progress of students. The target is that 70% of students will show Progress

7. The Summary of Data chart also notes the monthly progress of students. The target is that 70% of students will show Progress or Little Progress in Reading/Math.
  8. The Summary of Data chart also notes the progress of students by the non public teacher in a narrative form. The target is that 70% of students will show growth in Reading/Math.
  9. The Summary of Data chart also notes the pre and post test growth of individual students. The target is that there will be a 5 point growth by 70% of students in Reading/Math.
  10. A percentage of the goals that were met is determined. A successful program evaluation will show that 70 percent of the evaluation goals were met.
  11. Evaluation data is shared at the August Consultation meeting and included in the updated non public administrators' notebooks. The Evaluation Section contains copies of student evaluation results as well as parent and teacher survey results and the Evaluation Summary.
  12. Surveys may be sent electronically.
  13. Site visits will be made at the location from which the non public teacher is teaching. If instruction is being done virtually, visits will occur when the teacher is scheduled to work with students from the identified school.
  14. Meetings may be held in person or virtually. Electronic signatures are permissible.
- School Site Visits are completed on a rotating basis. They may be virtual or in person.

**Schedule of Visits to Non Public School**

- September Beginnings Montessori School
- Calvary Christian Academy
- October Bishop Walsh School
- Lighthouse Christian Academy
- November Beginnings Montessori School
- December Calvary Christian Academy
- January Bishop Walsh School
- February Lighthouse Christian Academy
- March Beginnings Montessori School
- Calvary Christian Academy
- April Bishop Walsh School
- May Lighthouse Christian Academy

**Process for Evaluating the ACPS and School Level Parent and Family Engagement Plans (Were the ACPS and the school level Parent and Family Engagement Plans effective?)** 1. Parents are

EVALUATION TIMELINE		
Add more rows as necessary.		
What is the data and how will it be collected?	Person Responsible?	Timeline?
Evaluation of the Non Public Title I teacher is done.	Supervisor of Federal Programs	As Scheduled
Parents and Teachers of Non Public students complete surveys.	Non Public Teacher	April - May
Student Reading and Math Data is summarized.	Non Public Teacher	June

Spring Title I Parent Meetings are held and parents complete surveys to evaluate the ACPS and school level parent and family engagement plans.	Title I Specialists and Title I School Administrators	May
End of the Year ELA and Math Data is Compiled, and Title I School Improvement Plans, including the Title I Four Components, are evaluated.	Title I Specialists and Title I School Administrators	June
Spring Meetings with Parents are held.	Title I Specialists and Title I School Administrators	April - May

### DISSEMINATION PLAN

Describe the dissemination plan.

**Process for the Dissemination of the data from the Evaluation of the Title I Plan in Non-Public Schools:**

The data from the program evaluation is distributed to parents by a letter sent home with students in June.

**Process for the Dissemination of the Evaluation of the 2024-2025 ACPS Parent and Family Engagement Plan:**

The data from the plan evaluation is shared with parents who attend the Spring Meetings by email or paper copy in June.

**Process for the Dissemination of the Evaluation of the School Level 2024-2025 Title I Parent and Family Engagement Plans and Title I Schoolwide Plans:**

The data from the evaluation is shared with parents who attend the Spring Meeting by email or paper copy in June.

**Dissemination Plan (for data) from the evaluation of the Title I, Part A program as a whole:**

Parents who attend the Title I spring meetings for district and school level plans collaborate with the staff to evaluate the Title I programs. They complete surveys for documentation. The results of the surveys are shared with administrators at the Title I technical assistance workshop prior to the opening of schools and are then used for planning. They are available to all stakeholders in the office.

### School Improvement

### EVALUATION PLAN

Describe the evaluation plan.

The supervisor of federal programs and supervisor of assessments and accountability will monitor ATSI plans three times during the year (November, February, May). BOY, MOY and EOY benchmark data in core content areas will be disaggregated by subgroup and analyzed at the school level to determine progress toward goal achievement. MCAP data will be analyzed by subgroup at the school level to determine if goals were met. Questions to be answered: 1) Did we meet attendance goals identified in our plan? If not, why? 2) Were there any subgroups that did not meet attendance goals identified in the plan? If so, why? 3) Did we meet overall achievement goals identified in core content areas? If not, why? 4) Did we meet overall improvement goals identified in the plan? If not, why? 5) Were there any subgroups that did not meet achievement goals identified in the plan? If so, what groups did not meet the goal and why? 6) Were there any subgroups that did not meet improvement goals identified in the plan? If so, why? Areas of improvement will be identified based on the information collected when evaluating the ATSI plan at the school level. Adjustments to the ATSI plans will be made. Strategies that are proven successful will be continued in each plan.

### EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Daily Attendance Data	School Attendance Team	Ongoing

Monthly Attendance Data	IT/School Attendance Team	August 2024 - June 2025
Benchmark Data (Content Areas)	School Leadership Teams	Sept., Jan., May
DIBELS Data	Reading Intervention Teacher	Sept., Jan., May
MCAP Data	Supervisor Assessments Accountant	Jul-25
ATSI Plan Evaluations Complete	Principals/Supervisors	Aug-25

### DISSEMINATION PLAN

#### Describe the dissemination plan.

There is parent/stakeholder representation on all school improvement teams. Comprehensive needs assessments, along with school improvement plans are posted on school websites. All needs assessments and school improvement plans are made available for parent/community member review in the main office. Attendance data will be shared at pupil service team meetings at least bi-weekly. It will be shared with the school community in a variety of ways, including monthly newsletters and announcements. BOY, MOY and EOY benchmark data will be shared with leadership teams in September, January and June. MCAP data is posted on all school websites for stakeholder review. MCAP home reports will be sent home in August.

Title I, Part C

EVALUATION PLAN

Describe the evaluation plan.

Describe how the agency will evaluate its effectiveness against the measurable program objectives laid out in the Title I Part C "Goals and Measurable Outcomes" section of this funding application.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
N/A	N/A	N/A

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title I, Part D, Subpart 2

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
N/A	N/A	N/A

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title III, Part A, English Language Acquisition

EVALUATION PLAN

Applicants will complete the details of evaluation (goals, targets and measures) in the Title III English Evaluation tab.

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title V, Part B

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
N/A	N/A	N/A

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

## Budget Narratives

Below applicants will find the link to each tab or workbook for completing the Budget Narrative portion of this application. Please, provide a budget narrative for each Title program for which the LEA is submitting an application. Budget narratives for Title programs which are not being applied for should be left blank. Add more rows as necessary using the instructions referenced for that specific table. Please refer to the Grant Information Guide for additional information. Please note, the Budget Narrative must be submitted in addition to a complete C-1-25.

### Title I, Part A

#### J. Fiscal (Part One)

[Click here to access the Title I, Part A Budget Workbook](#)

#### Detailed Budget Description Guidelines

- The detailed budget description guidelines apply to tables 7-8, 7-9.1, 7-9.2, 7-9.3, 7-9.4 and the TSI District-level Set Aside table, all which contain this column. Note: please complete Title I, Part A Excel Tables separately to inform this budget narrative.
- The detailed budget description column, must include:
  - Identification of the Specific Line Item (i.e. what is being purchased?)
  - Description
- Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people,
- Provide a brief, budget description that explains how the funds will be used to support each activity.
- Amounts including how, where, and for what purpose funds were reserved
- The calculation column must include a calculation for the proposed expenditures, include a cost breakdown.
- The total column must include a total for the proposed expenditure based details shared in the calculation column. It must align directly with the calculation (i.e. the calculation must yield this total).

### School Improvement

[Click here to access the School Improvement Budget Workbook](#)

### Title I, Part C

[Click here to access the Title I, Part C Budget Workbook](#)

### Title I, Part D, Subpart 2

[Click here to access the Title I, Part D Budget Workbook](#)

Title II, Part A

[Click here to access the Title II, Part A Budget Workbook](#)

Title III, Part A, English Language Acquisition

[Click here to access the Title III, Part A, ELA Budget Workbook](#)

Title IV, Part A

[Click here to access the Title IV, Part A Budget Workbook](#)

Title V, Part B

[Click here to access the Title V, Part B Budget Workbook](#)

## Key Personnel and Steering Committees

To complete this section, provide for each Title program the key personnel employed by the LEA who are responsible for monitoring and implementing the program, as well as the steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). All Key Personnel working on the specific Title program should be captured here. Any personnel who are compensated by Title funding MUST be reported here. The 'Time Devoted' reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e. a full-time employee who devotes half of their time appears as 0.5). Additional reporting to document actual time and effort for each employee compensated by grant funds will be required during the performance period.

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

### Title I, Part A

#### Key Personnel

Name	Title	Responsibilities	Percentage Time <small>(for personnel paid with Title grant funds)</small>
Daniel Clark	Supervisor of Federal Programs	Oversees the monitoring and implementation of the Title I, Title II and Title IV programs, After School Programs, Elementary Social Studies, Charter Schools, Equity, and Student Service Learning Programs.	N/A
Laura Michael	Title I School Support Specialist	Assists in writing and monitoring the Title I, Part A grants, provides technical assistance to 9 Title I schoolwide programs and the non-public programs, completes reports for MSDE, and other duties as	100%
Betsy Green	Title I School Support Specialist	Assists in writing and monitoring the Title I, Part A grants, provides technical assistance to 9 Title I schoolwide programs and the non-public programs, completes reports for MSDE, and other duties as	100%
Ellen Sause	Title I School Support Specialist	Assists in writing and monitoring the Title I, Part A grants, provides technical assistance to 9 Title I schoolwide programs and the non-public programs, completes reports for MSDE, and other duties as	100%
Jaime Perrin	Grants Financial Secretary	Track the spending at the district, school level, and non public. Ensure all invoices are assigned the correct budget number. All other duties as assigned.	N/A

#### Steering Committee

Name	Title	Organization Affiliation
N/A	N/A	N/A
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.		

**School Improvement**

**Key Personnel**

Name	Title	Responsibilities	Percentage Time <small>(for personnel paid with Title grant funds)</small>
Trina Simpson	Supervisor of Assessments and Accountability	Analyzes data to assist in determining areas of strengths and needs at the county and school level. Meets with schools' improvement teams to assist in areas of need and root cause analysis. Oversees the completion of school level improvement plans. ATSI Schools	N/A
Kim Green Kalbaugh	Chief Academic Officer	School Improvement Oversight. ATSI Schools	N/A
Daniel Clark	Supervisor of Federal Programs	School Improvement Grant Manager. ATSI Schools	N/A

**Steering Committee**

Name	Title	Organization Affiliation
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title I, Part C**

**Key Personnel**

Name	Title	Responsibilities	Time Devoted
N/A	N/A	N/A	N/A


Steering Committee
--------------------

Name	Title	Organization Affiliation
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title I, Part D, Subpart 2**

**Key Personnel**

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Time Devoted</b>
N/A	N/A	N/A	N/A

**Steering Committee**

<b>Name</b>	<b>Title</b>	<b>Organization Affiliation</b>
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title II, Part A**

Key Personnel

Name	Title	Responsibilities	Time Devoted
Katherine Loughrie	Supervisor: Secondary Secondary Social Studies, New Teacher Induction, Title IIA, Professional Learning	Monitors and implements Title IIA and the ACPS Induction Program.	20%

Steering Committee

Name	Title	Organization Affiliation
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title III, Part A, English Language Acquisition**

Key Personnel (Only list staff who are funded by Title III.)

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Time Devoted</b>
N/A	N/A	N/A	N/A

Steering Committee

<b>Name</b>	<b>Title</b>	<b>Organization Affiliation</b>
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title IV, Part A**

Key Personnel

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Time Devoted</b>
Eric Van Slyke, Ed.D.	Secondary Science and STEM Supervisor	Title IV, Part A Coordinator	10%
Kim Hotchkiss	Administrative Secretary	Administrative Secretary	10%

Steering Committee

<b>Name</b>	<b>Title</b>	<b>Organization Affiliation</b>
Kim Kalbaugh	Chief Academic Officer	Allegany County Public Schools
Lawrence McKenzie	Chief Finance Officer	Allegany County Public Schools
Tiffanie Alkire	Grants Accountant	Allegany County Public Schools
Jeffrey S. Blank	Superintendent of Schools	Allegany County Public Schools
Dan Clark	Coordinator of Federal Programs	Allegany County Public Schools

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title V, Part B**

Key Personnel

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Time Devoted</b>
N/A	N/A	N/A	N/A

Steering Committee

<b>Name</b>	<b>Title</b>	<b>Organization Affiliation</b>
N/A	N/A	N/A

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.



				\$	-
				Section Total	\$ 95,232
Equipment					
				\$	-
				\$	-
				\$	-
				\$	-
				\$	-
				Section Total	\$ -
Transfers					
				\$	-
				\$	-
				\$	-
				\$	-
				\$	-
				Section Total	\$ -
				Grand Total	\$ 97,472

### Title I, Part C

Line Item	Calculation	Requested for current fiscal year	Carryover from prior fiscal year	Total
<b>Salaries &amp; Wages (list separately for each position)</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
<b>Contractual Services</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
<b>Supplies &amp; Materials</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
<b>Other Charges</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
<b>Equipment</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
<b>Transfers</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ -

**Title I, Part D, Subpart 2**

Detailed Budget Description *Indicate expenses that are for At-Risk students	Calculation	Title I, Part D requested amount	Other funds source and amount	Total
<b>Salaries &amp; Wages (list separately for each position)</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
<b>Contractual Services</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
<b>Supplies &amp; Materials</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
<b>Other Charges</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
<b>Equipment</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
<b>Transfers</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
			Grand Total	\$ -

**Title II, Part A**

Line Item	Calculation	Requested	In-Kind	Total
<b>Salaries &amp; Wages (list separately for each position)</b>				
2 Teacher-Mentor Specialists/ELA and Math Coaches (3 specialists total, but one position will be paid with Title IV funds due to reduced Title II funding)	M. Gilles Salary = \$92,524.00  D. Weisenmiller Salary = \$74,561 (\$84,102.00 - \$9,541.00 - FY24 funding)	\$167,085.00	N/A	\$ 167,085
Stipends for 71 mentors of non-tenured teachers	\$1200.00 x 71 =  \$85,200.00	\$85,200.00	N/A	\$ 85,200
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ 252,285
<b>Contractual Services</b>				
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Supplies &amp; Materials</b>				
Materials for new teachers, administrators, and/or teacher mentors/teacher leaders. Resources will be used to improve classroom instruction and enhance student learning and achievement. Examples of possible resources include, but are not limited to <i>Better Learning Through Structured Teaching</i> and <i>When I Started Teaching, I Wish I Had Known...</i> .	24 x <i>Better Learning Through Structured Teaching</i> @ \$21.75 per copy = \$522.00  24 x <i>When I Started Teaching, I Wish I Had Known...</i> @ \$24.58 per copy = \$590.00	\$1,112.00	N/A	\$ 1,112
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ 1,112
<b>Other Charges</b>				

Fringe Benefits for Teacher-Mentor Specialists/ELA and Math Coaches	M. Gilles Fringe Benefits = \$43,979.00	\$80,921.00	N/A	\$ 80,921
ACPS Fixed Charges Information: <a href="https://drive.google.com/file/d/12TmHdxIL1WhXKrtXuTsQVkFCZhUHHkuK/view?usp=sharing">https://drive.google.com/file/d/12TmHdxIL1WhXKrtXuTsQVkFCZhUHHkuK/view?usp=sharing</a>	D. Weisenmiller Fringe Benefits = \$36,942.00 (\$41,926.00 - \$4,984 -			
Fixed Charges for 71 1:1 Mentors of Non-Tenured Teachers	\$85,200 x .07981 = \$6,800.00	\$6,800.00	N/A	\$ 6,800
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ 87,721
<b>Equipment</b>				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Transfers</b>				
Non-Public Transfers	Allegany Boys Camp: 35 x 42.2385404 = \$1478.00	\$33,918.00	N/A	\$ 33,918
# of ACPS students = 8,076				
# of Non-Public Students = 803				
Total Students = 8,879	Beginnings			
\$375,036/8,879 = 42.2385404	Montessori:			
803 x 42.2385404 = \$33,918.00	45 x 42.2385404 = \$1,901.00			
	Bishop Walsh:			
	273 x 42.2385404 = \$11,531.00			
	Calvary Christian Academy:			
	246 x 42.2385404 = \$10,391.00			
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ 33,918
<b>Grand Total</b>				\$ 375,036





**Title III, Part A, English Language Acquisition**

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
<b>Required Strategy #1</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Section Total</b>						\$ -

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
<b>Required Strategy #2</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Section Total</b>						\$ -

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
<b>Required Strategy #3</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Section Total</b>						\$ -

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
<b>Authorized Optional Strategy #4</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Section Total</b>						\$ -

Authorized Optional Strategy #5						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #6						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #7						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #8						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #9						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -

Authorized Optional Strategy #10						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #11						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #12						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Administrative Expenses						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Indirect Costs						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Grand Total						\$ -

### Title IV, Part A

Content Area #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
<b>Salaries &amp; Wages (list separately for each position)</b>						
203-205 - 09 / 01		Math Specialist/Mentor/Coach	24-25 SY @ Salary - \$81,226	\$81,226		\$81,226
203-205 - 09 / 01		Digital Technology Camps -	35 K-12 instructors x \$26.2	\$13,781		\$13,781
203-205 - 09 / 01		Digital Technology Camps -	1 instructor x \$27.77 x 30 hours + 1 instructor x 8	\$1,043		\$1,043
						\$ -
						\$ -
<b>Section Total</b>						<b>\$ 96,050</b>
<b>Other Charges</b>						
						\$ -
203-205 - 10 / 04		memberships for School Coun	22 counselors * \$130 per year + \$35 for MD dues	3,608	(\$34)	\$ 3,574
203-205 - 11 / 04		NASW licenses	12 specialists x \$236 per	\$2,832		\$ 2,832
203-205 - 11 / 04		NASW licenses	1 specialists x \$236 per	\$236		\$ 236
203-205 - 11 / 04		NASW licenses	3 specialists x \$236 per	\$708		\$ 708
212 / 04		Math Specialist Fixed Charge	FICA + benefits	\$45,749		\$ 45,749
212 / 04		FICA DTC - Teachers	7.981 x Salaries	\$1,100		\$ 1,100
212 / 04		FICA DTC - Instructor	7.981 x Salary	\$83		\$ 83
<b>Section Total</b>						<b>\$ 54,282</b>
<b>Indirect Costs</b>						
						\$ -
201 - 22		Indirect Cost	2.0% of grant	\$4,962		\$ 4,962
201 - 23		Administrative Costs	1% of Grant	\$2,837		\$ 2,837
						\$ -
						\$ -
<b>Section Total</b>						<b>\$ 7,799</b>
<b>Equipment</b>						
						\$ -
N/A						\$ -
						\$ -
						\$ -
						\$ -
<b>Section Total</b>						<b>\$ -</b>
<b>Transfers</b>						
						\$ -
203 - 205 - 07 / 08		Allegany Boys Camp	35 Students x \$31.32	\$1,097.00		\$ 1,097
203 - 205 - 07 / 08		Beginnings Montessori School	28 Students x \$31.32	\$877.00		\$ 877
203 - 205 - 07 / 08		Bishop Walsh School	268 Students x \$31.32	\$8,394.00		\$ 8,394
203 - 205 - 07 / 08		Calvary Christian Academy	269 Students x \$31.32	\$8,425.00		\$ 8,425
203 - 205 - 07 / 08		Lighthouse Christian Academy	162 Students x \$31.32	\$5,074.00		\$ 5,074
<b>Section Total</b>						<b>\$ 23,867</b>
<b>Contractual Services</b>						
						\$ -
						\$ -
203-205 - 01 / 02		Learning lab visits to Elementary schools	14 Schools (13 - K-5	\$15,000		\$ 15,000
203-205 - 01 / 02		Project Wisdom subscription K-8 schools + 1 K-8 campus) + 3 6-8 schools + 3 High		\$6,069		\$ 6,069

203-205 - 01 / 02	Destiny Follett - subscription	K-12 subscription	\$18,543	\$ 18,543
203-205 - 01 / 03	Quaver	K-8 subscription	\$20,400	\$ 20,400
203-205 - 01 / 02	ASP Meals	\$4.82 per meal * 53 days *	\$12,773	\$ 12,773
203-205 - 01 / 02	SNAP - Health program	licenses for 33 Health Nurse	\$28,875	\$ 28,875
Section Total				\$ 101,660
Supplies & Materials				
				\$ -
				\$ -
N/A				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ 283,658

**Title V, Part B**

Activity	Amount
Activities authorized under Title I, Part A (Basic Programs Operated by Local Education Agencies)	\$
Activities authorized under Title II, Part A (Improving Teacher Quality State Grants)	\$
Activities authorized under Title III, Part A (Language Instruction for English Learners and Immigrant Students)	\$
Activities authorized under Title IV, Part A (Student Support and Academic Enrichment)	\$
Parent Involvement Activities	\$
<b>Total</b>	\$ -

Line Item	Calculation	Requested	In-Kind	Total
<b>Salaries &amp; Wages (list separately for each position)</b>				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Supplies and Materials</b>				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Contractual Services</b>				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Other Charges</b>				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -
<b>Equipment</b>				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>Section Total</b>				\$ -

Section Total	\$	-
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[Shortcut to  
Application Index](#)

[Shortcut to  
Instructions](#)

## Appendices

Appendices will be located in a SharePoint folder. The primary point of contact will receive access to the Appendices SharePoint folder. All applicants must submit signed copies of the documents below as part of the Appendices, as appropriate, for the Title programs included in the application. Appendices are grouped first by those required by MSDE across all Title programs and then by their respective Title programs.

Please be sure that you have completed all necessary appendices prior to submitting your application. When naming appendices, use the exact appendix title as indicated below preceded by the LEA Name: LEA\_Appendix Title (ex. Allegany\_Grant Recipient Assurances).

All appendices must be signed in blue ink where appropriate and scanned in color. All duplicates of signed appendices must not be color copies.

### General Application Requirements

[Grant Recipient Assurances](#)

[Signed GEPA Section 427 Form](#)

### Educational Equity

Signed Educational Equity Regulation  
Attestation

LEA's Approved Educational Equity  
Policy

### Equitable Services

Equitable Services Report Attestation

Affirmation of Consultation Title I

Affirmation of Consultation  
Title VIII

Complaint Procedures

## Title I, Part A

<a href="#">Signed C-1-25 MSDE Budget Form</a>	Appendix A: Attestation
Appendix B: Staff Credentials - Teachers Certification Status & Sample Action Plan	Appendix E: Schoolwide - Early Learning/ Head Start MOU
Appendix I: Parent and Family Engagement - District-level PFE Plan	Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan
Appendix K: Support for Foster Care Students - Foster Care MOU	Appendix L: Fiscal - Skipped School letter with approval from MSDE
Appendix M: Fiscal Tables (uploaded in Microsoft Excel)	Appendix N: Fiscal - Title I funded District-level Job Descriptions
Appendix O: Homeless Education: Liaison Cost and Excess Transportation	Appendix P: Excess Foster Care Transportation Cost
Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts	Appendix R: Follow up from Annual Program Review (if applicable)
Other	<a href="#">Other</a>

## School Improvement

Appendix A: Optional budget narrative worksheet	Appendix B: C-12-5 MSDE Budget Form
Appendix C: Job descriptions for positions funded with grant funds	Appendix D: Contracts for any contractual services
Appendix E: MOUs for external partners providing services directly to students	Appendix F: MSDE-approved Improvement Plans for each CSI school
Appendix G: LEA-approved improvement plans for ATSI schools receiving an allocation of funds	

## Title I, Part C

<a href="#">Signed C-1-25 MSDE Budget Form</a>	Letters of Commitment
Resumes of Key Personnel	

Title I, Part D, Subpart 2

[Signed C-1-25 MSDE Budget Form](#)

Attestation

Facility profiles

Professional Development Plan

Monitoring Plan

Transition Plan Template

Resumes of Key Personnel

Job Description for New Positions

Works Cited

MOUs, MOAs. Partnership Agreement from project partners

Title II, Part A

[Signed C-1-25 MSDE Budget Form](#)

Comprehensive Induction and Mentoring Compliance Report

Supporting Documents (i.e. data, charts, graphs)

Title III, Part A

[Signed C-1-25 MSDE Budget Form \(ELA\)](#)

Signed Section 3115(A) Attestation

Title IV, Part A

[Signed C-1-25 MSDE Budget Form](#)

Title V, Part B

[Signed C-1-25 MSDE Budget Form](#)

## Blueprint for Maryland's Future

Refer to the Grant Information Guide for additional information.

### Correlation with the Blueprint

For each section of this application describe how the LEA's federal programs and ESSA monitored programs are aligned to the Blueprint for Maryland's Future. Be sure to include direct relationships between the LEA's approved (or proposed if not yet approved) Blueprint Implementation Plan.

#### Educational Equity

Pillar 1: Early Childhood Education - 1.2.1- The district has demonstrated intentional steps to increase access to pre-k programming. Strategies include building a new regional Early Learning Center and an increased partnership with HeadStart.

Pillar 2: 2.1.5, 2.4.1- High-Quality and Diverse Teacher Leaders ACPS senior leaders have worked together to create a plan for building teacher pipelines, inclusive of the initiative to create a more diverse workforce. Although historically we have had more early childhood candidates than other educational fields, the vast majority of the candidates have been white females. Last year, ACPS began consultation with Diversity in Ed, a leading partner of comprehensive diversity recruitment solutions, to strengthen teacher and leader staff recruitment practices. Senior leaders participated in the spring "K-12 Diversity in ED" Virtual Recruitment Fair. Additionally, ACPS staff participated in the TEACH MD conference, which focused on the recruitment of a diverse pool of high school students to join the education profession.

Pillar 3. College and Career Readiness- 3.1 and 3.2.1- The LEA has strategies in progress to support pillar three initiatives including instructional improvement plans for ELA, Math, and an improved MTSS system that supports all students toward CCR. The LEA allows equitable opportunities for students to meet the CCR standard by the end of Grade 10. Students who need additional support are provided with in-school tutoring and intensive in-school intervention services through a multi-tiered system of support (MTSS) to help them meet the CCR standard. In addition, the district provides after-school tutoring services.

#### Title I, Part A

Pillar 1: Early Childhood Education- Title I-funded family engagement coordinators work alongside pre-k and kindergarten teachers to support parents as their students transition from early childhood to elementary education by providing summer learning packets containing engaging readiness activities and materials. Title I also provides information on kindergarten grade level standards and ways parents can assist students at home and work with teachers as equal partners to increase student academic achievement. In addition, Title I provides attendance information to parents of pre-k and kindergarten students, "Help Your Child Succeed in Preschool and Kindergarten: Build the Habit of Good Attendance." Parents of children in grades pre-k and kindergarten are invited to schoolwide parent and family engagement activities to build parental capacity to assist students at home to increase student achievement. Title I also provides a spring training session for parents of kindergarten students advancing to first grade. Materials such as books, math games, and scissors are provided.

Pillar 2: High Quality and Diverse Teachers and Leaders- Title I schools provide opportunities for additional professional development opportunities such as book studies, additional opportunities to attend conferences to build professional capacity, such as the Frostburg State University

Children's Literature Conference, and opportunities to experience leadership roles on school action teams such as School Improvement/Leadership Teams and/or Parent and Family Engagement Teams. Pillar 4: More Resources to Ensure that All Students are Successful- Title I works closely with the special education assistant supervisor and EL specialist, meeting at least 3 times during the school year, who oversees the English Learner program to ensure that Title I school staff members make efforts to communicate with the parents of English Learners. Title I-funded Family Engagement Coordinators translate key Title I documents such as the school-parent compact and other documents as requested by classroom teachers. The classroom teachers also keep parent communication logs to document their efforts to communicate with the parents of English Learners. In addition, Title I staff collaborate with the Community School Coordinators by serving on school advisory boards, attending joint meetings, and by using braided funds to benefit Title I school level parent and family engagement programs. The Title I staff also works closely with all ACPS pupil personnel workers to ensure the needs of students experiencing homelessness or foster care are met.

### School Improvement

Pillar 2: High-Quality and Diverse Teachers and Learners: School improvement funds are aligned to Pillar 4, Objective 1, Objective 2 Task 2, and Objective 3 in the Blueprint for Maryland's Future in that ACPS has partnered with The New Teacher Project (TNTP) to develop targeted school improvement plans for each identified ATSI school. These plans seek to address disparities in performance for students with disabilities, as well as students from low income households. The plans address a comprehensive system of coplanning and coteaching for students with disabilities. This work is being supported through the Maryland Coalition of Inclusive Education (MCIE) and is being implemented through a system of job embedded professional development. In addition, the plans address a comprehensive coaching and feedback cycle aligned to the system's instructional vision. These plans also address barriers to attendance that can impact students from low income households. This work is being supported through the Community School concept in those schools designated as a Community School and receiving Concentration of Poverty funding. ACPS currently has a small ML population (approximately 30 students). ACPS has employed an ML specialist and has established an ML advisory team. This team is developing a plan to increase communication and engagement with ML families. Part of the work of this team, will also be to analyze ML student performance data to determine the need for additional evidence based instructional practices to increase ML achievement. ACPS currently provides after school tutoring to Students with Disabilities as well as ML students in order to decrease the gaps in student performance.

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

Title II, Part A

Through the use of Title IIA funds, ACPS is able to employ Teacher-Mentor Specialists, who also serve as ELA and Math (Math is funded with Title IV) Coaches. The Teacher-Mentor Specialists/ELA and Math Coaches analyze school-based data at their respective middle schools, they provide instructional guidance and coaching to ELA and Mathematics teachers, and they assist and support teacher mentors of probationary teachers as part of the ACPS Mentoring Program (provides 1:1 mentoring for all non-tenured teachers). Through the ACPS Mentoring Program and the Teacher-Mentor Specialists/ELA and Math Coaches, ACPS aims to retain, mentor, and coach highly effective teachers, which is in alignment with Pillar 2, Objective 1, Task 5 (Recruit and **support** high-quality and diverse teachers to meet workforce needs; Monitor the quality and diversity of both State teacher candidates and existing teacher workforce) of the Blueprint for Maryland's Future.

By employing ELA Coaches, Title IIA funds are also aligned with Pillar 3, Objective 1, Task 1 of the Blueprint for Maryland's Future in that ACPS, in partnership with The New Teacher Project (TNTP), has developed a comprehensive literacy plan aligned to the science of reading. By developing a cohesive plan, ACPS is being strategic and intentional in developing a vision, beliefs, and strategies grounded in research that will support student success in literacy across all grades. The district created a literacy team comprised of teachers, coaches, school leaders, and district staff to discuss researched-based literacy practices and provide input and feedback. ACPS is providing professional learning and coaching on embedding the literacy beliefs in classroom

instruction, deepening teacher knowledge of the science of reading, providing new elementary and secondary ELA teachers with robust support to use curricular materials, and supporting all ELA teachers through regular coaching.

Title III, Part A, English Language Acquisition

N/A

Title IV, Part A

Pillar 3: 3.1- College and Career Readiness: In the LEA, students have equitable opportunities to meet the CCR standard by the end of Grade 10. The LEA uses the MTSS framework and the Gradual Release of Responsibility instructional framework. The LEA has purchased high-quality instructional materials that build on one another in local sequence. Title IV, Part A funds align with Pillar 4 Objective 5 of the Blueprint for Maryland's Future in the support of systemic mental health initiatives. These include county wide availability of Project Wisdom, which is a character education program. In addition these funds support county wide use of Ripple Effects, which is a digital suite of programs to personalize emotional skill building. This program is used in the ACPS alterantive program. It is also used system wide as a Tier 3 behavioral health intervention. Title IV funds also provide NASW and ASCA memberships for school social workers and school counselors. This provides these staff members with access to resources and training to futher build their professional skills and their ability to serve students.

Title V, Part B

N/A

## Fine Arts

**Pillar 2** - Hiring practices will be employed to foster acquisition of highly qualified and diverse teachers. ACPS will develop and maintain positive relationships with Music and Art education departments in order to obtain applicants that have received degrees via coursework that addresses current paradigms. All applicants will be screened, vetted and interviewed before consideration for employment. Professional development will be offered via staff development sessions created by ACPS along with opportunities for conventions and sessions at local, state and national levels.

**Pillar 3** - Fine Arts course offerings will align with existing programs. P-12 offerings will provide for fine arts accreditation at the minimum level required by MSDE plus accelerated offerings for instrumental music, choral music, dance, theater and visual arts. Curriculums will address all areas of accessibility, diversity and equity. Instructional pathways will furnish awareness of career opportunities with community exposure to professionals in the field.

Every student may participate in every artistic program. Audition and assessment material is provided for all students with accessibility adaptations built in. Diverse methodology in teaching practice is a topic for past, present and future professional development sessions. Technologies adapted for fine arts instruction are designed to provide diverse aural and visual relevance to state and national standards while adhering to diverse learners. Further PD sessions, collaborations and planning sessions for instructional equity are planned to refine for 2024 and 2025.

**Pillar 4** - Community Schools have partnered with the Allegany Arts Council to provide art on demand lessons and supplies to students and families. Schools have offered pop-up events in the summer to provide STEAM activities for students in the community as well as during out of school time enrichment programs during the school year.

Funding for instruments, method books, technology, equipment and materials of instruction will enable diagnosed needs of the system to be addressed annually and case by case. Advanced courses for each arts discipline are being explored for accelerated learners. Teachers will be professionally developed in areas of diversity and equity training as part of their implementation of established curriculum and scheduled events. Guided areas for professional development will include inclusion, budget planning, lesson planning, contemporary discipling, Gradual Release of Responsibility Growth Mindset, GRIT and Self-Determination Theory. Cross-curricular planning will take place after planning committees implement integrative practices.

Barriers are addressed via adaptations from instruction and ACPS resources. Visual and Performing Arts funding is available to provide for socioeconomic shortcomings. Students who cannot afford materials and equipment to participate are provided the means by county resources and programming. These areas include: Art supplies, sheet music, musical instruments and accessories, uniforms and costumes, dancing and marching shoes, recorders for elementary school, transportation to and from countywide fine arts events, method books and additional materials of instruction for varied arts classes as needed.

Instructional pullouts accompany arts classes and are organized to eliminate barriers in learning technical and artistic pedagogy in the Arts. Pullouts are based on student needs. Instruction can be organized homogeneously or ability-grouped. Progress monitoring and informal assessments maintain teacher awareness of gaps in achievement. Formal evaluations are part of the teacher-student-parent relationship along with lesson planning, concerts, art shows and other public events.

### Gifted and Talented

Pillar 3: 3.1- College and Career Readiness: In the LEA, students have equitable opportunities to meet the CCR standard by the end of Grade 10. The LEA uses the MTSS framework and the Gradual Release of Responsibility instructional framework. The LEA has purchased high-quality instructional materials that build on one another in local sequence. Students can achieve CCR status in Algebra I before the end of 10th grade by the compacted curriculum offered in middle school. The district is working on implementation of compact curriculum in ELA to meet this standard through an individual learning plan for GT. Title IV, Part A funds align with Pillar 4 Objective 5 of the Blueprint for Maryland's Future in the support of systemic mental health initiatives. These include county wide availability of Project Wisdom, which is a character education program. In addition these funds support county wide use of Ripple Effects, which is a digital suite of programs to personalize emotional skill building. This program is used in the ACPS alternative program. It is also used system wide as a Tier 3 behavioral health intervention. Title IV funds also provide NASW and ASCA memberships for school social workers and school counselors. This provides these staff members with access to resources and training to further build their professional skills and their ability to serve students.

### Teacher Induction

Through the use of Title IIA funds, ACPS is able to employ Teacher-Mentor Specialists who provide instructional guidance and coaching to teacher mentors of probationary teachers as part of the ACPS Induction and Mentoring Program (provides 1:1 mentoring for all non-tenured teachers). Through these programs and the Teacher-Mentor Specialists, ACPS aims to retain, mentor, and coach highly effective teachers, which is in alignment with Pillar 2, Objective 1, Task 5 (Recruit and support high-quality and diverse teachers to meet workforce needs; Monitor the quality and diversity of both State teacher candidates and existing teacher workforce) of the Blueprint for Maryland's Future.

## Educational Equity

To complete this section, LEAs must provide, as an appendix, the LEA's current adopted educational equity policy. Educational equity policies and regulations must meet all the requirements, as indicated in COMAR 13A.01.06.04. In this portion of the Local ESSA Consolidated Strategic Plan, LEAs will address the implementation of their equity policy, include their equity initiatives as an integrated component of the plan by describing districtwide, school-based, and program specific equity initiatives, and submit an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives. Refer to Grant Information Guide for additional information on completing this section.

## Implementing the Equity Policy

Describe how the LEA's equity policy has been implemented, what new policy aligned programs and/or practices will be implemented this fiscal year. Be sure to demonstrate the application of an equity lens and cite relevant disaggregated data.

"Educational Equity means providing access to essential academic, social, emotional, and economic resources, supports, and opportunities in order to engage each student, throughout their educational career. Educational Equity also maximizes academic success for each student through rigorous instruction, with appropriate educational resources, to achieve their highest potential, their social/emotional well-being, and to ensure that their social identifiers are valued as an asset.

### Policy Statement

Realizing that educational equity and educational equality are not the same, ACPS shall strive to achieve educational equity through:

Basing actions on the goal of providing educational equity for each student no matter their social identifiers.

Directing the use of resources to provide equitable access to educational opportunities and services, even when this means differentiating resource allocation.

Requiring that an equity lens be used in reviews of staff, including administrators, teacher and instructional leader candidates, curriculum, pedagogy, professional learning, instructional materials, and assessment design.

Directing that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Plan/Master Plan:

- Providing professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps that lead to disparities in achievement. In the summer/fall of 2023, ACPS engaged Mike Muempfer from MSDE's School Mental Health program to provide training on trauma-informed strategies. He provided multiple training opportunities across the district.
- Creating schools with a welcoming, inclusive culture and environment that reflects and supports the diversity of the student population, their families, and their community. Including partners who have demonstrated culturally specific expertise, in meeting our high goals for educational outcomes. The district shall involve students, staff, families, and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps. ACPS currently has 14 community schools.

- Providing multiple pathways to success through academic, advanced placement, career and technology, early college, and dual

• Providing multiple pathways to success through academic, advanced placement, career and technology, early college, and dual enrollment, in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The proficiency rate of all students in ACPS on MCAP ELA Spring 2024 is 50.7%. The proficiency rate of students with disabilities in ACPS on MCAP ELA Spring 2024 is 15.3%. The proficiency rate of students that are economically disadvantaged in ACPS on MCAP ELA Spring 2024 is 40.1%.

The proficiency rate of all students in ACPS on MCAP Math in Spring 2024 is 25.5%. The proficiency rate of students with disabilities in ACPS on MCAP Math in Spring 2024 is 9.6%. The proficiency rate of students that are economically disadvantaged in ACPS on MCAP Math in Spring 2024 is 18.3%.

The attendance rate of all students in ACPS for 2022-2023 is 89.2%.

The attendance rate of students with disabilities in ACPS for 2022-2023 is 87.8%.

The attendance rate of students receiving free or reduced meals in ACPS for 2022-2023 is 87.5%.

### School Improvement

In the national report, the Opportunity Myth, four findings relate to equity and school improvement: lack of access to grade appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations. The ACPS partnered with TNTP to strategically plan for and implement support for teachers and leaders in improvement efforts through a model designed to strengthen teaching practices in the immediate, while creating a sustainable model for continued improvement efforts. After completing a needs assessment and root cause analysis, the principals, in cooperation with TNTP, created an action plan focusing on three specific goals: improving student attendance through aligned interventions to address the root causes; development of a coaching and feedback cycle aligned with the school's instructional vision, and the development of a professional development scope and sequence for co-teaching and co-planning that is aligned to the district's vision of Great Teaching, Great Learning, Every Student, Every Day and in service of subgroup improvement.

### Title I, Part A

Equity initiatives are implemented to address the objectives of Title I, Part A. The Supervisor of Federal Programs meets with the Supervisor of Equity at least three times during the school year, beginning, middle, and end of the year, and has ongoing discussions by phone, email, and/or other meetings to collaborate on the oversight and administration of the Title I, Part A Program and to gain input. Topics include: disparities, discipline practices to decrease the removal of students from the classrooms, social and emotional learning strategies, professional development, collaboration with the Concentration of Poverty funded Community School Coordinators and the Title I funded Family Engagement Coordinators, and Title I specialists collaborating with the CoP Steering Committees to improve safety nets and services for students experiencing homelessness and foster care, for parents of multilingual learners, and for ATSI school groups.

### Title I, Part D, Subpart 2

N/A

## Title II, Part A

The Supervisor of Federal Programs, who oversees Title I, Title II, Title IV, and School Improvement programs, meets with the Administrative Coordinator of Equity at the beginning, middle, and end of the year, and as needed. These meetings typically revolve around discussing the system's overuse of discipline, as well as planning and implementing professional development activities and parent and family engagement activities. In addition to meeting with the Equity Office, the Supervisor of Federal Programs also collaborates with the offices of English Learners, Homeless, and Foster Care to determine needs and provide additional support to student groups. Information obtained from these meetings is shared with the Title I, Title II and Title IV grant managers to assist them in the development of their applications. An example of this as it relates to Title II would be the incorporation of restorative practice training into the New Teacher Academy (mandated discussions/activities between mentors and mentees) in order to combat disproportionate discipline.

Ongoing discussions surrounding educational equity also occur at bimonthly combined council meetings and weekly supervisor update communications. Grant managers are present at these meetings, are privy to all information, and are included in all equity related discussions as collaboration among the grant managers is instrumental in supporting students and ensuring equitable access. Examples of information presented at these meetings that assists in the development of the Title IIA application include, but are not limited to, testing data, system-wide professional development needs as related to specific student groups, and teacher and principal evaluation data. For instance, Spring 2024 MCAP scores - <https://docs.google.com/document/d/1Kee8Re8HalwsGCCuhf1z1gEe2f5-sg4SrhTN9rYoyyE/edit?usp=sharing> - revealed that additional gains need to be made in ELA and Math, thus showing a need to continue funding the ELA and Math Coaches particularly since they are assigned to TSI schools that contain a high rate of Economically Disadvantaged students (one of the lowest performing subgroups).

At the school level, each school in ACPS is receiving ongoing training in the implementation of the multi-tiered system of support (MTSS) framework. This tiered infrastructure uses data to help match academic and social-emotional behavior assessments and instructional resources to students' needs. The Title IIA funded ELA and Math coaches are vital in ensuring the success of this program in that they are some of the primary educators that are responsible for analyzing various data sources (i.e. Math and ELA diagnostic data) to determine levels of instructional effectiveness.

Collaboration between the Federal Grant Managers and the Office of Human Resources also assists in the development of the Title IIA application in that teacher evaluation data and probationary teacher data is collected and analyzed to ensure all students have access to effective educators. For instance, evaluation data from the 23-24 school year indicates that only 2 of 608 teachers scored below effective or highly effective on their evaluation. While the preference is for all teachers to be effective, the fact that 99.67% of evaluated ACPS teachers are effective or highly effective, validates the importance of having

Title III, Part A, English Language Acquisition

N/A

Title IV, Part A

N/A

Title V, Part B

N/A

## Fine Arts

Every student may participate in every artistic program. Audition and assessment material is provided for all students with accessibility adaptations built in. Diverse methodology in teaching practice is a topic for past, present and future professional development sessions. Technologies adapted for fine arts instruction are designed to provide diverse aural and visual relevance to state and national standards while adhering to diverse learners. Further PD sessions, collaborations and planning sessions for instructional equity are planned to refine for 2024 and 2025.

Barriers are addressed via adaptations from instruction and ACPS resources. Visual and Performing Arts funding is available to provide for socioeconomic shortcomings. Students who cannot afford materials and equipment to participate are provided the means by county resources and programming. These areas include: Art supplies, sheet music, musical instruments and accessories, uniforms and costumes, dancing and marching shoes, recorders for elementary school, transportation to and from countywide fine arts events, method books and additional materials of instruction for varied arts classes as needed.

Instructional pullouts accompany arts classes and are organized to eliminate barriers in learning technical and artistic pedagogy in the Arts. Pullouts are based on student needs. Instruction can be organized homogeneously or ability-grouped. Progress monitoring and informal assessments maintain teacher awareness of gaps in achievement. Formal evaluations are part of the teacher-student-parent relationship along with lesson planning, concerts, art shows and other public events.

## Gifted and Talented

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

Using the Donna Ford Equity Index The following data was driven from the LMS data collection and the calculator tool. The following data was reported: Subpopulations of **Black** - 3.9 District enrollment percentage, 1.8 District GT enrollment, 46% Representation index **Hispanic** 2.3 District enrollment percentage, 1.3 District GT enrollment, 56% Representation index, **Asian** 1.1 District enrollment percentage, 1.9 District GT enrollment, 172% Representation index, **White** 84.7 District enrollment percentage, 90.25 District GT enrollment, 106% Representation index **American Indian/Alaskan Native** .17 District enrollment percentage, 0 District GT percentage, 0% Representation index, **Native Hawaiian/Pacific Islander** .13 District enrollment percentage, 0 District GT percentage, 0% Representation index, **Two or More** 7.5 District enrollment percentage, 4.6 District GT percentage, 61% Representation index .

When analyzing the data, with the Donna Ford Equity Index Measure, any subgroup of 80% or greater has an equitable allowance for the GT population. Groups that have over 100% representation represent a well-represented population. Therefore the Asian and White subgroups meet this criteria of equity and the Black, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific islander and Two or more races do not meet this equity standard. This data has driven a SMARTIE goal by Allegany County needing support from MSDE to work towards improvement.

## Teacher Induction

Each year, a review of the teacher induction program takes place in order to determine the efficacy of the program (FY24 Survey Data - <https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?usp=sharing>). As part of this review, teacher evaluation data and probationary teacher data are collected and analyzed to ensure all students have access to effective educators. For example, evaluation data from the 2023-2024 school year shows that only 2 out of 608 teachers scored below effective or highly effective on their evaluations. While the preference is for all teachers to be effective, the fact that 99.67% of evaluated ACPS teachers are rated effective or highly effective validates the importance of a strong teacher preparation program and the necessity of using Title IIA funds to provide 1:1 mentoring to probationary teachers.

To further support the maintenance and enhancement of teacher effectiveness, thereby increasing student performance, the three Teacher-Mentor Specialists funded through Title IIA and Title IV will continue to provide data analysis and coaching in ELA and Mathematics to teachers in their respective schools. These schools include identified TSI schools or feeder schools to TSI schools. Additionally, as part of the ACPS induction program, Teacher-Mentor Specialists will coach teachers serving as mentors to non-tenured teachers throughout the school year (all TSI schools have one or more non-tenured teachers). Through the use of 1:1 mentors and Teacher-Mentor Specialists, ACPS will maintain a robust teacher induction program that supports teachers, enhances classroom effectiveness, and meets the needs of all student groups.

## Analysis of Accountability Measures

Provide the equity goals that are the current focus of the LEA. Define the objectives to be achieved as interim steps within the fiscal year that will support the LEA in achieving the overall goal. List the strategies that will be implemented in order to reach the objectives. Identify the data-driven methods that will be used to measure progress toward fulfilling each objective. State the timeline in which the LEA intends to begin efforts and achieve the stated objective. Additional goals and/or objectives can be added by copying the table or row and inserting the copied cells.

Goal #1

The long-term outcome is to increase the percentage of ACPS students with disabilities in Grades 3-8 and Grade 10 who achieve proficiency or the distinguished level on the MCAP ELA Assessment from 10.2% (Spring 2022) to 40.2 % by 2028. The long-term outcome is to increase the percentage of ACPS students with disabilities in Grades 3-8 and Algebra I who achieve proficiency or the distinguished level on the MCAP Math Assessment from 8.9% (Spring 2022) to 38.9% by 2028.

Objectives

Strategies

Methods for Measuring  
Progress

Timeline

The objective is to increase the percentage of ACPS students with disabilities in Grades 3-8 and Grade 10 on the MCAP ELA assessment and Grades 3-8 and Algebra I MCAP Math assessments who achieve

To increase the percentage of students with disabilities scoring at the proficient level. In order to meet this challenge, specific action steps include the following: curricular accommodations and modifications are implemented

Annual analysis of MCAP data.  
Analysis of growth data according to the annual report card.  
Diagnostic Assessments (B-M-EOY)  
Classroom Formative

Results will be reviewed annually to determine if goals of 5% per year are being met. Strategies will be analyzed and adjusted if needed.  
2023 target:

<p>proficiency or the distinguished level by 5% each year.</p>	<p>from IEP recommendations in order to meet individual student needs. Special Education teachers develop lessons with modifications or accommodations to meet the needs of individual students. These lessons align with general education plans and include specially designed instruction as well as UDL strategies. Special education staff work with content area teachers to determine that the appropriate services are provided to students with IEPs.</p> <p>The district uses a strong Tier1 instruction and embeds Universal Design for Learning, Specially Designed Instruction and differentiated instruction , the GRR Instructional Model and monitors Fidelity of Tier 2-3 interventions, district-wide tutoring support , and progress monitoring through data collection, analysis, and goal setting.</p>	<p>Assessments</p>	<p>ELA 15.2% (MET 15.34% 2024) Math 13.9% (NOT MET 9.56% 2024)</p> <p>2024 target: ELA 20.2%, Math 18.9%</p> <p>2025 target: ELA 25.2%, Math 23.9%</p> <p>2026 target: ELA 30.2%, Math 28.9%</p> <p>2027 target: ELA 35.2%, Math 33.9%</p> <p>2028 Goal: ELA 40.2%, Math 38.9%</p>
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<p>Goal #2</p>	<p>The long-term outcome is to increase the percentage of ACPS students who receive free or reduced meals (FARMS) that were proficient or distinguished learners on the MCAP ELA Assessment from 32% (Spring 2022) to 62% by Spring 2028. To increase the percentage of ACPS that receive FARMS in Grades 3-8 and Algebra I who meet or exceed expectations on the MCAP Math Assessment from 14.4% (spring 2022) to 44.4% by Spring 2028.</p>		
Objectives	Strategies	Methods for Measuring Progress	Timeline
<p>The objective is to increase the percentage of ACPS students receiving free or reduced meals in Grades 3-8 and Grade 10 on the</p>	<p>Curricular accommodations and modifications are implemented for students with IEPs that also receive free or reduced meals.</p>	<p>Annual analysis of MCAP data. Analysis of growth data according to the annual report card.</p>	<p>Results will be reviewed annually to determine if goals of 5% per year are being met. Strategies</p>

<p>MCAP ELA assessment and Grades 3-8 and Alegbra I MCAP Math assessments who achieve proficiency or the distinguished level by 5% each year.</p>	<p>Strong Tier one instruction          Universal Design for Learning          Specially Designed Instruction and Differentiated Instruction          GRR Instructional Model          Fidelity of Tier 2-3 math interventions          District-wide tutoring support          Progress Monitoring</p>	<p>Diagnostic Assessments (B-M-EOY)          Classroom Formative Assessments</p>	<p>will be analyzed and adjusted if needed.          2023 target:          ELA 37% (MET 40.99% 2024)          Math 19.4% (Not Met 18.72% 2024)          2024 target:          ELA 42%, Math 24.4%          2025 target:          ELA 47%, Math 29.4%          2026 targets:          ELA 52%, Math 34.4%          2027 targets:          ELA 57%, Math 39.4%          2028 Goal:          ELA 62%, Math 44.4%</p>
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<p>Goal #3</p>	<p>The longterm outcome is to increase the attendance rate of subgroups of students with disabilities and students receiving free or reduced meals by 1% per year from 85.6 (2022) to 91.8% for SWD and from 84.7% (2022) to 90.7% for FARMS by 2028.</p>		
Objectives	Strategies	Methods for Measuring Progress	Timeline
<p>"The objective is to implement tiered strategies identified through professional training with Attendance Works at each school in the district.</p> <p>The attendance rate for students with disabilities will increase by 1 % annually.</p> <p>The attendance rate for students receiving free or reduced meals will increase by 1 % annually.</p>	<p>To implement tiered strategies identified through professional training with Attendance Works at each school in the district and to utilize the social workers to identify and potentially remove barriers to attendance.</p> <p>The district administrators and central office personnel participated in a series of professional development sessions with Attendance Works. During these meetings, personnel</p>	<p>Central office staff, school administrators, and social workers will examine attendance percentages on a monthly basis.</p> <p>Schools will monitor individual student attendance weekly. Data will be compared and contrasted from the previous school year.</p>	<p>Attendance rates of each subgroup will be reviewed annually to see if targets are being met. Strategies will be analyzed and updated to meet needs.</p>

were provided with Tier 1 through Tier III strategies that they will use to increase attendance at their school. The district employs PBIS and will utilize those interventions as part of the Tier 1 program. Attendance Works also provided toolkits and other resources that will be used as part of the integrative approach to increasing attendance. The toolkits are filled with strategies and resources for monitoring, understanding, and addressing chronic absence. The approaches will be implemented at a district-wide level, with some strategies specifically selected by school-based administrators for their school needs. The company also provided templates for different letters, memos, and incentive-based information that can be provided to parents/students. Community Schools design programs to address chronic attendance issues during their after school and evening programs. Each school has a designated attendance/PBIS team that examines attendance on a monthly basis. In addition, each school has a Pupil Services Team that meets at least twice a month to monitor and address chronic absenteeism.

## Analysis of Accountability Measures

Provide a data-driven analysis of prior years' successes and challenges to meeting the LEAs equity goals. Explain any new or modified goals being introduced this year and how they were developed.

**Goal #1** The long-term outcome is to increase the percentage of ACPS students with disabilities in Grades 3-8 and Grade 10 who achieve proficiency or the distinguished level on the MCAP ELA Assessment from 10.2% (Spring 2022) to 40.2 % by 2028. The long-term outcome is to increase the percentage of ACPS students with disabilities in Grades 3-8 and Algebra I who achieve proficiency or the distinguished level on the MCAP Math Assessment from 8.9% (Spring 2022) to 38.9% by 2028.

The breakdown by grade band is as follows:

### Elementary ELA (3-5):

Spring 2022: 37 out of 292 SWD (12.7%) were proficient or distinguished learners

Spring 2023: 53 out of 313 SWD (16.9%) were proficient or distinguished learners.

Spring 2024: 65 out of 308 SWD (21.1%) were proficient or distinguished learners

### Middle ELA (6-8):

Spring 2022: 16 out of 186 (8.6%) SWDs were proficient or distinguished learners

Spring 2023: 22 out of 191 (11.5%) SWDs were proficient or distinguished learners

Spring 2024: 20 out of 209 SWDs (9.57%) were proficient or distinguished learners

### ELA 10:

Spring 2022: 2 out of 59 (3.4%) SWDs were proficient or distinguished learners

Spring 2023: 7 out of 77 (9.1%) SWDs were proficient or distinguished learners

Spring 2024: 4 out of 63 SWDs (6.35%) were proficient or distinguished learners

### ALL ACPS Students With Disabilities ELA

Spring 2023: 82 out of 581 (14.1%) were proficient or distinguished learners.

Spring 2024: 89 of 580 (15.34%) were proficient or distinguished learners. **(Goal Met)**

### Elementary Math (3-5):

Spring 2022: 38 out of 292 (13.5%) SWDs were proficient or distinguished learners

Spring 2023: 43 out of 312 SWD (13.8%) were proficient or distinguished learners.

Spring 2024: 47 out of 308 SWD (15.26%) were proficient or distinguished learners

### Middle Math (6-8):

Spring 2022: 8 out of 180 (4.4%) SWDs were proficient or distinguished learners

Spring 2023: 10 out of 189 (5.3%) SWDs were proficient or distinguished learners

Spring 2024: 6 out of 205 SWDs (2.93%) were proficient or distinguished learners

**Equitable Services – Sections 1117 and 8501  
Title I-A & C, Title II-A, Title III-A, Title IV-A**

Federal Program FY25 Allocations and Equitable Services Proportionate Share

Type N/A where not applicable.

Programs	Total Grant Allocation	Total Proportionate Share for Equitable Services
Title I, Part A Improving Basic Programs Operated by Local Educational Agencies	\$3,648,828.00	\$65,679.00
Title I, Part C Education of Migratory Children	N/A	N/A
Title II, Part A Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders	\$375,036.00	# of ACPS students = 8,076
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	N/A	N/A
Title IV, Part A Student Support and Academic Enrichment Grants	\$280,821.42	\$23,867.00

Assurances

The LEA must respond to each section to include all participating federal programs:  
(Title I-A&C, Title I-C, Title II-A, Title III-A, Title IV-A)  
Responses can be provided in the cell or as an appendix.

<b>Assurance 1: Affirmation of Consultation Forms</b>	Please respond either yes, no, or not applicable below.
The LEA has uploaded all signed and dated Affirmation of Consultation Forms as an appendix for each participating private school across all federal programs that include the results of agreement and, if applicable, reason for disagreement. (Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A)	Yes
<b>Assurance 2: Equitable Services Provisions</b>	Please respond either yes, no, or not applicable below.
<b>The LEA ensures it adheres to all provisions:</b>	Yes
• Eligible private school children and educators are provided with services or other benefits that are equitable to those provided to	

eligible public-school children and educators.	
<ul style="list-style-type: none"> <li>• Funds do not supplant what the private school would otherwise provide without federal funds.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Services are secular, neutral, and non-ideological.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Participating private schools, church exempt school, and publicly funded nonpublic schools are not-for profit elementary and secondary schools and identified on the MSDE Nonpublic School Webpage.</li> </ul>	Yes
(Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A) ESEA Section 1117 and 8501	

Participation of Children Enrolled in Nonpublic Schools

**1. Annual Invitational Meeting**

Provide the LEA's written process for inviting private school officials.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A  
ESEA Section 1117(b)(5) and 8501(c)(1)

Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix.

Universal Process

1. Check MSDE's website for Approved Non-Public Schools.
2. In February, mail a written invitation to each administrator at the approved schools to attend a Federal Programs Consultation Meeting to be held in March. An Intent to Participate form is included with the invitation as well as an intent to attend the meeting. The meeting may be held virtually if necessary.
3. Responses are tracked and follow-up is made as necessary to those who do not respond. A meeting reminder is emailed or phoned to each administrator within one week of the meeting.
4. For Title I: This process is followed for each consultation meeting held in March, August and January.
5. Title II-A and Title IV-A are invited to attend the January Title I Consultation Meeting if they have information to share with the Non-Public Administrators.

**2. Ongoing Timely and Meaningful Consultation**

Provide the LEA's written process for ongoing timely and meaningful consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures services to private school students start at the same time as the services for public school participants.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A  
ESEA Section 1117(a)(3)(A), (b)(3) and 8501(a)(3)(A), (c)(3)

Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix.

1. All non-public schools are invited to an annual Federal Programs Meeting which is held in March. Each Title supervisor presents information regarding that program.
2. Each Title supervisor maintains ongoing consultation:
  - Title I-A:** Holds three meetings (March -following the Federal Programs Meeting, August and January.) Consultations with individual administrators are held as needed. Emails, phone calls or meetings with the non-public administrators may occur. Monitoring and programmatic change check ins are made.
  - Title II-A** The Title IIA Grant Manager consults with non-public officials throughout the year. Examples of consultation are as follows:
    - Quarterly, or upon request, Title IIA funding updates via email
    - Ongoing informational emails related to conferences, webinars, courses, etc.
    - A meeting each spring to review the process and expectations involved with Title IIA
    - Assistance with the completion of the "Non-Public Grant Planning and Consultation Form"
    - Monitoring and programmatic checks ins are made monthly.

<https://docs.google.com/document/d/1gVEEHmZjPCY1-PwYDjMn6oROeK0nXGCa/edit?usp=sharing&ouid=104501560284274538271&rtpof=true&sd=true> - due 10/1/24

- Feedback on all submitted "ACPS Professional Learning Planning Forms for Title IIA" -

<https://docs.google.com/document/d/15FwQcx9SKEkoDMd8aojN5pMVSq59QxE1/edit?usp=sharing&ouid=104501560284274538271&rtpof=true&sd=true>

\*\*\*Submitted 3-4 weeks prior to the date of a proposed activity

\*\*\*Issues/concerns are addressed and solutions/recommendations are provided

ACPS will maintain consistent communication with these schools, and will regularly review their proposals and assess their programs. The Title IIA Grant Manager will work with the leaders of the non-public schools to develop activities supported by Title IIA. If an activity does not meet the requirements (i.e. is not backed with specific data), the Title IIA Grant Manager will work with the non-public leader to make improvements to the planning form/to the activity in order to make sure the activity is compliant. TITLE IIA, FY \_\_\_

#### NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Learning Planning Form for Title II-A

**Title IV-A:** Consultation begins with the Federal Programs Meeting. The supervisors are invited to attend the January Title I meeting to present information to the non-public administrators. Monthly emails are sent to share funding amounts that have been spent and those that are remaining. Monthly monitoring and programmatic change check ins are made. The supervisor is available for telephone/email/in-person consultations as needed.

#### **Provision of Services at the beginning of the school year:**

**ACPS Title I instructional personnel** follow the ACPS school calendar and begin services at the beginning of the school year. The non-public schools have similar opening dates as ACPS.

**Title 1-A, Title II-A and Title IV-A Supervisors** work all year so non-public

### 3. Consultation Timeline

Provide the LEA's ongoing consultation timeline for each participating federal program serving private schools.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A

Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix.

**Title I-A:** Federal Programs Meeting: March 14, 2024; Consultation Meetings: March 14, 2024, August 14, 2024; January 14, 2025; March 11, 2025

**Title II-A:** Federal Programs Meeting: March 14, 2024; Consultation Meetings: January 14, 2025 Monthly emails to share funding amounts spent and remaining Title IIA funds as well as any program updates.

Federal Programs Meeting (3/14/24)

TBD - Parts I-III of the "Non-Public Grant Planning and Consultation Form" must be completed and submitted to the Title IIA Grant Manager.

Purpose:

To develop a general overview of ways in which non-publics can appropriately use their funding to address their schools' needs.

The Title IIA Grant Manager will discuss the plans with representatives of the non-publics.

Possible changes/additions may be suggested during these discussions.

Funding must be specific to teacher/administrator training.

June – Part IV of the FY23 “Non-Public Grant Planning and Consultation Form” must be completed and submitted to the Title IIA Grant Manager.

FY23 report is due 6/30/24 .

September - Part IV of the FY24 “Non-Public Grant Planning and Consultation Form” must be completed and submitted to the Title IIA Grant Manager.

FY24 report is due 9/30/24 .

All activities are to be formally approved by submitting the “ACPS Professional Learning Planning Form for Title II-A” (see attached) prior to registration or implementation.

Requests must be made a minimum of 3-4 weeks prior to the professional learning event.

Do not submit a planning form with a payment request.

Forms must be specific.

The first item must include specific student data (i.e. reading scores, discipline data, attendance data, etc.) that identifies a need for change.

Why is the activity needed/necessary?

Each quarter, and upon request, non-public schools will be notified of their current Title IIA balance. Most recent update sent 2/22/24.

Reimbursements will be made in a timely manner.

All receipts need to be itemized, dated, and taped to a piece of 8.5” x 11” paper. Loose receipts will not be accepted.

No reimbursement payments will be made directly to a school or to a school account.

If one credit card is used for multiple people to register for a professional learning event, reimbursement will only be made to the individual who has used her/his credit card.

Available to respond to questions/requests.  
 Katherine.Loughrie@acpsmd.org 301-759-2009

FY23

**4. Local Control**

Provide the written process for how the LEA’s oversight, monitors, supervises, and evaluates the effectiveness for each participating federal program serving private school students including how the LEA maintains

Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA’s process(es) may be uploaded as an appendix.

**Universal Process:** 1. Three consultation meetings are held with non-public administrators each year. Meetings may be held virtually or in person. Pertinent information may be emailed. 2. The non-public teacher completes monthly

students including how the LEA maintains control of program funds as well as title to all materials, distribution of equipment, and property purchased with Federal funds.

Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A

ESEA Section 1117(d)(1) and ESEA section 8501(d)(1)

information may be emailed. 2. The non-public teacher completes monthly reports which outline activities at each school, new or removed students from the Title I program, lesson planning forms, student progress and samples of student work. The administrator is asked to sign the Monthly Activities Report. 3. Monthly school Title I classroom visits are made following a rotating schedule. A monitoring form is completed following each visit. Visits may be done in person or virtually. 4. The Supervisor of Federal Programs completes an annual observation of the non-public teacher and checks in with non-public administrators regarding implementation of the Title I Program. 5. The non-public teacher and the Title I specialist meet on issues regarding the implementation of the program on a monthly basis. 6. The non-public teacher and the Title I specialist meet in December/January and May to complete student evaluations and plan the instructional focus for upcoming instruction. 7. The non-public teacher completes evaluation narratives for parents on each school's marking period schedule. Copies are forwarded to the Federal Office for review. 8. Students are pre and post tested using the TERA, TEMA or WRAT to identify learning goals and to measure growth. 9. Parents are asked to complete an annual evaluation. Evaluations may be given as hard copies or electronically. 10. Teachers in non-public schools are asked to complete an annual evaluation. Evaluations may be given as hard copies or electronically. 11. Data is summarized and utilized to determine the effectiveness of the program. The data is shared at the August Consultation Meeting with non-public administrators. 12. An inventory of Title I instructional materials purchased with Title I funding is maintained and verified at the time of purchase. Materials are labeled (ACPS Title I). The inventory for each non-public school is checked annually. 13. Electronic equipment is purchased by the ACPS IT Department who inventories, labels, barcodes and delivers items to the non-public schools. Other equipment for non-public schools that is purchased with Title I funding is ordered and labeled by the Title I Office. 14. The Supervisor of Federal Programs approves all items prior to purchase. The Administrative Secretary places orders and completes the paperwork related to purchase, receipt and payment of all items. The LEA maintains control of program funds as well as title to all materials, distribution of equipment, and property purchased with Federal funds.

**5. Complaint Procedure/Dispute Resolution Process**

Provide the LEA's complaint procedures/dispute resolution process that includes private school officials have the right to file a formal written complaint with the SEA

Please provide the process for each participating program. If using a universal process across programs, please indicate The LEA's process(es) may be uploaded as an appendix.

Allegany County Public Schools  
108 Washington Street - P. O. Box 1724  
Cumberland, MD 21501-1724

for all covered programs.

Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A

## COMPLAINT PROCEDURES FOR EQUITABLE SERVICES IN NON-PUBLIC SCHOOLS

Allegany County Public Schools is committed to open communication with non-public schools in order to reach the goal of educating all students. Allegany County Public Schools is aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with Federal Programs, services and staff members. All Federal Programs complaints are to be directed to the Supervisor of Federal Programs using the procedures outlined below.

### Filing a Complaint

Gather all information dealing with the complaint.

Fill out the Complaint form, being as specific as possible.

Send the Complaint Form to the Federal Office at the address listed on the form.

Individual School administrators may also file a complaint with MSDE.

### Response from Supervisor of Federal Programs

The Supervisor of Federal Programs will review the completed Complaint Form upon receipt.

The Supervisor will set up an appointment with the originators of the complaint in order to resolve the complaint. This will usually occur within five (5) working days after receipt of the complaint.

### Additional Steps (if required)

If the complaint cannot be resolved by the Supervisor of Federal Programs, a meeting will be set up with the Chief Academic Officer, the Supervisor of Federal Programs and the concerned parties within five (5) working days.

The Chief Academic Officer will work with the Supervisor of Federal Programs to resolve the complaint within five (5) working days.

If the issue is still unresolved, the Supervisor of Federal Programs will contact the Maryland State Department of Education's (MSDE) State Ombudsman for guidance within three (3) working days.

Meetings with the State Ombudsman may be scheduled in order to resolve the complaint within ten (10) working days.

If additional steps beyond the Maryland State Department of Education are required in the resolution of the complaint, these steps will occur in accordance with the federal Every Student Succeeds Act legislation.

### Contact for Complaints

Supervisor of Federal Programs

Allegany County Board of Education  
Phone - 301-759-2046 Fax - 301-759-2422  
Allegany County Public Schools  
108 Washington Street - P. O. Box 1724  
Cumberland, MD 21501-1724  
Equitable Services Complaint Form

<p><b>6. Title I, Part A: Delivery of Services</b></p> <p>An LEA may deliver services in one or more the following ways:</p> <ul style="list-style-type: none"> <li>• Provide services directly to eligible private school students</li> <li>• Enter into a third-party contract to provide services to eligible private school students</li> <li>• Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures.</li> </ul>	<p>Please respond either yes, no, or not applicable below.</p>
	<p>Yes</p>
	<p>No</p>
	<p>NA</p>
<p><b>7. Title II-A ONLY, as applicable:</b></p> <p>Written process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan.</p> <p>ESEA Section 2103(b)(3)(E)</p>	<p style="background-color: #FFD700;">If your LEA does not provide Title II services to private school students, please mark with an "NA"</p> <p>In September, all non-publics are sent the "Non-Public Grant Planning and Consultation Form" via email - <a href="https://drive.google.com/file/d/1IEXkdWMNQfrKMFmRe1XIZ1_64KbGK2Jj/view?usp=sharing">https://drive.google.com/file/d/1IEXkdWMNQfrKMFmRe1XIZ1_64KbGK2Jj/view?usp=sharing</a>. Non-publics are to submit the forms by the beginning of October. All forms are reviewed and comments/questions are made/asked if need be. If non-publics are required to make any changes or additions, they must do so by October 16th. The ACPS Title IIA Grant Manager will offer suggestions and/or provide assistance as needed. As of 10/2/24 all plans and needs assessments have been submitted. Results of the needs assessments are as follows:</p> <p>Allegany Boys Camp</p> <ul style="list-style-type: none"> <li>- Cognitive and behavioral needs: Training on how to create individualized learning and behavior plans</li> <li>- Curriculum support for group therapy: Workshops on social-emotional learning</li> </ul> <p>Beginnings Montessori</p> <ul style="list-style-type: none"> <li>- Behavior support: Training on how to collect and manage behavioral data in order to meet student needs</li> <li>- Support for learners in the area of reading: Attend workshops aligned with the "science of reading"</li> <li>- Meeting the needs of all learners: Strategies to meet diverse needs</li> </ul> <p>Richen Walsh School</p>

Bishop Walsh School

- Support students with reading challenges: Orton-Gillingham training
- Promote effectiveness of educators: High-quality performance evaluation platform

Calvary Christian Academy

- Classroom instruction with differentiated learning environments: Workshops/Training (in-person or virtual)
- Specialized coursework for instructional teachers: Courses that provide resources to address learning needs
- Training for administrators and teachers in how to close learning gaps: Online and in-person conferences

Lighthouse Christian Academy

- Reading enrichment: Montessori Conference and Orton-Gillingham training
- Math enrichment: Workshops/Training
- Classroom management: Book study/in-service training

**8. Title III-A ONLY, as applicable:**  
 Written process for providing equitable services to ELs in nonpublic schools

- What is the grade level or area of services agreed upon?
- How and in what location are services to ELs in nonpublic schools delivered?

*\*Also, indicate in the table below each nonpublic school that is receiving services to ELs.*

If your LEA does not provide Title III services to private school students, please mark with an "NA"

NA

Title I, Part A

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
Beginnings Montessori School	2	\$2,994.15

Bishop Walsh School	8	\$31,438.50
Calvary Christian Academy	6	\$1,497.07
Lighthouse Christian Academy	15	\$26,947.28
<b>Total</b>	<b>31</b>	<b>\$62,877.00</b>

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.

**Title I, Part C**

Provide the names of participating nonpublic schools, the number of nonpublic school students. Add additional rows as needed.

Private School Name	Number of Students	School Allocation
N/A		
<b>Total</b>	<b>0</b>	<b>0</b>

\*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.





Total	762	\$23,867
<p>*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.</p>		

**Title I Part A, A-D  
Teachers & Staff**

**A. Staff Credentials and Certification**

Using the table below, please provide the information regarding Staff Credentials and Certification. Refer to the Grant Information Guide for additional information.

The LEA ensures that all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements. 1112(c)(6)	Please indicate "Yes" or "No" placing an X in the corresponding box.	
	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Applicants must list the percentage and number of teachers and paraprofessionals who have not met licensure and certification requirements for the 2024-2025 school year in Schoolwide and Targeted Assistance programs. This applies to all staff in Schoolwide programs and those providing Title I services in a Targeted Assistance Program.  
1112(c)(6) and 34 CFR 200.58.

Number and Percentage of	Number #	Percent %
Title I teachers not meeting certification requirements	0	0%
Title I paraprofessionals not meeting requirements	0	0%

**Process for Assuring that Teachers in Title I Schools Meet Certification and Licensure Requirements**  
 ACPS coordinates with other ACPS offices regarding the coordination of oversight and administration of Title I. This coordination with certification occurs through a variety of ways: meetings, conversations, emails, phone calls, etc. as appropriate. Multiple dated communications will be documented.

1. Online applications for new teachers are submitted to Human Resources and are processed by the HR Department.
2. HR staff reviews applications to ensure that applicants meet the certification requirements for a teacher under ESSA.
3. HR staff collaborate with the Interview Team to set screening interviews, and interviews are given. The Supervisor of Federal Programs is a member of the Interview Team.
4. The Interview Team sends a list of qualified candidates to principals who hold school-level interviews and choose the teacher. Human Resources and Federal Programs Supervisor ensure that only certified teachers are hired to be placed in Title I schools. In emergency situations, teachers or long-term subs who may not

...in emergency situations, teachers or long-term substitutes who may not be qualified are hired to fill positions. Parents are informed by a letter from the Human Resources Supervisor. Action plans created and implemented by the Human Resources Office, the Title I Office, and the Non-Certified teacher are put in place. HR staff encourage the conditional teacher to take actions needed to become certified in the first year, but they allow up to 2 years.

5. Teacher annual assignment forms list certification information, including the date of expiration. Annual assignment forms are available to employees on the Employee Self Service site.

6. Information regarding the recertification process is posted on the ACPS website. The document, Certification Information for ACPS Certified Personnel, outlines the requirements for certificate renewal, acceptable credit and the process for program and course work approval, and suggestions for developing a Professional Development Plan. The Supervisor of Title II is available to answer questions. Certification requirements are also listed on the ACPS Employee Portal.

7. Human Resources utilizes the Tyler/Munis and MSDE Move It Secure Server HR System to monitor and identify teachers' certification status.

8. The Supervisor of Federal Programs has access to this program and is able to monitor certification status.

9. Human Resources notifies individual employees at least six months to one year prior to the certificate expiration date and provides information and forms to complete regarding the recertification process.

10. Human Resources notifies the principals and supervisors of teachers, including the Supervisor of Federal Programs, who needs to be evaluated during the current school year based upon certificate renewal needs. Supervisors and principals schedule observation times and follow-up conferences with individual teachers.

11. The Finance Department is authorized to deduct the recertification fee from an employee's paycheck and this is noted on the employee's pay stub.

#### **Process for Assuring that All Paraprofessionals Working in Title I Schools Meet Applicable State Qualification Requirements**

ACPS coordinates with other ACPS offices regarding the coordination of oversight and administration of Title I. This coordination with certification occurs through a variety of ways: meetings with the Human Resources Office at least 3 times, beginning, middle, and end of the year, conversations, emails, phone calls, etc. as appropriate. Communication regarding paraprofessionals will occur as the hiring process is required throughout the year.

1. Online applications are submitted to Human Resources and are processed by the HR Department.

If the LEA identified teachers or paraprofessionals that do not meet requirements, provide the process to ensure that all teachers and paraprofessionals meet State certification and licensure requirements.  
1112(c)(6)

	<ol style="list-style-type: none"> <li>2. HR staff reviews applications to ensure that applicants meet the minimum requirements for paraprofessional under ESSA (completed at least two years of study at an institution of higher education, or the equivalent of 48 hours; obtained an associate's (or higher) degree; obtained a passing score on the Praxis ParaPro exam and hold a high school diploma or GED).</li> <li>3. HR staff and supervisors collaborate with the Interview Team to set interviews.</li> <li>4. Interviews are given to qualified candidates.</li> <li>5. Human Resources and Federal Programs Supervisor ensure that only qualified paraprofessionals are hired to be placed in Title I schools.</li> <li>6. Annually, paraprofessionals are required to complete online and in-person professional development for Bloodborne Pathogen Exposure Prevention, Sexual Misconduct: Staff-to-Student and Child Abuse: Mandatory Reporting.</li> </ol>
<p>The LEA assures it has a written process for addressing any disparities that may occur. 1112(b)(2)</p>	<p>Process for Addressing Disparities</p> <ol style="list-style-type: none"> <li>1. MSDE will identify any disparities, at or above 5%, and notify the ACPS Title I Office.</li> <li>2. The Federal Programs Supervisor will collaborate with Human Resources to encourage Ineffective Teachers or Out-of-Field teachers to work towards becoming effective or to become certified in their field. Action plans will be created. Strategies may include a mentoring program or possible certification changes. Changes are subject to the approval of bargaining units and Human Resources as per the negotiated agreements. Strategies to support inexperienced teachers such as New Teacher Academy, one-to-one mentors, and ongoing professional development are provided. Some schools use Title I funds to provide inexperienced teachers with additional planning time, materials, and/or professional development opportunities.</li> </ol>

The LEA ensures to annually notify parents:

1. That they may request information regarding the professional qualifications of their child's teacher and of paraprofessionals who provide instructional services.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet Maryland's certification or licensure requirements at the assigned grade level, a timely notice will be provided to parents.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the of the state academic assessments required under this part.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

1112(e)(1)(A-B)

## B. Schoolwide Programs

Using the table below, please provide the information regarding Schoolwide Programs. Refer to the Grant Information Guide for additional information.

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.																									
<p>Is the LEA consolidating funds for Schoolwide Programs? 1114(a)(1)(A)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="text-align: center; width: 50px; height: 20px;"><input checked="" type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
Yes	No																								
<input type="checkbox"/>	<input checked="" type="checkbox"/>																								
<p>If so, provide the specific programs that are being consolidated. 1114(a)(1)(A)</p>	<p>N/A</p>																								
<p>If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop Schoolwide Programs. 1114(b)(5)</p>	<p>The Supervisor of Federal Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessments are discussed. Other topics include coordinating with state, local, and federal partners such as: the Judy Center, ACPS Outdoor School, ACPS After School Program, ACPS Tutoring Program, West Side's Chinese Immersion Program, Extended School Year and Summer Schools, 4H and Lego Robotics, Evergreen Heritage Center, the University of Maryland Extension, the Western Maryland Railroad, and others. The Supervisor of Federal Programs also completes the Annual Comparability Report.</p> <p>Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.</p> <p>All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding.</p>																								
<p>The LEA ensures it has a current agreement such as a Memorandum of Understanding (MOU) with local Head Start programs, which outlines and coordinates activities between the LEA and Head Start programs for children who will attend the LEA. 1119(a)(b)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="text-align: center; width: 50px; height: 20px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="width: 20px; height: 20px;"><input type="checkbox"/></td> </tr> <tr> <td style="width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="width: 20px; height: 20px;"><input type="checkbox"/></td> </tr> <tr> <td style="width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="width: 50px; height: 20px;"><input type="checkbox"/></td> <td style="width: 20px; height: 20px;"><input type="checkbox"/></td> </tr> </table>	Yes	No					<input checked="" type="checkbox"/>	<input type="checkbox"/>																
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
<p>The LEA ensures that the SY 2024-2025</p>																									

Schoolwide Program Plans includes the following components:

1. A Comprehensive Needs Assessment

Yes No

X

2. Schoolwide program reform strategies

Yes No

X

3. Parent, family, and stakeholder input

Yes No

X

4. As applicable, coordination and integration of federal, state, and local services and programs.

Yes No

X

1114(b)(2-7)

34 CFR 200.26(a)

The LEA ensures that it has a process for making the schoolwide program plan available to the LEA, parents, and the public. 1114(b)(4)

Yes No

X

The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.

1114(b)(7)(A)(iii)(V)

Yes No

X

The LEA ensures it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans.

1114(b)(3)

Yes No

X

The LEA ensures that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies.

1112(b)(12)(A-B)

Yes No

X

**Process for LSS Support to Reduce Overuse of Discipline Practices which Remove Students from the Classroom**  
**ACPS provides the following supports:**

Provide the process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.

1112(b)(11)

1. Implementation of PBIS Program in schools. The Assistant Supervisor of Special Education meets with school teams and administrators to support the implementation of PBIS strategies. Meetings may be held in person or virtually. Electronic sign-ins are acceptable.
2. All elementary schools implement Positive Behavior Intervention and Support (PBIS), restorative practices, and the Tool Box tools program. Some schools also use Second Step which includes lessons on bullying prevention. All students and families have access to a Safe Schools Tip Line.
3. Discipline data is collected through use of the ASPEN System. The Assistant Supervisor of Student Support Services reviews school data on a monthly basis which is shared with the Chief Academic Officer.
4. Special Education Facilitators and Pupil Personnel Workers work with schools to assist high needs students.
5. Each school has a Pupil Services Team which meets weekly to address needs of high risk students.
6. Home visits are made on an as-needed basis to elicit support from families.
7. Professional development is provided to staff as applicable
8. School counselors work with high risk students. Social Emotional Coaches have been placed in 4 of the Concentration of Poverty Schools, John Humbird, George's Creek, South Penn, and Westernport, to provide additional support.
9. There is a grant-funded position of Equity and Student Outreach Coordinator. The Coordinator meets regularly with Central Office Special Education staff as well as school administrators, monitors data, and suggests strategies to meet goals. The Coordinator also attends state briefings and relays the information to appropriate ACPS staff. The Coordinator presents professional development to staff at designated schools.
10. Michael Muempher, Director of MSDE Maryland Mental Health Response Program, provided professional development on Trauma-Informed strategies to all administrators, teachers, and paras. Paras were also provided similar training by Evan West, of the Allegany County Education Association.

### C. Targeted Assistance Programs

Using the table below, please provide the information regarding Targeted Assistance Programs. Refer to the Grant Information Guide for additional information.

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.	
<p>The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. 1115(b)</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>The LEA ensures Targeted Assistance Programs and plans include the following components:</p>		
<p>1. Use resources to help eligible children meet the state's challenging academic standards</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>2. Use methods and instructional strategies to strengthen the academic program of the school</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>4. Provide professional development to school personnel who work with eligible children</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>5. Strategies to increase the involvement of parents of eligible children</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>6. If appropriate and applicable, coordinate with Federal, State, and local programs</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>7. Help provide an accelerated, high-quality curriculum</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

How does the LEA ensure that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?

1115(b)(G)(iii)

The Title I teacher monitors targeted students' progress daily and completes a monthly form indicating whether or not the student is making progress. She works with the Title I specialist to determine ongoing needs and adjusts her schedule and strategies accordingly. She collaborates with the regular classroom teacher to adjust instructional strategies and / or resources to better meet the needs of the student. Quarterly data analysis is done and adjustments are made to revise the program to provide additional assistance to eligible children if necessary. An evaluation of the program using student assessment data is done at the end of the year. The Title I specialist visits the school at least monthly to gather evidence of student progress, monthly activities reports, and evidence of planning with regular classroom teachers. She meets with the teacher to revise plans as needed. (ACPS does not have any Targeted Assistance Schools in 2024-2025.)

## D. Parent and Family Engagement

Using the table below, please provide the information regarding Parent and Family Engagement. Refer to the Grant Information Guide for additional information.

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.				
<p>The LEA ensures that district policy/plans comply with all requirements, including parent outreach, written policy, reservation, annual evaluation, and building capacity. 1116 (a)(e)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px;">X</td> <td style="text-align: center; border: 1px solid black; width: 40px;"></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
<p>The LEA ensures that all Title I Schools comply with all requirements, including the school level parent and family engagement plan, involvement in the review and development of the plan, shared responsibilities for high student academic achievement (Home-School Compact), reservation, and building capacity. 1116(b-e)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px;">X</td> <td style="text-align: center; border: 1px solid black; width: 40px;"></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
<p>The LEA ensures that all Title I Schools, to the extent practicable, provide full opportunities for the participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand. 1116(f)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px;">X</td> <td style="text-align: center; border: 1px solid black; width: 40px;"></td> </tr> </table>	Yes	No	X	
Yes	No				
X					
<p>The LEA and Title I schools will inform parents and organizations of the existence of the Maryland's Statewide Family Engagement Center. 1116 (g)</p>	<table style="margin: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px;">X</td> <td style="text-align: center; border: 1px solid black; width: 40px;"></td> </tr> </table>	Yes	No	X	
Yes	No				
X					

<p>Describe the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)</p>	<p>Process for LEA Monitoring the Implementation of the Parent Family Engagement Plan Requirements and School Parent Compact</p> <ol style="list-style-type: none"> <li>1. The Title I Office provides technical assistance to Title I School administrators. Administrators are given a notebook containing the MSDE School Parent Compact Checklist and MSDE School Level Parent/Family Engagement Plan Checklist as well as a Parent/Family Engagement Activity Checklist.</li> <li>2. School administrators receive, by email, a monthly Title I Calendar of activities with reminders regarding Title I required activities including parent/family engagement for building parent capacity.</li> <li>3. The Family Engagement Coordinators meet monthly in person or virtually with Title I staff to review school activities and requirements for the parent program. The coordinators and Title I staff review school parent compacts in September by utilizing the MSDE School Parent Compact Checklist. Feedback is given to school administrators.</li> <li>4. The Title I Review team for the Title I Components reviews the Parent/Family Engagement Plans for each Title I school utilizing the MSDE School Level Parent and Family Engagement Plan Checklist. Feedback is given to school administrators. This meeting may be held in person or virtually.</li> <li>5. The Title I Specialists work with school administrators on a monthly basis to monitor the implementation of parent activities and fiscal spending and to provide assistance in preparing SANE documentation for parent/family engagement activities for building parental capacity and for gaining parental input including: Title I Annual Meetings, Mid-Year Monitoring Meetings, and Title I Spring Meetings. These meetings provide opportunities for parents to give input on school parent compacts, parent/family engagement plans, and spending of the 1% reservation and may be held in person or virtually.</li> <li>6. Title I Specialists assist Title I schools by providing a Mid-Year Parent Survey, an end-of-the-year Parent Interest Survey and in summarizing and sharing the results of the surveys to improve parent programs. Surveys may be distributed to parents or posted online electronically. Summarized results may be shared during in-person or virtual meetings.</li> <li>7. The Title I Specialists work with each school to develop a summary of the</li> </ol>
<p>Describe how the LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.</p>	<p>The LEA ensures that not less than 90% of the PFE reservation is distributed to schools by distributing 100% of the 1% reservation to the Title I schools and by setting aside additional funds for district-level parent and family engagement activities. Historically, ACPS Title I has determined that the same per pupil allocation for all students in all Title I schools best meets the needs of the parents and students. All Title I schools are considered high-need. This method has been successful.</p>

## Title I Part A, E-J Specific Student Populations

### E. Participation of Children in Nonpublic Schools

This section should be completed in the Equitable Services portion of this application.

### F. Education for Homeless Children

Using the table below, please provide the information regarding the Education of Homeless Children. Refer to the Grant Information Guide for additional information.

<p>Describe how the LEA ensures that Title I funds provide educationally related support services to children and youth experiencing homelessness in coordination with the McKinney-Vento Act. 1112(b)(6) 20 U.S.C. §6312(b)(6)</p>	<p>ACPS does not receive McKinney-Vento subgrant funding. Title I and other funds are set aside to support homeless students. Collaboration meetings with the McKinney-Vento liaso are held at the beginning, middle, end of the year, and as needed more frequently. Collaboration meeting discussions and surveys with the pupil personnel workers are done to identify needs of students. At the meetings, topics include numbers of homeless students, updated student lists, and needs of homeless students and families. Pupil personnel workers and other staff complete shopping forms in Google Forms or on paper forms to communicate needs of students as they arise. Title I specialists do the shopping and deliver the materials to the pupil personnel worker at the school for distribution to the students. The Supervisor of Federal Programs communicates with other offices such as transportation, special education, and food and nutrition by email or phone calls to address needs. Written communication is kept on file.</p>				
<p>The LEA ensures that the amount calculated for the reservation for children and youth experiencing homelessness is based on:</p> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> needs assessment or similar methodology;</li> <li>• <input checked="" type="checkbox"/> per-pupil amount that is reasonable based upon the identified needs;</li> <li>• <input checked="" type="checkbox"/> The involvement of the McKinney-Vento homeless liaison in determining the amount of the reservation and how the reservation ultimately is spent;</li> <li>• <input checked="" type="checkbox"/> How the services provided with the</li> </ul>	<p>Please indicate "Yes" or "No" by placing an X in the corresponding box.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Yes</th> <th style="padding: 5px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				

reservation are coordinated with services provided under the McKinney-Vento Act and other Title I services

- The services that will be provided with the reservation, including services that are not ordinarily provided to other Title I students

Describe the how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA).

1113(c)(3)(A)(i)  
20 U.S.C. §6313(c)(3)

#### Method to Determine the Homeless Reservation Set-aside Including Transportation

1. The funding reservation is reviewed with the McKinney-Vento liaison in August or September in a meeting with the Supervisor of Federal Programs. The meeting is held in person or virtually, and electronic sign-ins are acceptable. The attendees review the previous year's budget and expenditures and discuss changes in homeless data and needs of students experiencing homelessness.
2. An electronic survey is conducted, and ACPS pupil personnel workers complete it to inform the Title I office of the needs of homeless youth and families. The Supervisor of Federal Programs and the Lead Pupil Personnel Worker agree on amounts for materials and for transportation to meet those needs. **\$250.00 per pupil for materials such as clothing, backpacks, and shoes (Example: 1 backpack or duffle bag @\$25.00, 5 pairs of pants @ \$20.00 each = \$100.00, 5 shirts @ \$15.00 each = \$75.00, 1 pair of shoes @ \$25.00, 1 pack of socks @ \$10.00, 1 pack of underwear @15.00, 1 coat @ \$50.00) x 30 students = \$7,500.00 was determined to be reasonable. Additionally, \$500.00 for each middle and high school for feminine hygiene products (10 boxes of tampons for \$20.00 = \$200.00 + 15 boxes of maxi pads for \$20 = \$300.00) for McKinney-Vento students x 7 schools= \$3,500.00. \$2.00 per bus pass x 25 rides x 10 people = \$500.00. This is a total set-aside of \$11,500.00 for McKinney-Vento students.**
3. A follow-up meeting is held if needed in October. The Supervisor of Federal Programs and the McKinney-Vento liaison communicate by email throughout the year. A mid-year meeting is held in January and an analysis is done at the end of the year.
4. It is the practice of the ACPS Transportation Office to maintain homeless students in their school of origin. This is done by placing students on existing bus routes and through the use of special education buses. Funding is available from Special Education or Title I for emergency transportation services as needed. **However, due to the shortage of bus drivers, it was determined by the McKinney-Vento liaison and the Supervisor of Federal Programs that funds should be set aside for transportation this year in the form of bus passes for use of the Allegany County Transit Authority buses. These bus passes would be issued only after every other option has been exhausted. The Allegany County Transit Authority has red, blue, green, purple, yellow, gold, and silver lines with stops in all municipalities**

in Allegany County, with the exception of Mount Savage, Oldtown, and Flintstone. These bus passes would be provided to the parents of and McKinney-Vento students, ages 6-18 years of age (5 and under ride free), so the parent can escort the student to and from the school. Parents of McKinney-Vento students will work with the school pupil personnel workers to plan for use of the passes. The McKinney-Vento liaison and the Federal Programs Supervisor will determine who will purchase passes, how many passes will be purchased, and distribute the passes based on which school the student attends.

Using the table below, please provide the name of the LEA's McKinney-Vento Liaison and any participating shelters. You may add more rows if needed.

Liaison Name	Sandy Arnold		Liaison Title	McKinney-Vento Liaison	
Shelter Name	Address	Shelter Contact	Phone	Email	Population Served
Union Rescue Mission	16 Queen City Pavement	David Siler	301-785-6271	<a href="mailto:dziler@urmcumberland.org">dziler@urmcumberland.org</a>	Cumberland and Greater Area
Family Crisis Resource Center	146 Bedford Street, #1	Rhonda Pick	301-759-9244	<a href="mailto:rhonda@familycrisisresourcecenter.com">rhonda@familycrisisresourcecenter.com</a>	Families experiencing domestic abuse
Downtown YMCA	205 Baltimore Avenue	Ryan Davis	301-724-5445	<a href="mailto:ryan@cumberlandymca.org">ryan@cumberlandymca.org</a>	Cumberland and Greater Area

## G. Support for Foster Care Students

Using the table below, please provide the information regarding the Support for Foster Care Students. Refer to the Grant Information Guide for additional information.

The LEA ensures it has a written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among other stakeholders (including Title I Coordinator), describing how they will coordinate and collaborate to provide educational stability for foster care students, including:

- immediate enrollment and records transfer;
- best interest decisions; and
- prioritizing maintaining students in their schools of origin

1111(g)(1)(E)

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The LEA ensures its written agreement for transportation includes one of the following provisions for how transportation to the school of origin will be provided, arranged, and funded (**Select one**):

- the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation
- the local educational agency agrees to pay for the cost of such transportation
- the local educational agency and the local child welfare agency agree to share the cost of such transportation

1112(c)(5)(B)(i-ii)

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

## H. English Learners

Using the table below, please provide the information regarding English Learners. Refer to the Grant Information Guide for additional information.

<p>Describe the written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.</p> <p>1112(e)(3)(A-B)</p>	<p><b>Title I Written Process for the Coordinated Effort to Inform Parents about the ESOL Program Placement, including the ESOL Placement Timeline</b></p> <p>August - June - At time of Student Registration which may occur throughout the school year, students are identified as having a potential need for ESOL services. The Multilingual Specialist is notified.</p> <p>July-September, January- The Title I Office requests information from the Multilingual Specialist regarding the identification of ML students in Title I schools.</p> <p>October- The Title I Office and the ML Specialist meet or correspond to review student lists, documentation such as the signed parent notification letters, and needs of parents of ML students and parents/families are topics.</p> <p>August or following student registration throughout the school year- English Language Proficiency screening is administered by the ML Specialist within the first 30 days of school or within 30 days of enrollment.</p> <p>September and continuing- As testing occurs following registration of student into ACPS schools, the ML Specialist sends the screening results by mail the day of or the day after the assessment. If the assessment is done by phone, the ML Specialist calls the parent to notify them of services the same day.</p> <p>September and throughout the school year- as registration occurs after parent are notified- Students are assigned a ML tutor (who are certified teachers working on an hourly basis) who arranges a scheduled time with the classroom teacher. Tutors will meet with students in person or on Schoology.</p>
<p>The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education</p>	<p>Yes</p>
<p>The LEA ensures it has a report card that is concise, presented in an understandable and uniform format, accessible to the public, and to the extent practicable, in a language that parents can understand.</p> <p>1112(e)(4)</p>	<p>Yes</p>



## Title I Part A: Fiscal Assurances

### J. Fiscal Assurances (Part One)

Using the table below, please provide the information regarding Financial Guidance. Refer to the Grant Information Guide for additional information.

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.		
	Yes	No
<p>The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions. 2 CFR 200.400</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Example methodologies for equitable distribution of non-federal funds (Select one):</b>		
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input type="checkbox"/>	<p>Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)</p>
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input type="checkbox"/>	<p>Distribution of non-Federal resources based on staffing and supplies</p>
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input checked="" type="checkbox"/>	<p>The LEA has developed its own methodology that demonstrates the distribution of state and local funds are neutral of a school's Title I status.</p>
<b>N/A - The district is not required to develop a methodology for supplement, not supplant because it has: (select item that applies)</b>		
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input type="checkbox"/>	<p>One school;</p>
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input type="checkbox"/>	<p>Only Title I schools; or</p>
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<input type="checkbox"/>	<p>A grade span that contains: a single school, only non-Title I schools, or only Title I schools (i.e., no methodology is required for this grade span)</p>

<p>The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.</p>	<table border="1"> <thead> <tr> <th data-bbox="731 193 867 229">Yes</th> <th data-bbox="867 193 1032 229">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="731 229 867 272">X</td> <td data-bbox="867 229 1032 272"></td> </tr> </tbody> </table>	Yes	No	X	
Yes	No				
X					
<p>The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.</p>	<table border="1"> <thead> <tr> <th data-bbox="731 619 867 655">Yes</th> <th data-bbox="867 619 1032 655">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="731 655 867 697">X</td> <td data-bbox="867 655 1032 697"></td> </tr> </tbody> </table>	Yes	No	X	
Yes	No				
X					
<p>The LEA ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners. 1010 (f)</p>	<table border="1"> <thead> <tr> <th data-bbox="731 874 867 910">Yes</th> <th data-bbox="867 874 1032 910">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="731 910 867 953">X</td> <td data-bbox="867 910 1032 953"></td> </tr> </tbody> </table>	Yes	No	X	
Yes	No				
X					
<p>Audits:</p>					

[Shortcut to Application Index](#)

[Shortcut to Instructions](#)

[Shortcut to Budget Narratives Index](#)

## Title I, Part A: Progress Monitoring

The LEA must provide a table(s) that clearly demonstrates their analysis of District-Level area(s) of academic growth measures, which must include the following criteria for Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and districtwide Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) activities (Table 7-9.2/7-9.4).

### Area of Growth for Title I, Part A Needs assessment driven for Reading/English Language Arts

Does the LEA have any districtwide initiatives, focused on Reading/English Language Arts?

Please indicate "Yes" or "No" by placing an X in the corresponding box.

Yes      No

Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable)  1111(d)(1)(B)	What Level of Evidence is this strategy?  8101(21)(A)
Additional Materials of Instruction to improve classroom learning environments for social and emotional learning, language and literacy, mathematics, science, and centers	50% or 121 of 242 pre-k4 students in Title I schools will score at or above benchmark in 2 of the 4 measures (Alphabet Knowledge, Vocabulary and Oral Language,	The PELI (Preschool Early Literacy Indicators) assessment, 3 times during the year (beginning, middle, and end).	Title I, Part A @ \$76,952.40	This strategy supports students in Title I schools by providing materials of instruction for differentiation to increase student	High quality learning environment, Level 4

<p>and centers opportunities such as games, libraries, kits, math manipulatives, etc. for 12 pre-k4 classrooms of the 9 Title I schools to by providing differentiated learning materials to support core learning programs to increase student academic achievement. (ACPS does not provide these materials.)</p>	<p>Comprehension, and Phonological Awareness) by the end of the year.</p>			<p>achievement and better prepare students for kindergarten.</p>	

Area of Growth for Title I, Part A Needs assessment driven for Mathematics									
Does the LEA have any districtwide initiatives, focused on Mathematics?		Please indicate "Yes" or "No" by placing an X in the corresponding box.							
		<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>				Yes	No	X	
Yes	No								
X									
Districtwide, Evidence-Based Mathematics Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable)  1111(d)(1)(B)	What Level of Evidence is this strategy?  8101(21)(A)				
Additional Materials of	50% or 121 of 242 pre-k4	ACPS County	Title I, Part A	This strategy supports	High quality				

<p>Instruction to improve classroom learning environments for social and emotional learning, language and literacy, mathematics, science, and centers opportunities such as games, libraries, kits, math manipulatives, etc. for 12 pre-k4 classrooms of the 9 Title I schools by providing differentiated learning materials to support core learning programs to increase student academic achievement. (ACPS does not provide these materials.)</p>	<p>students in Title I schools will score at or above benchmark by the end of the year.</p>	<p>Benchmarks, 3 times annually (beginning, middle, and end of the year)</p>	<p>@ \$76,952.40</p>	<p>students in Title I schools by improving classroom learning environments by providing materials of instruction for differentiation to increase student achievement and better prepare students for kindergarten.</p>	<p>learning environment, Level 4</p>

Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success

Does the LEA have any districtwide initiatives, focused on School Quality and Success?	Please indicate "Yes" or "No" by placing an X in the corresponding box.	
	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Districtwide, Evidence-Based School Quality and Student Success Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable)  1111(d)(1)(B)	What Level of Evidence is this strategy?  8101(21)(A)
Registrations for each of 20 teachers from the Title I schools to attend the in-person Frostburg State University Children's Literature Conference to gain strategies for using books by diverse authors to increase student academic achievement. (ACPS does not provide this.)	20 teachers will attend the conference and will implement 1 strategy gained at the conference.	End-of-the-year surveys will be given to attendees to determine whether or not the strategy was implemented and whether or not it was successful.	Title I, Part A @ \$50.00 x 20 teachers = \$1,000.00.	It is important for staff at Title I schools to attend conferences to gain information on the most current and best practices in literacy for their students to provide opportunities above and beyond what is being provided at non Title I schools.	Staff Professional Development, Level 4
Additional subscriptions, such as Cricut Access and Canva, and materials of instruction for	Poster printers, Cricut Access, and/or Canva will be used at least bi-weekly by school staff at the 9 Title I schools to create	Monthly meeting SANE will include Progress Monitoring as a topic, and data will be collected.	Title I, Part A @ Cricut Access @ \$479.52 + Canva @	This strategy supports ongoing efforts with Title I funding to provide differentiated materials using poster	Use of Visual Aids, Level 4

<p>poster makers, such as print heads, ink cartridges, and rolls of paper, for each of the 9 Title I schools to create visual aids, posters, and materials for differentiation to increase student academic achievement.</p>	<p>materials of instruction for differentiation.</p>	<p>Indicators: Did you use the poster printer bi-weekly? Did you use the Cricut Access bi-weekly? Did you use it</p>	<p>\$480.00 + Print Heads @ \$5,760.00 + Ink Cartridges @ \$5,976.00 + Rolls of Paper @ \$754.76 = \$13,450.28.</p>	<p>maker printers that were purchased with Title I funds in FY22 in order to increase student academic achievement.</p>	

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement

Does the LEA have any districtwide initiatives, focused on Parent and Family Engagement Activities?

Districtwide, Evidence-Based Parent and Family Engagement Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable)  1111(d)(1)(B)	What Level of Evidence is this strategy?  8101(21)(A)
"An Attitude of Gratitude" PFE capacity building session- 2 Title I school support specialists will virtually present information to parents on strategies for reading, writing, speaking, listening, and math and materials such as journals, pens and pencils, books, math games, snacks, and bags to increase student academic achievement by helping students at home.	0 parents have been trained. Goal: 100 parents will be trained. 100 parents will complete evaluations indicating that goals were met.	Sign in sheets and parent evaluations following the session on November 20, 2024.	Title I, Part A @ Journals and fun pens and pencils @ \$10.00 x 175 families = \$1,750.00 + books @ \$10.00 x 175 families = \$1,750.00 + Refreshments @ \$0.53 x 175 families = \$92.70 + bags @ \$0.74 each x 175 families = \$139.98. Total: \$5,482.68.	There is a need to build parental capacity and increase parent and family participation.	Parent Capacity Building, Level 4

<p>"Lucky Learning" PFE capacity building session- 2 Title I school support specialists will virtually present information to parents for strategies on assisting students at home with reading and math and materials such as learning packets and refreshments will be provided to increase student academic achievement.</p>	<p>0 parents have been trained. Goal: 40 parents will be trained. 40 parents will complete evaluations indicating goals were met.</p>	<p>Sign in sheets and parent evaluations following the session on March 13, 2025.</p>	<p>Title I, Part A @ Learning packets @ \$20 each x 100 parents = \$2,000.00 + Refreshments @ \$5.00 x 100 families = \$500.00 + 100 bags @ \$1 = \$100.00. Total: \$2,600.00.</p>	<p>There is a need to build parental capacity and increase parent and family participation.</p>	<p>Parent Capacity Building, Level 4</p>
<p>"Getting Ready for Kindergarten" PFE capacity building conferences- Title I school kindergarten teachers will meet with parents of prek-4 students at conferences to present information on strategies for assisting students at home with getting ready for kindergarten materials such as self regulation literacy books, work books, informational cards and brochures, math manipulatives, journals, scissors, pencils, crayons and</p>	<p>0 parents have been trained. Goal: 40 parents will be trained. 40 parents will complete evaluations indicating goals were met.</p>	<p>Sign in sheets and parent evaluations following the conferences in May 2025.</p>	<p>Title I, Part A @ 100 families x \$15.05 for self regulation literacy books = \$1,505.00 + 100 families x \$4.95 for "Welcome to Kindergarten" bag with workbook, informational cards, and brochures = \$495.00 + 100 families x \$10.00 for math manipulatives = \$1,000.00 +</p>	<p>There is a need to build parental capacity and increase parent and family participation.</p>	<p>Parent Capacity Building, Level 4</p>

<p>papers, crayons, and glue sticks will be provided to increase student academic achievement.</p>			<p>– \$1,000.00 + 100 families x \$10.00 for school supplies = \$1,000.00 + bags @ \$100.00. Total \$4,100.00.</p>		
<p>Additional Web-based Subscription- Canva Online Annual Subscription for Title I district office staff to have access to templates and designs to create key Title I documents for parent and family engagement such as newsletters, invitations, fliers, and presentations to increase parent and family participation in district level events.</p>	<p>See goals above for 3 district events.</p>	<p>RSVPs from district level events will be counted and the number of participants in events will be counted.</p>	<p>Title I, Part A @ \$300.00 for annual subscription</p>	<p>There is a need to build parental capacity and increase parent and family participation.</p>	<p>Parent Capacity Building, Level 4</p>
<p>Language Translator Devices will be provided to each of the 9 Title I schools and Contracted translation and/or interpretation services will be provided to parents as requested</p>	<p>No devices have been used to better communicate with parents who speak English as a second language during capacity building sessions and/or decision making meetings. Goal: The devices will be</p>	<p>Logs will be maintained by family engagement coordinators at the schools, and the logs will be collected quarterly to monitor use. A summary of use will be done at the end</p>	<p>Title I, Part A @ \$1 device @ \$84.99 x 9 Title I schools = \$764.91 + documentation translation @ \$0.30 / translated</p>	<p>There is an increased number of multilingual learners in Title I schools; therefore, there is an increased number of parents speaking English as a second language. There is a need for</p>	<p>Improved Effective Outreach to Parents who speak English as a second language, Level 4</p>

<p>for capacity building events and decision making meetings for parents who speak English as a second language to increase participation of these parents.</p>	<p>used 10 times districtwide. 2 key documents will be translated in 3 languages. Interpreters will be hired for 2 meetings.</p>	<p>of the school year.</p>	<p>word (\$50.00 minimum) x 10,000 words = \$3,000.00.</p>	<p>increased effective participation with these parents.</p>	
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## School Improvement Assurances

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.																				
<p>The LEA makes the following assurances for its use of SY 2024-2025 School Improvement funds:</p> <p>1. Each school receiving school improvement funds will receive all of the State and local funds it would have otherwise received.</p> <p>2. Each school receiving funds has completed a Comprehensive Needs Assessment.</p> <p>3. Each school receiving funds has an approved school improvement plan developed in partnership with stakeholders. (ATSI must be LEA approved; CSI must be MSDE approved).</p> <p>4. Funds will be used only for evidence-based practices, in accordance with the approved school improvement plans.</p> <p>5. Funds will be used only for programs and activities for CSI and ATSI schools. 1003(e)(2); 1111(d)(1)(B); 1111(d)(2)(C)</p>	<table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<p>The LEA ensures that it has a documented process for the approval of school improvement plans that are informed by all indicators on the state report card. 1111(d)(1)(B); 1111(d)(2)(C)</p>	<table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>																
Yes	No																				
<input checked="" type="checkbox"/>	<input type="checkbox"/>																				
<p>The LEA assures that no more than 30% of funds will be reserved for district-managed initiatives. 1003(e)</p>	<table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>																
Yes	No																				
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<p>The LEA assures that it has written processes for developing, implementing and monitoring school improvement plans.</p>	<table style="margin: 10px auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>																
Yes	No																				
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school improvement plans.

1003(e)(1)







## LEA Requirements

### Local Educational Agency (LEA) Requirements (ESSA 1003(e)(1) and 1111(d))

In the text boxes below, describe the components of the LEA's process for how it will carry out its responsibilities under Section 1112(b)(1)(3) for Section 1111(d)(1) - Title I Comprehensive Support and Improvement (CSI) schools and Section 1111(d)(2) - Additional Targeted Support and Improvement schools.

1. Describe how the LEA will support its identified schools to develop and implement support and improvement plans.

In consultation with The New Teacher Project (TNTP), the district school improvement team will work with all ATSI schools to develop a comprehensive needs assessment and gather evidence. The evidence will be analyzed in order to determine contributing factors and root causes. An action plan will be written for each ATSI school in order to fully address all areas of need. Each plan will be implemented during the 24/25 school year. The LEA will provide support through the use of pupil personnel workers, mental health specialists, school counselors, content specialists, school psychologists, special education facilitators, special education teachers, the McKinney Vento liason, and Title I support specialists (Title I Schools) to ensure the successful implementation of the plan. The supervisor of assessments and accountability will support each school by providing technical support in analyzing assessment reports, such as the MCAP evidence statement analyses, student roster reports, and individual student reports in order to create strategies and prioritize next steps. Each school will evaluate the plan periodically to

2. Provide a description of how the LEA monitors the plans for its identified schools. Please include the method and timeline for the process the LEA uses.

The Chief Academic Officer, the Supervisor of Assessments and Accountability, and the Supervisor of Federal Programs will monitor each school's plan by meeting individually with school leadership at each ATSI school. District monitoring will be done virtually during the month of November and at the conclusion of the school year. Each ATSI school will monitor its plan bi-monthly in order to measure progress.

3. A.) For any school in improvement status, please provide a description of the additional monitoring supports the school(s) receive for implementation of the school improvement plan.

B.) Describe the action the LEA will take if the improvement plan is unsuccessful after a number of years as determined by the LEA (for example: after 2 years of implementation).

A. The district will meet in November 2024 and at the conclusion of the 24/25 school year with each ATSI school to monitor the implementation of the plan. Attendance data, along with MCAP student performance data and benchmark data from all curricular areas will be analyzed throughout the year. Specialists will meet monthly with school leadership in order to assist with data analysis and provide technical support with implementing the ATSI action plan for each ATSI school.

B. For any action plan that is proven to be unsuccessful by the conclusion of the 24/25 school year, the district will meet with school leadership and determine what changes must be made to the plan. The action plan will be revised with the additional

school leadership and determine what changes must be made to the plan. The action plan will be revised with additional strategies for implementation for the 25/26 school year.

4. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.

The LEA uses a process to recruit, screen, select, and evaluate external partners with whom the LEA partners for grant purposes.

This includes a description of any partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the grant's parameters. The LEA will review how funds will be used for grant activities and will evaluate the strength and cohesion of those activities for the program's objectives and intended outcomes. The LEA periodically reviews the effectiveness of the partnership with external partners based on the objectives and stated outcomes.

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

A comprehensive review of all ATSI action plans will be conducted to ensure the proposed activities/expenditures are aligned with the identified outcomes. The Supervisor of Federal Programs will collaborate with the Chief Finance Officer in order to ensure funds from all sources are aligned to the outcomes identified in the action plans. All expenditures will be subject to prior approval by the Supervisor of Federal Programs and the Chief Finance Officer.

6. Describe how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plan(s), as appropriate.

The LEA will consider professional learning needs and training that may need to occur during the regular instructional day, modifying its practice to schedule professional learning and applicable training outside of instructional hours with students. The LEA will utilize collaborative teacher models to provide support to new and developing teachers to support school improvement initiatives. The LEA is working toward offering opportunities for high-level tutoring practices within the school day, as well as a robust after-school tutoring program to support achievement and growth.

## School Allocations

Title I, Part A School Improvement grant funds must be allocated to schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

These funds shall be tied to a School Improvement Plan. When considering potential activities to fund with this grant, please review the school's Improvement Plan including the Goals, Strategies and Action Steps.

If an LEA is choosing to not allocate funds to a CSI and/or a ATSI school in the school allocation ranking table below, please explain the justification for doing so.

N/A

If an LEA is reserving funds from the School Improvement grant for district-managed initiatives\* or district staff to support multiple schools, enter this information as well as the total amount being reserved for this purpose. (May not exceed 30% of LEA allocation). \*District-managed initiatives across multiple schools must be progress monitored.

N/A

Complete the information below for all schools identified for school improvement. Use the drop-down to select the school status and the overarching strategy/ies. A minimum of one and maximum of three strategies must be selected.

NOTE: Please submit the approved improvement plans for all CSI and ATSI schools receiving an allocation of school improvement funds.

School ID #	School Name	Grade Span	School Status	School Allocation Amount	Overarching Strategy 1	Overarching Strategy 2	Overarching Strategy 3
12801	Beall Elementary School	Pk - 5	ATSI	\$ 12,184	Professional Capital – High Quality Professio		

10701	Cresaptown Elementary School	Pk - 5	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		
10402	John Humbird Elementary School	Pk - 5	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		
10603	West Side Elementary School	Pk - 5	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		
10504	Braddock Middle School	Gr. 6 - 8	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		
10406	Washington Middle School	Gr. 6 - 8	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		
10802	Westmar Middle School	Gr. 6 - 8	ATSI	\$ 12,184	Professional Capital – High Quality Professional Development		



## Title I, Part C

### Participant Information

In the table below, please provide a numeric list of all eligible migratory children enrolled in Title I, Part C programs in the geographic region for the performance period 9/1/2023 to 8/31/2024. Refer to the Grant Information Guide for further guidance.

Migrant Students	P0 - P2	P3 - P5	K - 5	6 - 8	9 - 12	Out of School Youth	Total
Served Summer							0
Reside Summer (Unduplicated)							0
Served Regular School Year							0
Reside Regular School Year (Unduplicated)							0
<b>Grand Total</b>							<b>0</b>

Migrant Student Groups & Priority for Services (PFS)	Regular School Year	Summer (unduplicated)	Total
Qualifying move within previous 1 year			0
Most at risk of failing			0
Dropped out of school			0
Students with Disabilities (IDEA)			0
Active English Learners			0
<b>Grand Total</b>			<b>0</b>

Goals and Measurable Outcomes

Goal Area 1: School Readiness

Target Population	Goal Statement	Outcome Statement(s)	Timeline

Goal Area 2: Reading achievement

Target Population	Goal Statement	Outcome Statement(s)	Timeline

Goal Area 3: Math achievement

Target Population	Goal Statement	Outcome Statement(s)	Timeline

**Goal Area 4: High School Graduation/ Out of School Youth (OSY)**

Target Population	Goal Statement	Outcome Statement(s)	Timeline

**Other Goal Areas**

Target Population	Goal Statement	Outcome Statement(s)	Timeline

**Service Delivery Plan**

Provide a detailed description of all Migrant Education Program (MEP) services provided, using Title I, Part C funds. Include the process that will be used to select children for MEP services, after consideration of eligibility for other programs (e.g. IDEA, Title III, 21st CCLC, State and local programs, etc.) and to utilize Priority for Service (PFS) criteria in service selection. Refer to the Grant Information Guide under Participant Information for further guidance.

Provide a written process for uploading to the Maryland MEP MIS2000 database assessment and course history data for MEP Students (within 30 days of the end of term) to include: State Assessment – Mathematics, and State Assessment – Reading/ Language Arts scores & Course history data for eligible migratory students.

Provide a written process to collect end-of-term data and to reconcile end-of-term data for new MEP students who have recently joined the MEP Program.

Provide a clear discussion of the partners, respective roles in the MEP project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented.

Discuss all training that will be conducted as a part of this program using the table included in the application. This includes not only the topic each proposed training will address, but expected outcomes, the methods being used in the training, the intended audience, evaluation plans, and any data sources that inform the reason behind the training. This information should be listed in the table provided below as part of the application.

Training Topic	Expected Outcomes	Method	Intended Audience	Evaluation Plan	Data Source

Provide a written process for how the LEA will evaluate MEP recruiters including timelines, and schedules for recruiter evaluation.



Partnership and Service Coordination

Provide a list of organizations or partners that have cooperative agreements and/or provide services to the MEP using the table provided below in the application.

Agency Name	Point of Contact Name and Phone Number	Services provided

Provide a clear discussion of the partners, respective roles in the MEP project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources not already identified in the chart above). It is essential that partner commitments be documented.

[Empty text area for partner discussion]

Describe how the agency will direct, support, and monitor MEP identification and recruitment efforts throughout the region covered by this funding application.

[Empty text area for agency description]

Provide a written process for how the LEA will ensure that MEP Coordinators check each completed COE to ensure that the written documentation is sufficient and that, based on the approved COE, the child(ren) may be enrolled in the MEP after approval by the SEA.

## Title I, Part D Subpart 2 Narratives

Goals and Measurable Outcomes. Additional requirements for this section are required. Refer to the Grant Information Guide for those requirements.

### Goal Area 1: Improvement in reading achievement

Target Population	Goal Statement	Outcome Objective	Timeline

### Goal Area 2: Improvement in math achievement

Target Population	Goal Statement	Outcome Objective	Timeline

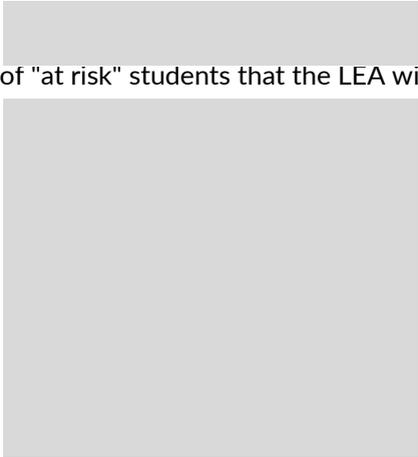
### Goal Area 3: Increased student outcomes through transition planning to successfully support students after exit

Target Population	Goal Statement	Outcome Objective	Timeline


**At-Risk Students**

The LEA will serve at-risk students \_\_\_\_yes \_\_\_\_no  
 If yes, see the Grant Information Guide for additional requirements, and check the categories of "at risk" students that the LEA wi

- at-risk of academic failure
- has a drug or alcohol problem
- is pregnant or is a parent
- has previously come into contact with the juvenile justice system
- is at least one year behind the expected grade level for the age of the individual
- is a migrant or an immigrant
- is multilingual
- is a gang member
- has previously dropped out of school



Plan of Operation

Section 1423(3-13)

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. (Sec.1423 (3))

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; (Sec. 1423 (4))

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and as appropriate, other at-risk children and youth expected to be served by the program.

[Large empty gray box for describing characteristics]

If appropriate, provide an estimated number of children and youth to be served according to each characteristic. Also included are the number of individuals expected to return to the local school system. (Sec. 1423 (5))

Characteristic	Estimated Number of Individuals Served	Estimated Number Returning to the local school system

Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Describe how schools of the will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk, children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility. (Sec. 1423 (6))

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students; (Sec. 1423 (7))

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; (Sec. 1423 (8))

Describe how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth; (Sec.1423 (9))

Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Sec. 1423 (10))

Describe how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))

Describe the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Sec. 1423 (12))

Describe the steps the schools/LEA will take to find alternative placements for children and youth interested in continuing their education, but unable to participate in the regular public-school program. (Sec. 1423 (13))

[Empty response area]

Provide a chart, summarizing the last three years, which details the progress the LEA is making in dropout prevention. (Sec. 1426)

Dropout % per year	School Year 2021-2022	School Year 2022-2023	School Year 2023-2024
Male			
Female			
Non-binary			

Provide the number of students to be served during the period of the grant. The "period" is described as the school year or period of funding from July 1 to September 30 the following year. (Sec. 1412 - Eligibility)

[Empty response area]



## Title II, Part A, Section 1

Please answer all questions related to the Title II, Part A, Section 1. Refer to the Grant Information Guide for additional information.

### Priority Areas

To ensure that every student has access to highly-qualified teachers, LEAs must work to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. Based on the review of equitable access data, which equity gaps are current priorities for your LEA? List up to 5 priority areas and cite specific data points and how you intend to address each priority area. Links to charts and/or graphs may be included.

### Priority Area 1

ACPS currently has 120 probationary teachers across 22 schools. Of these schools, nine are designated as Title I. Although Title I schools represent only 41% of the total, they account for 50.83% of the probationary teachers.

To ensure that economically disadvantaged students have continued access to effective educators, the New Teacher Induction Program will provide funding for 1:1 mentoring for all probationary teachers (those with less than three years of experience). Mentors will be tasked with administering a needs assessment, reviewing monthly reflections from their mentees, supporting them in completing two required activities per month (e.g., observing experienced teachers), and discussing key topics such as classroom management, lesson planning, SLO development, and teacher certification requirements. In addition, all new educators will be required to complete the "Ruby Payne - A Framework for Understanding" on-demand workshop.

The effectiveness of this program in preparing and retaining highly effective educators will be evaluated through teacher observations, walkthroughs, evaluations, and the results of the New Teacher Academy End-of-Year Survey.

The Spring 2024 ELA and Math MCAP data - <https://docs.google.com/document/d/1Kee8Re8HalwsGCCuhf1z1gEe2f5-sg4SrhTN9rYoyyE/edit?usp=sharing> - showed a learning gap among the following subgroups:

- Special Education
- Economically Disadvantaged

	<p>Priority Area 2</p>	<ul style="list-style-type: none"> <li>- Black</li> <li>- Two or More Races</li> </ul> <p>For example, for the Grade 6 ELA MCAP, 47.0% of all students were considered "Proficient," whereas 90% of students with disabilities were not proficient. In addition, for the Grade 8 ELA MCAP, 53.8% of all students were "Proficient," yet only 13.3% of Black students and 14.8% of students with disabilities achieved proficiency..</p> <p>In order to close this gap, three Teacher-Mentor Specialists will continue to be funded via Title IIA and Title IV (Math Coach) so that they may continue to provide data analysis and coaching to ELA and Mathematics teachers in their respective schools (schools include some of the identified TSI schools, schools with a large economically disadvantaged population, and/or schools that serve as feeder schools to identified TSI schools). MCAP scores and local diagnostic data will determine if learning gaps in these areas and among these subgroups are being addressed/are shrinking.</p>
	<p>Priority Area 3</p>	<p>N/A</p>
	<p>Priority Area 4</p>	<p>N/A</p>
	<p>Priority Area 5</p>	<p>N/A</p>

<p><b>Programmatic Goals and Outcomes</b></p> <p>List the <b>programmatic</b> goals and outcomes of the LEA Title II, Part A program. The goals and outcomes should be aligned to the priority areas identified by the needs assessment. They should also align to the overarching purpose of Title II, Part A (See the GIG for more information on <b>programmatic</b> goals and outcomes.)</p>	<p><b>Goal 1:</b></p> <p>Implement a comprehensive system of support for new teachers to ACPS.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- 100% of new teachers will participate in New Teacher Orientation in August 2024.</li> <li>- 100% of mentors will meet with their assigned mentees at least once per month.</li> <li>- 100% of Teacher-Mentor Specialists will provide coaching, training, and/or support to 100% of mentors at least once per quarter.</li> <li>- The ACPS retention rate will remain above 90%.</li> <li>- The end of year survey will show that 100% of new teachers feel supported.</li> <li>- 100% of new teachers will be equipped with the knowledge, tools, skills, and resources required for effective instruction.</li> </ul> <p><b>Goal 2:</b></p> <p>Increase the percentage of middle school students that are considered “Advanced” or “Proficient” on the ELA and Math MCAP by at least 5%.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- 100% of Title IIA ELA Coaches/Title IV Math Coach will continue to help teachers provide an additional 20 minutes of daily ELA and Math instruction/remediation (50% increase from previous years).</li> <li>- 100% of Title IIA ELA Coaches/Title IV Math Coach will assist teachers in administering quarterly diagnostic tests (i.e. i-Ready) and will review quarterly diagnostic data to determine growth.</li> <li>- 100% of Title IIA ELA Coaches/Title IV Math Coach will help in the facilitation/implementation of the district-wide K-12 Literacy and Math Plans.</li> <li>- 100% of ELA and Math teachers will be equipped with the knowledge, tools, and resources required for effective instruction.</li> </ul>
<p><b>Plan of Operation</b></p> <p><b>CSI and ATSI Schools</b></p> <p>Please provide a description of how the local education agency will prioritize funds to schools served by the agency that <b>are at risk, including schools that are</b> implementing comprehensive support and improvement (CSI) activities and additional targeted support</p>	<p>Allegany County currently has five Non-Title I TSI Schools. The five schools and their targeted area(s) include the following:</p> <p>Beall Elementary - Special Education</p> <p>Braddock Middle School – Special Education</p> <p>Cresaptown Elementary – Special Education</p>

and improvement (ATSI) activities.

Fort Hill High School - Black or African American, Economically Disadvantaged, and Two or more races

Washington Middle School – Special Education and Black

While all schools/students will benefit from the following activities, the activities were developed based on the needs of the identified TSI schools.

Title II-A funds will be made available to lead improvement in the following areas: equity, disproportionality, implicit bias, restorative practices, and growth mindset.

- Three Teacher-Mentor Specialists will be funded via Title IIA and Title IV to provide data analysis and coaching in ELA and Mathematics to ELA and Mathematics teachers in their respective schools (schools include some of the identified TSI schools and/or schools that serve as feeder schools to identified TSI schools). Additionally, the Teacher-Mentor Specialists will coach teachers serving as mentors to non-tenured teachers throughout the school year (all of the TSI schools have one or more non-tenured teachers). ELA and Math MCAP scores, in addition to local diagnostic data, will be analyzed to determine student achievement in these areas.

- Teacher-Mentors will be granted a stipend funded via Title IIA. The Teacher-Mentors will be assigned to a non-tenured teacher in their respective schools to provide guidance, feedback on reflections and activities, and support throughout the school year (all of the TSI schools have at least one non-tenured teacher). Evaluation surveys will be distributed and retention data will be reviewed to determine the overall quality and effectiveness of this program.

- Administrators and teachers will be provided books and other professional learning resources/materials, as needed. Requests for materials made by those in a TSI school will be given priority. Evaluation surveys will be required of any school-based PD in which requested materials were used (i.e. book study).

## Plan of Operation

### Consultation with Stakeholders

Please provide a description of how the local education agency consults meaningfully with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II, Part A. **The LEA must include all groups mentioned in statute in their description. The LEA should be able to provide evidence of consultation if requested by MSDE.**

ACPS consults with teachers, principals, and other school leaders through online surveys (i.e. New Teacher Academy Evaluation Survey). Surveys are administered based on the needs of the system, and results are analyzed by administrators, content supervisors, and the Chief Academic Officer.

ACPS holds regularly scheduled meetings with teachers, principals, and other school leaders. Such meetings include the following:

Weekly Supervisor Meetings and monthly Combined Council Meetings (supervisors and administrators)

- Facilitated by the Chief Academic Officer

- Updates are provided, concerns are shared, and ideas and possible solutions are discussed.

Monthly "Teacher-Roundtable" Meetings

- Composed of a teacher representative from each school, the Superintendent, and the Chief Academic Officer

- Guidance is provided for identified teacher needs and concerns

School Improvement Plan Meetings

- Composed of central office staff, teachers, administrators, parents, and community members

- Data is analyzed, areas in need of improvement are identified, and strategies are recommended

- Common areas of need among the schools may be addressed with Title IIA funding

Principal and Supervisor PD Sessions

- Approximately 8 PD sessions for all staff (teachers, paraprofessionals, specialized instructional support personnel, etc.) held throughout the school year.

- Instructional and social-emotional needs are identified and addressed.

- Surveys may be administered.

Blueprint Pillar Meetings and Advisory Groups

- Various teams composed of LEA staff (administrators, supervisors [i.e. LEA Equity Point of Contact, Supervisor of Special Education - oversees paraprofessionals and specialized instructional support personnel] and teachers), Institutes of Higher Education (IHE) staff, Union Representatives, parents, community members, etc.

- Members work collaboratively to address the expectations and challenges of

Maryland's Blueprint.

ACPS consults with community groups. Examples of these groups include the following:

The Allegany County Chamber of Commerce Education Committee

- Meets once a month, and includes representatives from ACPS, local businesses and higher education
- Members work collaboratively to address common problems, create programs that benefit the students in our areas, and prepare highly effective teachers.

The Allegany County Health Department (ACHD)

- Provides guidance with respect to activities 2.2.3, 2.2.4, and 2.2.5.

The Title IIA Grant Manager consults with non-public officials throughout the year. Examples of consultation are as follows:

- Quarterly Title IIA funding updates via email
- A meeting each spring to review the process and expectations involved with Title IIA
- Assistance with the completion of the "Non-Public Grant Planning and Consultation Form" - <https://docs.google.com/document/d/1gVEEHmZjpCY1-PwYDjMn6oROeKOnXGCa/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true> - due 10/01/24
- Feedback on all submitted "ACPS Professional Learning Planning Forms for Title IIA" - <https://docs.google.com/document/d/15FwQcx9SKEkoDMd8aojN5pMVSq59QxE1/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true>
  - \*\*\*Submitted 3-4 weeks prior to the date of a proposed activity
  - \*\*\*Issues/concerns are addressed and solutions/recommendations are provided

Title IIA information may be an item on the local Board of Education Meeting Agenda, thus providing an opportunity for constituent input and response. In addition, the local ESSA Plan is posted on the ACPS website for public viewing.

Plan of Operation

Continuous Improvement

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.

The LEA will use data from evaluation surveys, student achievement data, teacher evaluations and observations, and MD school report cards to continually update and improve activities supported by Title IIA.

The data, in conjunction with ongoing consultation (see above), will be used as follows:

- Results of New Teacher Orientation Surveys will be analyzed and reviewed to determine if changes are needed. Teachers may determine a certain topic was not effective, they may request more time to address another topic, they may state the need for additional resources, etc. Areas of need will be prioritized and integrated into the teacher mentor and mentee meetings.
- Results of the New Teacher Academy Survey (given to all probationary teachers and mentors) will be analyzed to determine if changes are needed within the program. For instance, a previous survey indicated a need for all probationary teachers to have a 1:1 mentor, which ACPS is now providing via Title IIA.
- Probationary teachers will be evaluated twice per year to assess their level of effectiveness. Content supervisors (including the CTIP coordinator), teacher mentors, and school administrators will work together to address any issues.
- Teacher mentors will record activities/meetings with mentees and notify the CTIP Coordinator and school-based administrators of any issues/concerns.
- Student achievement data (i.e. reading and math diagnostic data, MCAP scores, AP scores, etc.) will be analyzed and used to determine areas of need that may be addressed through Title IIA.

Since a portion of Title IIA funds are shared with the non-public schools in Allegany County, ACPS will maintain consistent communication with these schools, and will regularly review their proposals and assess their programs. The Title IIA Grant Manager will work with the leaders of the non-public schools to develop activities supported by Title IIA. If an activity does not meet the requirements (i.e. is not backed with specific data), the Title IIA Grant Manager will work with the non-public leader to make improvements to the planning form/to the activity in order to make sure the activity is compliant.

## Title II, Part A, Section 2

### Recruiting, Preparing and Training Effective Teachers and Principals

Provide a description of the activities in each section below.

Include and number the categories below in your responses.

1. anticipated measurable outcomes;
2. implementation plans;
3. alignment with challenging State academic standards;
4. intended audience;
5. specific timeline;
6. evidence tier; and
7. brief plan for evaluation.

Refer to the Grant Information Guide for additional information.

Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and students who do not meet the State academic standards, to improve equitable distribution of teachers

Section/Item Number	U.S. Department of Education Allowable Activities	Please provide a brief description of the seven (7) components listed above for each activity. Please indicate the # or name of the component at the beginning of each description. Refer to the Grant information Guide for additional information.  If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
1.1.1	Provide help in screening candidates and enabling early hiring.	N/A
1.1.2	Provide differential and incentive pay in high-need academic subject areas and special areas.	N/A
1.1.3	Provide teacher, paraprofessional, principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.	N/A

1.1.	Other Activities/ Initiatives Related to Section 1.1.	N/A
Total Title II, Part A Funds Allocated to Section 1.1	N/A	
1.2	Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.	N/A
Total Title II, Part A Funds Allocated to Section 1.2	N/A	
1.3	Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.	N/A
Total Title II, Part A Funds Allocated to Section 1.3	N/A	

2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.

Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.  If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
2.1.1	Help all students develop skills essential for learning readiness and academic success.	N/A
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	N/A
2.1.3	Engage parents, families, and community partners.	N/A
2.1.4	Integrate technology into curricula and instruction.	N/A
2.1.5	Provide opportunities for experiential learning through observation.	N/A
2.1.6	Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	N/A
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	N/A
2.1.	Other Activities/Initiatives Related to Section 2.1.	N/A
Total Title II, Part A Funds Allocated to Section 2.1	N/A	

2.2 Developing programs and activities that increase teachers' ability to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma.

Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.  If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	N/A
2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	N/A
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	N/A
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	N/A

2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	N/A
2.2.6	Increase training to support identification and support of gifted and talented students.	N/A
2.2.7	Increase training of all school personnel on how to prevent and recognize child sexual abuse.	N/A
2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and technical education and work-based learning.	N/A
2.2.9	Other Activities/Initiatives Related to Section 2.2.	N/A
Total Title II, Part A Funds Allocated to Section 2.2		N/A

3.1 Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students

Section/Item Number	U.S. Department of Education Allowable Activities	<p>Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.</p> <p>If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A</p>
		<ol style="list-style-type: none"> <li>1. To provide an induction program for first-year teachers, as well as a year-long mentoring program for all non-tenured teachers. The mentoring program will consist of each non-tenured teacher being assigned a mentor at their assigned school (1:1 mentoring). To help ensure the success of this program (100% of new teachers will feel supported by the end of the 2024 school year), three educators will serve as Teacher-Mentor Specialists at their respective middle schools in ELA or Mathematics (Math is funded via Title IV).</li> <li>2. First-year teachers attend a two day orientation and are enrolled in an online Schoology course. The Schoology</li> </ol>

### 3.1.1

Provide new teacher, principal, or other school leader induction and mentoring programs.

course contains a variety of resources and materials, as well as several assignments for the first-year teachers to complete. The assignments are related to Classroom Discipline, Restorative Practices, Special Education policies and procedures/SDI, the Gradual Release of Responsibility instructional framework, the Universal Design for Learning, and more. First-year teachers are also assigned a school-based mentor; they have the opportunity to attend monthly Google Meet sessions with the Supervisor of the CTIP; they write monthly reflections and submit the reflections to their assigned mentors; they meet face-to-face with their assigned mentors a minimum of once a month and as needed; they participate/post in Schoology discussion boards on a variety of topics (e.g. What was your most challenging moment? How did you respond to the challenge? What new strategies have you tried that might benefit students that are struggling? What choices have you given your students? How do you create a positive climate for your students?); they complete two activities each month (a list of required and optional activities is provided to first-year teachers); they write reflections on the completed activities; and they submit each activity reflection to their assigned mentors. Upon completion of all activities, first-year teachers will earn three MSDE credits for participating in the ACDE

earn three MSDE credits for participating in the ACP's New Teacher Academy.

Second-year teachers meet face-to-face with their assigned mentors a minimum of once a month and as needed; they complete a needs assessment to determine areas of focus; they complete two activities each month (a list of activities is provided to them); they write reflections on the completed activities and submit the reflections to their assigned mentors; and they write monthly reflections and submit the reflections to their assigned mentors.

Third-year teachers meet face-to-face with their assigned mentors a minimum of once a month and as needed; they complete a needs assessment to determine areas of focus; and they work with their mentor on the completion of the document "Writing a Professional Development Plan."

Three Teacher-Mentor Specialists will analyze school-based data at their respective middle schools. Based on assessment data and student needs, the Teacher-Mentor Specialists will provide instructional guidance and coaching to ELA and Mathematics teachers. In addition, the Teacher-Mentor Specialists will send introductory emails to all teacher mentors in order to make the teacher mentors aware of their roles as Teacher-Mentor Specialists. Throughout the year, the Teacher-Mentor

Specialists will meet with the teacher mentors at least once per quarter to provide coaching and guidance (quarterly meetings are required). If some teacher mentors require additional assistance, the Teacher-Mentor Specialists will meet with them as often as needed. Teacher mentors are required to complete a survey each quarter -

<https://forms.gle/qC2jxbJug9geX9pv8> - to help determine needs, as well as to guide the quarterly meetings.

3. Through the mentoring program and the Teacher-Mentor Specialists/ELA and Math Coaches, ACPS will be able to retain, mentor, and coach highly effective teachers. These teachers will be able to use their acquired skills, strategies, and knowledge to close identified learning gaps. In other words, this activity will help teachers use the academic standards to develop lesson plans, assignments and assessments that, in turn, will help their students master the knowledge and skills defined by the academic standards.

4. This activity pertains to all probationary teachers (those with less than 3 years of teaching experience), mentors of probationary teachers, Teacher-Mentor Specialists, and middle school ELA and Math teachers.

##### 5. May 2024 - June 2025

- Administrator Training - May 2024 (prior to selecting mentors)
- New Teacher Orientation - August of 2024.
- Evaluation Survey on the New Teacher Orientation is sent to participants - August 2024.
- Introductory email sent to all mentors by CTIP Coordinator and Teacher-Mentor Specialists - August of 2024.
- Google Meet Training Session with mentors and Teacher-Mentor Specialists - August of 2024
- Mentees submit a needs assessment to mentors - September 9, 2024.
- First Mentor/Mentee meeting - September 16, 2024 (will formally meet on the third Monday of each month).
- Teacher-Mentor Specialists meet with each teacher mentor - quarterly.
- Teacher-Mentor Specialists/ELA and Math Coaches analyze local and state data (progress monitoring) - year round.
- Teacher-Mentor Specialists/ELA and Math Coaches provide ELA and Math teachers with coaching, guidance, and intervention strategies - year round.
- Surveys are sent to teacher mentors - quarterly

(October, January, March, and June).

- Evaluation surveys are sent to all New Teacher Academy participants - May 2025.

6. In terms of the ESSA four tiers of evidence, the evaluated programs fall under "Tier 4" in that research shows that if implemented correctly, induction/mentoring can have a positive impact on teacher retention and can raise student achievement.

Research suggests that comprehensive induction can "reduce the rate of teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning" (Glazerman et al., 2010). In fact, studies show that "high-quality induction programs, when implemented well, can increase not only retention, but also teacher effectiveness and can improve student learning; for example, receiving high-quality induction and mentoring has been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006)."

As for mentoring, the New Teacher Center, a national nonprofit focused on strengthening the practice of beginning teachers, conducted a study of a high-intensity mentor support program for new teachers in urban school districts (Schmidt, 2019). Results of the study showed

districts (Schmidt, 2017). Results of the study showed that teacher retention rates after one year were 11% higher in the group that received high-intensity mentoring, compared with a control group of new teachers (78% compared with 67%).

In terms of the importance of ELA and Math Coaches, the article "School-Based Coaching Plants Seed of Learning" details how investment in school-based coaching can provide exponential change in a short time. According to the article, coaching can raise scores on state standardized tests and lower the dropout rate.

Sources:

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010, June). Impacts of Comprehensive Teacher Induction - Final Results from a Randomized Controlled Study. <https://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=4245BDE7AF56685875FC9949CD431063?doi=10.1.1.363.4766&rep=rep1&type=pdf>

Hill, R., & Rapp, L. (2012). School-Based Coaches Plant Seeds of Learning. *Learning Forward*, 33(4). <https://learningforward.org/journal/data-2/school-based-coaches-plant-seeds-of-learning/>

Schmidt, R.A. (2019). Evaluation of the New Teacher Center (NTC) i3 scale-up grant: Teacher practice impacts. SRI International. <https://learningforward.org/wp-content/uploads/2022/08/August-full-issue.pdf>

Strong, M. (2006). Does new teacher support affect student achievement? (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from [http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF\\_DoesNewTeacherSupportAffectStudentAchievement.pdf](http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_DoesNewTeacherSupportAffectStudentAchievement.pdf)

7. While no empirical studies have been conducted for the New Teacher Induction Program in the ACPS, new teachers are given the opportunity to evaluate the program via survey evaluations a minimum of two times

		<p>throughout the year. Results of the evaluations are analyzed and adjustments are made to meet the professional learning needs of the new teachers. Evaluation ratings, test scores/performance reports, informal walkthrough data, and anecdotal data compiled by mentor teachers will also provide insight to the effectiveness of the ACPS New Teacher Academy, as well as the Teacher-Mentor Specialists/Math and ELA coaches.</p>
3.1.2	<p>Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.</p>	N/A
3.1.3	<p>Provide financial incentives for teachers and principals with a record of helping students achieve academic success.</p>	N/A
3.1.4	<p>Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.</p>	N/A

3.1.5	Support instructional services provided by effective school library programs.	N/A
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	N/A
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	N/A
3.1.8	Other Activities/Initiatives Related to Section 3.1	N/A
Total Title II, Part A Funds Allocated to Section 3.1	N/A	

4.1 Improve equitable access to effective teachers and principals for all students.

Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.  If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
4.1	Activities/Initiatives Related to Section 4.1.	N/A
Total Title II, Part A Funds Allocated to Section 4.1	N/A	

## Title III, Part A, English Language Acquisition

Using the table below, please answer all questions related to Title III strategies. Refer to the Grant Information Guide for additional information.

Strategy #1: To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 1.1				
Key Activity 1.2				
Key Activity 1.3				

Strategy #2: To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 2.1				
Key Activity 2.2				
Key Activity 2.3				

Strategy #3: To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which [section 3115 (c)(3)] shall include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 3.1				
Key Activity 3.2				
Key Activity 3.3				

LEAs may use the funds to achieve any of the authorized optional strategies, please refer to the Grant Information Guide for additional information. You may add more rows if necessary.

Strategy #4: Upgrading program objectives and effective instructional strategies. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 4.1				
Key Activity 4.2				
Key Activity 4.3				

Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 5.1				
Key Activity 5.2				
Key Activity 5.3				

Strategy #6: Providing tutorials and academic or career and technical education and/or providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 6.1				
Key Activity 6.2				
Key Activity 6.3				

Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 7.1				
Key Activity 7.2				
Key Activity 7.3				

Strategy #8: Improving the English language proficiency and academic achievement of ELs. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 8.1				
Key Activity 8.2				
Key Activity 8.3				

**Strategy #9: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs and/or in helping their children to improve their academic achievement. You may add more rows if necessary.**

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 9.1				
Key Activity 9.2				
Key Activity 9.3				

**Strategy #10: Improving the instruction of English learners, which may include ELs with a disability, by providing for the Acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks. You may add more rows if necessary.**

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 10.1				
Key Activity 10.2				
Key Activity 10.3				

Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 11.1				
Key Activity 11.2				
Key Activity 11.3				

Strategy #12: Carrying out other activities that are consistent with the purposes of this section. You may add more rows if necessary.

Activity #	Description of Activity	Intended Outcomes of Activity	Alignment to Goal	Timeline Target Dates
Key Activity 12.1				
Key Activity 12.2				
Key Activity 12.3				

## Title III, Part A, English Language Acquisition Grant Evaluation

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities.  
Complete the chart below with a specific target and how success will be measured.

Goal	Target and Measure
Increase the percentage of ELs demonstrating growth in English language proficiency.	
Increase the academic achievement of ELs.	
Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	
Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	
<a href="#"><u>Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.</u></a>	
Lower instances of long-term ELs.	
Increase attendance rates for ELs.	
Increase graduation rates for ELs.	

## Title IV, Part A Narratives

Using the table below, please answer all questions related to the Title IV, Part A Narratives. Refer to the Grant Information Guide for additional information.

<p>Demonstration of Consultation: Describe how consultation with all stakeholders that may be located in the region served by the LEA, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart will occur and continue throughout the grant period.</p>	<p>3/14/24 – Federal and State Programs for Non-Public Schools Meeting – met in person at the Board of Education with non-publics regarding participation in Title IV, Part A funding for FY25. Discussed options for funding use and answered questions.</p> <p>7/30/24 - Information was shared regarding Title IV, Part A with Instructional Content Supervisors, Principals, Assistant Principals, Chiefs of Staff, Title I, and Federal Office staff at the Superintendent’s Advance.</p> <p>9/24/24 - FY25 application sent to all Non-publics. Email communication inviting all non-public schools to discuss allocations and deadlines.</p> <p>9/25/24- Information was shared regarding Title IV, Part A with Instructional Content Supervisors, Principals, Assistant Principals, Chiefs of Staff, Title I, and Federal Office staff in a virtual combined council.</p> <p>December -2024 – Curriculum Council meeting. A stakeholder group of administrators, teachers, staff, parents, and outside partners met to discuss curricular changes. Title IV, Part A usage and ideas will be discussed at the meeting.</p> <p>Ongoing - Follow-up discussions with Instructional Leaders and all School Principals occurred led by the Chief Academic Officer.</p> <p>Phone calls were made and a phone log was kept for all communications with the non-publics.</p> <p>Email correspondence between the participating non-publics is on record.</p> <p>The Title IV, Part A coordinator reviews the intent and purposes of the Title IV, Part A funding to stakeholders at each meeting. Feedback from all stakeholders is collected in person, via teleconference, over the phone, and through email correspondence. Any information, ideas, and/or recommendations are taken into account when determining how to best utilize the funding.</p>
	<p>The Director of Student Services and the Assistant Supervisor of Student Support Services provide us with immediate access to resources and information available in our community to support our students, staff, and parents. The utilization of School resource officers in our schools and the partnership we have with local agencies like the Allegany County Health Department (ACHD) School Nurse initiative allows us to have community connections at all times.</p> <p>ACPS consults with community groups. Examples of these groups include the</p>

<p>Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).</p>	<p>ACPS consults with community groups. Examples of these groups include the following: The Allegany County Chamber of Commerce Education Committee. This committee meets once a month and includes representatives from ACPS, local businesses, and higher education. Members work collaboratively to address common problems, create programs that benefit the students in our areas, and prepare highly effective teachers.</p> <p>Ongoing consultations:  Weekly Supervisor Meetings and monthly Combined Council Meetings (supervisors and administrators)  Facilitated by the Chief Academic Officer  Updates are provided, concerns are shared, and ideas and possible solutions are discussed.  Monthly "Teacher-Roundtable" Meetings  Composed of a teacher representative from each school, the Superintendent, and the Chief Academic Officer.  Guidance is provided for identified teacher needs and concerns.  School Improvement Plan Meetings  Composed of central office staff, teachers, administrators, parents, and community members.  Data is analyzed, areas in need of improvement are identified, and strategies are recommended.  Common areas of need among the schools may be addressed with Title IV-A funding.</p>
<p>Describe how the LEA will prioritize the distribution of funds in keeping with 4106(e)(2)</p>	<p>Primarily, funds are focused on the schools with the greatest need, as determined by the LEA. Secondly, ACPS will target schools that have the highest numbers of students from low-income families.</p>
<p>Describe how the LEA will promote the involvement of parents and in the activity or program; [Section 4108](3)]</p>	<p>Parents are invited to serve as parent representatives as part of the Curriculum Committee to foster ideas and to assist in the direction of programming. Additionally, parents are engaged in PAC meetings at the individual schools. Parents are also encouraged to be a part of the After School Programming when applicable.</p>

Using the table below, please provide your management plan. Additionally, be sure that all assigned responsible persons also appear in the Key Personnel tab under the appropriate program. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

**Management Plan**

Core Management Activities	Person Responsible	Date Completed
Meetings with Nonpublic Schools	Dr. Eric Van Slyke	October 1, 2024
Submission of application	Dr. Eric Van Slyke	November 15, 2024
Purchase of Programs and materials	Dr. Eric Van Slyke	July 2024 to July 2026
Milestone checks	Dr. Eric Van Slyke	January 2024 to August 2026
Implementation Activities	Person Responsible	Date Completed
March 31, 2024 Interim Progress Report (C-1-25-C)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Mar-25
July 31, 2025 Interim Progress Report (C-1-25-C)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Jul-25
October 31, 2025 Interim Progress Report (C-1-25-C)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Oct-25
March 2026 Interim Progress Report (C-1-25-C)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Mar-26
July 31, 2026 Interim Progress Report (C-1-25-C)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Jul-26
December 30, 2026 Final Annual Financial Report (C-1-25-D)	Dr. Eric Van Slyke, Kim Hotchkiss, Tiffanie Williams	Oct-26

Evaluation Activities	Person Responsible	Date Completed
Data collected for each program	Principals, School Counselors, and Supervisors	December 2024 to July 2026
Needs Assessment		
<p>A comprehensive needs assessment in support of specific population and schools/programs served and related educational services must be completed every three years. Below provide the date of the most recent Title IV, Part needs assessment and include the needs assessment as an appendix to this application.</p>		
Date of Last Needs Assessment	6/1/2023	

Well Rounded Education

Using the table below, please provide a description of the selected Well Rounded Education activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Activity 1

Title	ASCA and Maryland Local Memberships for School Counselors
Activity Rationale	Providing postsecondary education and college and career awareness and exploration activities to high school students.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders conversed and the continuation of ASCA memberships for counselors was determined to be an activity that should continue for Title IV, Part A Funds. The memberships allow counselors to have up-to-date information and resources on college and career readiness for students.
Federal Example Alignment	Training counselors
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	American School Counselor Association. (2012). ASCA national model: A framework for school counseling programs.
Evaluation Methods	A survey of staff and a collection of the number of student conferences will be collected.
Objective	Students will be more prepared to meet academic, college/career, and social/emotional challenges so they can achieve success in school and be prepared for life beyond the school day. During the 2024-25 SY, school counselors will have met with every student in their building through individual and/or small group advising/ teaching/counseling sessions.
Measurable Goal	Between Sept. 2024 and June 2025, School Counselors will utilize at least three resources/tools/strategies from ASCA to directly support students in social-emotional learning. Counselors will complete an annual survey on the usefulness and applicability of ASCA professional support, research, and resources in meeting student needs at the end of the 2024-25 school year. District-wide, end-of-course failures will decrease by 5% in comparison to the SY24 data.
	A mid-year check of student meetings and Q&A sessions will occur in the spring

Milestone	of 2025.
Implementation Timeline	Memberships renewed - October 2024; Mid-Year Review - February 2025; End of year survey and data collection - June 2025
Cost of Activity	\$3,608
<b>Activity 2</b>	
Title	Elementary AG Learning Labs
Activity Rationale	To engage students in hands-on investigations matched to NGSS Environmental Literacy, Common Core, and STEM standards. The lab includes well-designed experiments that excite students about science and its connection to their world. A comparison between student work collected by the teachers in science before the lab and after the lab will be done to see if students improve their understanding of the scientific process. We will look for a 25% increase in students in grades 4-5 receiving a higher score on an activity explaining the scientific process after the lab.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well--Rounded grant activities and identified Elementary AG Lab visits as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for week-long visits from the MD AG trailer. Students are able to participate in inquiry-based laboratory experiments relating to different fields of agriculture. We lack the means to provide such an experience locally and this activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Hands-on STEM
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	<a href="https://www.pnas.org/content/111/23/8410">https://www.pnas.org/content/111/23/8410</a> ; <a href="https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692">https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692</a> ; <a href="https://www.tandfonline.com/doi/abs/10.1080/03043797.2017.1378170">https://www.tandfonline.com/doi/abs/10.1080/03043797.2017.1378170</a>
Evaluation Methods	Pre and post-test data will be collected before and after the Agriculture lab visits each site.
Objective	4th and 5th grade students in participating elementary schools will discover four of the ways farmers protect the environment and the Chesapeake Bay. Students will learn this during the week that the AG trailer is at their school during the 2024-25 SY.
	We will look for a 25% increase in students in grades 4-5 receiving a higher score

Measurable Goal	on an activity explaining the scientific process after the lab visit. This will be a pre and post-lab visit assessment during the 2024-25 SY.
Milestone	Students will have exit activities to assess their knowledge of each of the lessons after the AG lab visit. Data will be collected and compared.

Implementation Timeline	AG lab visits scheduled by individual schools - August 2024– November 2024; Teachers present lessons before the lab visits - September 2024 – May 2025; Pre and post-tests given before and after the visit. - September 2024 – May 2025; Data compiled to gauge student learning - June 2025
Cost of Activity	\$15,000
<b>Activity 3</b>	
Title	Destiny Follett - subscription
Activity Rationale	To increase access to eBooks and improve accessibility of eBooks in a remote atmosphere, and to increase collaboration between teachers and librarians by creating online collections that are related to classroom instruction.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on previously implemented Title IV Well--Rounded grant activities and identified Destiny Follett digital library subscriptions as an activity that needed continued support in the FY25 Title IV grant application. This activity provides underrepresented students and students from low-income families access to digital books to enhance their learning. Students have difficulty getting to the local libraries and this activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	STEM underrepresented
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	<a href="https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Daniel_Eric_M_P.pdf">https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Daniel_Eric_M_P.pdf</a> ; <a href="https://www.ideals.illinois.edu/handle/2142/28612">https://www.ideals.illinois.edu/handle/2142/28612</a> ; <a href="https://eric.ed.gov/?id=ED560635">https://eric.ed.gov/?id=ED560635</a>
Evaluation Methods	We will look for an increase in eBook usage by students during the 2024-25 school year as compared to SY 23.24.
Objective	Librarians and teachers will receive real-time information about student usage of eBooks and circulation of print materials. E-book circulation will increase by 5% from the previous year. This will be a comparison measure from the 2023-24 SY and the 2024-25 SY.
Measurable Goal	Librarians and teachers will receive real-time information about student usage of eBooks and circulation of print materials. E-book circulation will increase by 10% from the previous year. This will be a comparison measure from the 2023-24 SY and the 2024-25 SY
Milestone	A midyear check will be completed in order to gauge the use of the program by teachers and students.

Implementation Timeline	Program renewed - September 2024; Mid-year Review - February 2025; End of year review and data collection/comparison - June 2025.
Cost of Activity	\$18,543.00
<b>Activity 4</b>	
Title	Teacher- Mentor Specialist/Math Coach
Activity Rationale	<p>Through having a Teacher-Mentor Specialist/Math Coach, ACPS will be able to retain, mentor, and coach highly effective teachers. These teachers will then be able to use their acquired skills, strategies, and knowledge to close identified learning gaps. In other words, this activity will help teachers use the academic standards to develop lesson plans, assignments, and assessments that, in turn, will help their students master the knowledge and skills defined by the academic standards. The Teacher-Mentor Specialist/Math Coach will analyze school-based data at his/her respective middle school(s). Based on assessment data and student needs, the Teacher-Mentor Specialist/Math Coach will provide instructional guidance and coaching to Mathematics teachers. In addition, the Teacher-Mentor Specialist/Math Coach will send introductory emails to all teacher mentors in order to make the teacher mentors aware of his/her role as Teacher-Mentor Specialist. Throughout the year, the Teacher-Mentor Specialists will meet with the teacher mentors at least once per quarter to provide coaching and guidance (quarterly meetings are required). If some teacher mentors require additional assistance, the teacher-motor specialist/Math Coach will meet with them as often as needed. Teacher mentors are required to complete a survey each quarter (click here for a sample survey) to help determine needs, as well as to guide the quarterly meetings.</p>
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	<p>Stakeholders reflected on previously implemented Title IV Well--Rounded grant activities and identified the Middle School Math Specialist position as an activity that needed continued support in the FY25 Title IV grant application. This Math Specialist serves two middle schools, one of which is a COP school. The Specialist is able to support the students as well as the teaching staff with data-informed decisions and curricular support. Our Title II funds were lessened and this activity would not be able to continue without access to Title IV funding.</p>
Federal Example Alignment	Low-income students/STEM
Select Level of Evidence	Level 1 - Strong Evidence
	The article "School-Based Coaching Plants Seed of Learning" details how

<p>Level of Evidence Link or Citation</p>	<p>investment in school-based coaching can provide exponential change in a short time. According to the article, coaching can raise scores on state-standardized tests and lower the dropout rate.  Source: Hill, R., &amp; Rapp, L. (2012). School-Based Coaches Plant Seeds of Learning. Learning Forward, 33(4).<a href="https://learningforward.org/journal/data-2/school-based-coaches-plant-seeds-of-learning/">https://learningforward.org/journal/data-2/school-based-coaches-plant-seeds-of-learning/</a> The New Teacher Center, a national nonprofit focused on strengthening the practice of beginning teachers, conducted a study of a high-intensity mentor support program for new teachers in urban school districts (Schmidt, 2019). Results of the study showed that teacher retention rates after one year were 11% higher in the group that received high-intensity mentoring, compared with a control group of new teachers (78% compared with 67%).  Source: Schmidt, R.A. (2019). Evaluation of the New Teacher Center (NTC) i3 scale-up grant: Teacher practice impacts. SRI International.  <a href="https://learningforward.org/wp-content/uploads/2022/08/August-full-issue.pdf">https://learningforward.org/wp-content/uploads/2022/08/August-full-issue.pdf</a></p>
<p>Evaluation Methods</p>	<p>Math MCAP scores, in addition to local diagnostic data, will be analyzed to determine student achievement in these areas.</p>
<p>Objective</p>	<p>Middle school students will receive an additional 20 minutes of daily Math instruction, constituting an increase of 50% from last year. A Title IVA Math Coach will be able to use this additional time to implement interventions.</p>
<p>Measurable Goal</p>	<p>40% of students will perform at a “Level 2” or “Level 3” on the 2025 Math MCAP. This would be an increase of more than 25% from Fall 2024.</p>
<p>Milestone</p>	<p>By early Spring 2025, 40% of middle school math students (an increase of 9%) will be considered “Advanced” or “Proficient.” Performance levels will be based on the results of diagnostic tests administered through the iReady platform. Diagnostic tests will be administered each semester.</p>
<p>Implementation Timeline</p>	<p>August 2024 - June 2025; Introductory email sent to all mentors by CTIP Coordinator and Teacher-Mentor Specialist/Math Coach - August of 2024; Teacher-Mentor Specialist/Math Coach meets with each teacher mentor - quarterly; Teacher-Mentor Specialist/ Math Coach analyzes local and state data (progress monitoring) - year-round.; Teacher-Mentor Specialist/ Math Coach provides Math teachers with coaching, guidance, and intervention strategies - year-round; Surveys are sent to teacher mentors - quarterly (October, January, March, and June).</p>
<p>Cost of Activity</p>	<p>\$126,975.00</p>

Cost of Activity

Safe and Healthy Schools

Using the table below, please provide a description of the selected Safe and Healthy Schools activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

Activity 1

Title	Project Wisdom
Activity Rationale	To help foster students' understanding of multiple perspectives and have a positive affects the school. A comparison between the number and severity of discipline incidents will be done to see if there are fewer incidents or a decrease in the severity of discipline issues. We will look for a 2% decrease in the amount of bullying and harassment incidents in the schools.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on the previously implemented Title IV Safe and Healthy Schools grant activities and identified Project Wisdom as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for a digital subscription to the program for school administrators and teachers. Administrators and staff can utilize the materials to support their MTSS initiatives in their schools. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Relationship building
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	StopBullying.gov ( <a href="http://www.stopbullying.gov">www.stopbullying.gov</a> ); The National Center on Safe Supportive Learning Environments
Evaluation Methods	The evaluation of this portion of the program will be a review of student reflections and decreased numbers of bullying incidents.
Objective	We will look for a 2% decrease in the amount of bullying and harassment incidents over the 2024-25 SY (in comparison to the 2023-24 SY) in 4 high schools, 4 middle schools, and 14 elementary schools
Measurable Goal	The evaluation of this portion of the program will be a comparison of two years of data to see decreased numbers of bullying incidents.
Milestone	Mid-year check on usage of the program as well as a check on the number of bullying incidents.
Implementation Timeline	Program Purchased - Fall 2023; Program implemented - 2024-25 SY; Data comparison of two school years - June 2025.
Cost of Activity	\$6,068.82

Cost of Activity	
Activity 2	
Title	After School Program Meals
Activity Rationale	Students that attend After School programs are more likely to attend school at a higher rate during the regular school day and skip school less. A component of our after school program is providing healthy meals for each student. With the rising cost of food, there is a need to supplement the cost of the meals served to students.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on the previously implemented Title IV Safe and Healthy Schools grant activities and identified After School Program meals as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for hot meals for students who stay in the after-school programs. These students include underrepresented students, students from low-income families, and students in need of touring help. The program is directly aligned with our Blueprint activities. With the rising cost of food, this funding helps supplement the budget for these meals. We would not be able to serve all of our students hot meals without access to Title IV funding.

Federal Example Alignment	mentor
Select Level of Evidence	Level 1 - Strong Evidence
Level of Evidence Link or Citation	<p>AfterZone, an afterschool program in Providence, R.I., delivered many educational benefits including better attendance, according to a 2011 study by Public/Private Venture. Middle school students in the program had a 25 percent lower absence rate than their peers. What's more, the improvement in attendance increased with the amount of time in the program. (Kauh, Tina J., AfterZone: Outcomes for Youth Participating in Providence's After-School System, Public/Private Ventures, August 2011)</p> <p>A 2009 study of 322 7th and 8th grade students at Boys &amp; Girls Club for 30 months found that those attending afterschool programs skipped school fewer times, increased school effort and gained academic confidence. The first two indicators increased with the number of days attending afterschool programs. The Public/Private Ventures study focused on 10 clubs across the country. (Arbreton, Amy et al, Making Every Day Count: Boys &amp; Girls Clubs' Role in Promoting Positive Outcomes for Teens, May 2009)</p> <p>Middle-school students attending the Citizen Schools afterschool program in Boston attended school 11 more days than their peers who did not participate, according to a 2009 study. They also were more likely to attend high school regularly, even though the program stopped in middle school. For example, in the 11th grade, participants attended school 13 more days than their peers. (Vile, J.D., Arcaira, E. &amp; Reisner, E.R. Progress toward high school graduation: Citizen Schools' youth outcomes in Boston. Washington, D.C.: Policy Studies Associates, Inc., 2009)</p> <p>The California Afterschool Learning and Safe Neighborhoods Partnerships Program found that regular school-day attendance improved for students participating in its afterschool programs. Students who had previously missed 5 percent of the school year turned up an extra 5.6 days. Those absent 10 percent of the year came another 11 days, according to the 2002 evaluation. (Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001; Department of Education, University of California at Irvine with the Healthy Start and After School Partnerships Office, California Department of Education, Feb. 2002)</p> <p>A 2002 evaluation of The After-School Corporation (TASC) programs found improvements in both school attendance and academic achievement for students who participated for two consecutive years. The study compared attendance and school achievement for participants to students who were not involved in the afterschool programs, which were offered in 143 public schools in New York City and 73 others elsewhere in the state. (Walsh, Megan et al; Promoting Learning</p>

	<p>and School Attendance Through After-School Programs: Student-Level Changes in Educational Performance Across TASC's First Three Years, October 2002)</p> <p>The Ohio Urban School Initiative School Age Child Care Project found that students who joined the program in 1st grade missed three days of school, compared to an average eight absences in kindergarten. Eighth graders joining the program went from missing 18 days in the previous year to 5 days in the 1998-1999 year.</p>
Evaluation Methods	A comparison of student attendance prior to attending the after school program and while attending the after school program will occur.
Objective	The objective is to be able to provide a hot, healthy meal to all students attending the After School program. This will add to the appeal of students attending the after school programs. By attending the after school program they will in turn have better attendance during the regular school day.
Measurable Goal	Analysis of FY25 school attendance data of students who attend the after-school program will occur. We will look to have a 3% decrease in the number of school days missed for after-school attendees in comparison to the previous school year's attendance (FY24).
Milestone	Quarterly checks of student attendance for students in the After School program will occur.
Implementation Timeline	After School Program Begins - October 2024; Quarterly checks on school attendance - January, March, June 2024-25; Final Review of attendance - July
Cost of Activity	\$12,773.00
<b>Activity 3</b>	
Title	NASW licenses
Activity Rationale	To provide professional support, research, and other resources for mental health specialists so they are more able to help students focus on their academic and social/emotional development. All mental health specialists will have a NASW membership. The membership includes the NASWMD membership as well.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on the previously implemented Title IV Safe and Healthy Schools grant activities and identified NASW licenses as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for digital subscriptions for Social and Behavioral Support staff. The subscriptions give them up-to-date resources and information to better serve our students. Staff can utilize the materials to support their MTSS initiatives in their

	schools. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Mental H/Early ID
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	<a href="https://www.socialworkers.org/">https://www.socialworkers.org/;</a> <a href="https://www.schoolmentalhealth.org/media/som/microsites/ncsmh/documents/bainum/Advancing-CSMHS_September-2019.pdf">https://www.schoolmentalhealth.org/media/som/microsites/ncsmh/documents/bainum/Advancing-CSMHS_September-2019.pdf</a>
Evaluation Methods	We will monitor the number of NASW memberships, collect surveys on the usage and usefulness of the program, and collect the number of interventions that transpire throughout the year.
Objective	Mental Health Specialists will complete a survey on the usefulness and applicability of NASW/NASWMD professional support, research, and resources in meeting student needs at the end of the 2024-2025 school year.
Measurable Goal	Social workers will complete a survey regarding the usefulness of the resources gained in the NASW memberships. Data on students in mental health interventions is being tracked at the school level. There will be a 5% increase in numbers of students being served in the 2024-25 SY as compared to the 23-24 SY caseloads.
Milestone	Midyear check on usage of NASW memberships.
Implementation Timeline	Fall 2024 - Licenses purchased; . During the 2024-25school year, mental health specialists will provide social/emotional and mental health interventions based on a MTSS for behavioral and mental health; July 2025 - data collected and compared.
Cost of Activity	\$3,776
<b>Activity 4</b>	
Title	SNAP Health program
Activity Rationale	Student health and vaccination histories will be tracked using this online system. This will keep records up to date and allow students to attend school safely.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Stakeholders reflected on the previously implemented Title IV Safe and Healthy Schools grant activities and identified the SNAP licenses as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for digital subscriptions to SNAP for all of our school health nurses. The subscriptions give them a means to track vaccinations and information regarding health room visits to better serve our students. Staff can utilize the materials to ensure that students are as healthy as possible and able to

	utilize the materials to ensure that students are as healthy as possible and able to attend school. This activity would not be able to continue without access to Title IV funding.
Federal Example Alignment	Health/Safety athletics
Select Level of Evidence	Level 2 - Moderate Evidence
Level of Evidence Link or Citation	<a href="https://www.promedsoftware.com/">https://www.promedsoftware.com/</a> <a href="https://promedsoftware.com/trust/testimonials">https://promedsoftware.com/trust/testimonials</a> <a href="#">SNAP Whitepaper -</a> <a href="https://drive.google.com/file/d/18nQ_RJhp0sPIKbmo9IEyckAJdS1Tdx2g/view?usp=sharing">https://drive.google.com/file/d/18nQ_RJhp0sPIKbmo9IEyckAJdS1Tdx2g/view?usp=sharing</a>
Evaluation Methods	Administrators and Nurses will track immunization records and compliance with COMAR Sec. 10.06.04.03. ACPS will look for 100% of students being compliant and eligible to attend school during the 2024- 25 SY
Objective	An online system, which provides immediate access to our school health nurses and the Allegany County Health Department regarding immunization compliance. Medication distribution to students will also be accurate and inventory immediately up to date when a health room visit occurs. The online system will provide tracking for immunization records and medication tracking, and allow for immediate access to our student families, guardians and parents on current health room visits and diagnosis. The system provides ACPS health room nurses with state of the art charting and health recording for over 8,000 students
Measurable Goal	ACPS students will seamlessly access educational programs by maintaining ongoing 100% compliance with COMAR Sec. 10.06.04.03, Required Immunizations, as measured by daily reports of student vaccination data compared to downloaded MDH compliance rules during the 2024-25 SY.
Milestone	Data will be monitored monthly by school health nurses.
Implementation Timeline	Summer 2024 - Program purchased; . During the 2024-25school year, school nurses will monitor student health and vaccinations; July 2025 - data collected and compared.
Cost of Activity	\$28,875
<b>Activity 5</b>	
Title	Quaver Music Program

Activity Rationale	<p>These digital learning subscriptions support a well-rounded educational experience for all instrumental and voice students, including minority students, English learners, children with disabilities, and low-income students. These programs help to elevate student engagement in the creative process while assisting with the performance of music through an emphasis on the decoding of rhythms at sight. As the literature has shown, there is evidence of increased music literacy leading to increased reading literacy. Additionally, music and arts programs like Quaver play a role in reducing stress, boosting mental health, and offering a positive outlet for emotional expression. Music education helps create a positive school culture where students can engage in activities that promote social-emotional learning, collaboration, and resilience. Mental Health Support: Music programs can provide an emotionally supportive environment for students, helping them express themselves and reduce stress, anxiety, and behavioral issues. Building Positive School Climate: Quaver’s emphasis on active participation, group performances, and creativity encourages students to build relationships with peers, fostering a sense of belonging and a positive school environment. Social-Emotional Learning (SEL): Through music, students develop skills like empathy, teamwork, and perseverance, all of which contribute to their overall social and emotional health.</p>
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Mental Health Support: Music programs can provide an emotionally supportive environment for students, helping them express themselves and reduce stress, anxiety, and behavioral issues.
Federal Example Alignment	Music and arts
Select Level of Evidence	Level 1 - Strong Evidence
Level of Evidence Link or Citation	<p>Joyful Reading at School and at Home: Community of Practice <a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-4-41_Joyful_Reading_CoP_2_Slides_04-14-21_proofed_v2_FINAL_508.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-4-41_Joyful_Reading_CoP_2_Slides_04-14-21_proofed_v2_FINAL_508.pdf</a> ; The 21st Century Elementary Music Classroom and the Digital Music Curriculum: A Synergism of Technology and Traditional Pedagogy, Murillo, Robert E., Texas Music Education Research, p14-27 2017 ; <a href="https://www.proquest.com/docview/1879756778">https://www.proquest.com/docview/1879756778</a> ; <a href="#">Strategies for Supporting Secondary School Students’ Reading Development</a> - <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/RELSW-LiteracySecStdnts-508.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/RELSW-LiteracySecStdnts-508.pdf</a> Casciano, R., Cherfas, L., &amp; Jobson-Ahmed, L. (2019). Connecting arts integration to social-emotional learning among special education students. Journal for Learning through the Arts, 15(1). Retrieved from <a href="https://eric.ed.gov/?id=EJ1229014">https://eric.ed.gov/?id=EJ1229014</a></p>

Evaluation Methods	Usage reports for Pk-8 General Music Classrooms will be generated for each elementary and middle school and compiled for systemwide data
Objective	General Music teachers in Elementary and Middle Schools will use Quaver to assist in teaching MSDE Fine Arts Standards for Music to every student enrolled in each school. Using both the Quaver application and normal teacher methods will be employed to assess student achievement for each standard. Additionally, an SEL survey will given to each student as a pre- and post-test model.
Measurable Goal	Usage by every teacher, per grade, and per school will be documented to determine frequency, purpose, and alignment with standards. Lesson outcomes against MSDE Music Standard will be tallied. Assessment measures are built into the application and will be used to determine student learning. We will look for at least a one-point increase on a 5-point Likert scale with regards to SEL through the pre and post-test survey during the 2024-25 SY.
Milestone	Midyear and EOY reporting for regular usage of Quaver will be documented and published for reporting. Student assessment records from Quaver activities will be archived.
Implementation Timeline	Teacher accounts will be created when the amount on the quote is paid. - November 2024; Mid-year review - February 2025; End-of-year assessment and data comparison.
Cost of Activity	\$20,400.00

### Effective Use of Technology

Using the table below, please provide a description of the selected Effective Use of Technology activities and programs. You may add more rows if needed. Refer to the Grant Information Guide for additional information.

#### Activity 1

Title	Digital Technology Camps
Activity Rationale	Digital Technology Camps allow us to train a small number of teachers on the latest programs and innovations present within the school system. This small group can then take the information back to their schools and pass the information on to their peers. This train-the-trainer model allows us to get cost effectively present ne information to our staff.

<p>How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)</p>	<p>Stakeholders reflected on the previously implemented Title IV Effective Use of Technology grant activities and identified Digital Learning Camps as an activity that needed continued support in the FY25 Title IV grant application. This activity provides funding for in-person training for a small group of teachers from each of our schools. This train-the-trainer model is cost-effective and allows us to provide rich training to a group of teachers who will then train and support their staff in their home schools. The camps give them up-to-date resources and training to better serve our students. This activity would not be able to continue without access to Title IV funding.</p>
<p>Federal Example Alignment</p>	<p>PD blended learning</p>
<p>Select Level of Evidence</p>	<p>Level 1 - Strong Evidence</p>

Level of Evidence Link or Citation	Dan R. Herrick. 2009. Google this!: using Google apps for collaboration and productivity. In Proceedings of the 37th annual ACM SIGUCCS fall conference: communication and collaboration (SIGUCCS '09). ACM, New York, NY, USA, 55-64. DOI= <a href="http://dx.doi.org/10.1145/1629501.1629513">http://dx.doi.org/10.1145/1629501.1629513</a> ; Railean, E. (2012). Google Apps for Education—a powerful solution for global scientific classrooms with learner-centered environment. International Journal of Computer Science Research and Application, 2(2), 19-27.
Evaluation Methods	Teacher created lessons will be evaluated following the Digital Technology camps to gauge the use of the tools learned during the training. Additionally, student-created portfolios will be reviewed.
Objective	Teachers will be able to create engaging activities ready to use in their classroom, which incorporate the G Suite for Education tools and other digital technologies purchased by the school system. These activities will be aligned with the MCAP math and ELA standards as well as the C3 and NGSS standards for social studies and science. Teachers will create ways to support effective teacher collaboration. 95% of the participants will increase their knowledge in one or more areas of Digital Technology as measured by a pre and post-test survey. Students (in participating teacher's classes) will create a Schoology portfolio and successfully add 3 self-selected artifacts to their Schoology portfolios during the first semester of the 2025-2026 school year.
Measurable Goal	A pre and post-survey will be conducted to determine teachers' entry-level confidence and post-workshop comfort levels with utilizing the G Suite platform in their classrooms. 95% of the participants will increase their knowledge in one or more skills in Gsuite. Additionally, teacher participants will complete a project used to support their classroom from ideas and skills learned throughout the camp aligned to MCAP, C3, and NGSS activities.
Milestone	Identification of individuals interested in attending the camps will be collected in January 2025.
Implementation Timeline	June 2025, We will be conducting 1 camp, 7 hours a day for 2 days (14 total hours) plus one hour of lesson plan development. The camps will include hands-on learning of the Digital Technology Resources preferably in a computer lab with a face-to-face instructor or in a virtual environment if necessary.
Cost of Activity	\$16,007.48
<b>Activity 2</b>	
Title	

Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	

**Activity 3**

Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	

## Title V, Part B

### GOALS, MEASURABLE OUTCOMES, AND EVALUATION MEASURES

Please refer to the Grants Information Guide for additional information. Add more rows as necessary.

ESSA Performance Goal	Measurable Outcome	Evaluation Measure

### PLAN OF OPERATION

Please refer to the Grants Information Guide for additional information. Add more rows as necessary.

#### Management Strategies (in chronological order)

Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization

#### Implementation Strategies (in chronological order)

Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization

PLAN OF OPERATION NARRATIVE

AUTHORIZED AND PARENTAL INVOLVEMENT ACTIVITIES

For each program supplemented with Title V funding, explain why the strategies listed above were chosen and how they will help to achieve the outcomes. How will grant funds support the strategies and how many students will be served?

Title I Part A	
Title II Part A	
Title III	
Title IV Part A	
Parental Involvement Activities	

EVALUATION PLAN

Add more rows as necessary. Please refer to the Grants Information Guide for additional information.

Activity	Goal

EVALUATION PLAN NARRATIVE

Describe the evaluation plan process and methodology.

Large empty text area for the evaluation plan narrative.

## Programs in Fine Arts

### Annual Implementation Goals

As stated in COMAR 13A.04.16. Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2023-2024 goals of the LEA to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for dance, media arts, music, theater, and visual art. Please refer to the Grants Information Guide for additional information. Add more rows as necessary.

### Dance

Goal	Objectives	Strategies	Methods for Measuring Progress
Align the high school Dance/Visual course to fit revised standards.	Revised curriculum and syllabi for current standards and calendar events.	Dance/Visual classes implement adaptive teaching strategies to conform to current standards.	Competitive dance events with an evaluative scoring system periodically through the school year.
Dance integration in PK-5 General Music.	Develop and facilitate dance units of instruction into PK-5 general music classes that also further standards of Music Education through movement.	Research units of instruction, curriculums, technologies and existing paradigms for activities that foster Music Education through movement and dance.	Professionally develop new teachers, research, convention attendance, vendor observations, collaboration with peers in and out of ACPS.
Continued support of high school musicals and expanding middle musical theatrical performances, all of which include choreography and dance.	Sustain musicals at all high schools. Increase the number of middle schools planning and preparing spring musicals.	Implement musicals in 3 of 4 schools and foster preemptive strategies to launch a theater program in the fourth middle school.	Calculate number of students participating in Theater and Dance. Carefully select productions that include choreography.

### Media Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
Integrate Maryland Standards for media arts into elementary	Coordinate units of instruction, activities, facilities, equipment and	Plan cross-curriculum between Library Media and	Begin to document Media Arts standards visible in observable

for media arts into elementary programs.	technology with the Instructional Media Supervisor.	between Library Media and Visual Art through informal collaboration and follow up with formally documented activities attempted or planned.	standards visible in observable teaching and printed on lesson plans.
Present Media Arts Standards to Fine Arts Faculty.	Explain and cite Media Arts standards at fall inservice.	Align standards with teaching strategies that cross-align with fine arts standards.	Observations and conferences.

## Music

Goal	Objectives	Strategies	Methods for Measuring Progress
Monitor and refine elementary instrumental scheduling and recruitment.	Evaluate and refine scheduling in order for teachers to amply teach students. Provide extra clinics for ensemble classes by collegiate experts.	Continue the integration of clinics and outsourced teaching from experts in the field.	Ratings remained consistently I and II. Continue to evaluate assessment festival scores.
Improved elementary instrumental recruiting practices and class schedules.	Evaluate and refine elementary teaching schedules. For a committee to broaden recruiting demonstrations.	Create two pullout classes per week for every instrument for grades 4 and 5. Classes pull from an existing class only once.	Ensemble growth and expanded quality is measured through assessment practices and adjudicated program evaluations.  Continue to gather enrollment and retention data.
Monitor and refine new festivals from last year while aligning with remaining fine arts programs and events.	Refine All-County Jazz Festival for middle and high school students. Adopt a more rigorous audition. Create an adjudicated Orchestra festival for the first time.	Schedule in parts of the school year that benefit all programs.	Feedback from parents, teachers and principals will improve both festivals. Community engagement will be evaluated through an audience survey.
Improve resources provided for elementary and middle school General Music.	Replace old or damaged keyboards, guitars and ukuleles, as needed.  Adopt Quaver for elementary and middle school general music.	Use a portion of the Fine Arts Initiative Grant to replace keyboards in all four middle schools.	Monitor progress of keyboard unit instruction.

## Theatre

Goal	Objectives	Strategies	Methods for Measuring Progress
Broaden fiscal and financial support for middle school theatrical productions.	Develop a middle school theater allocation from the local budget. Utilize JumpStart Theater to aid in Middle School Theater Development	Apply a 10% increase in local funds for countywide Theater and Drama equally among the four middle schools to assist with	Three of four schools have productions annually. One is forming a drama club and scheduling variety shows and reviews

	Development	Schools to assist with royalties, materials, and contracted services.	Reviews.
Develop intermediate grade level opportunities for performances beyond stand and deliver concerts.	Explore intermediate elementary pathways for performance opportunities with expanded lighting, costumes, blocking, choreography, and dance.	Expand PK-5 general music funding by 10% for materials of instruction that may include theatrical supplies.	Six of 14 elementary schools provided eclectic performance in grades 3-5. The number should increase over time.
Matina tin and improve high school theatrical productions.	New faculty orientation of school-based resources and county-wide funding for drama and theater.	Consult new faculty at Fort Hill High, Mountain Ridge High, Mount Savage Middle, and Westar Middle. Identify needs, conduct onboarding on behalf of theater funding.	Monitor progress for show prep. Advertise upcoming productions and evaluate performance.
Replace old middle and high school stage curtains.	Form a steering committee to generate a cost/benefit analysis for systemically replacing stage curtains more than 20 years old.	Observer operations and finance reporting that shows stage curtain purchases over the last 40 years. Get	Conversations with the Chief Finance Officer and key stakeholders.

## Visual Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
Continue to offer enrichment for visual arts in all elementary schools.	Use the Fine Arts Grant to fund "Arts in the Schools" enrichment programs and workshops for artists.	Develop a schedule for the AIS staff to visit two schools per day, one morning and one afternoon.	Reflection sheets for students and attending teachers and staff.
Expand honors program for high school Art.	Continue hosting a Senior Art exhibit for students in Art III and IV.	Reserve the gallery at Allegany College of Maryland.	Juror the gallery. Monitor progress and organization. Attend and diagnose feedback from stakeholders.
Update needed materials for ACPS art shows.	Purchase necessary items to magnify displays available with existing art panels.	Use local funds for art equipment for shelves, braces, pins, and labels for upcoming art shows.	Apply new materials for upcoming art shows and conduct a needs assessment to project upcoming needs, if any.

[Shortcut to Application Index](#)

[Shortcut to Instructions](#)

## Gifted and Talented Education

### Process for identifying gifted and talented students

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

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

The Acceleration and Enrichment Programs (AEP) are provided to identified students (PK-12) through grade and content acceleration, differentiated instruction, accelerated courses, flexible/ability groupings, curriculum compacting, online course offerings (criteria-based) and extension activities. Various types of identification tools are used to allow a broader screening of students. Input from teachers and parents are a key factor. Prekindergarten and kindergarten teachers observe students and note performance through anecdotal records and classroom performance. Beginning in the PreK classroom, the Omnibus guideline areas for work samples including personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts and physical development. Curriculum lessons, differentiated instruction, enrichment in content areas are used for early assessments and guidelines for meeting the needs of young learners. Talent development through the enrichment portion of the core reading and math programs help to give all students exposure to content as well as rich vocabulary to promote high level discussion and collaboration. Classroom performance and work habits determine interest areas that students choose in order to be actively engaged when completing assignments. Conferencing allows a teacher to personally know a student's interests and promote rigorous coursework in his/her areas of strength. SAGES 3 (nonverbal reasoning) is used for universal testing of all 2nd grade students in the spring of second grade. A GT learning behavioral checklist is also used by first and second grade teachers and placed in the students permanent record as another piece of evidence which is examined for the GT program.

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

2. Equitable policies that ensure inclusions of all students.

The Acceleration and Enrichment Programs (AEP) are provided to identified students (PK-12) through grade

and content acceleration, differentiated instruction, accelerated courses, flexible/ability groupings, curriculum compacting, online course offerings (criteria-based) and extension activities. Various types of identification tools are used to allow a broader screening of students. Input from teachers and parents are a key factor. Classroom performance and work habits determine interest areas that students choose in order to be actively engaged when completing assignments. Conferencing allows a teacher to personally know a student's interests and promote rigorous coursework in his/her areas of strength. SAGES 3 (nonverbal reasoning) is used for universal testing of all 2nd grade students in the spring of second grade. In grades 3rd - 5th iReady and Amplify reading screeners are completed yearly for all students. A behavioral checklist is also used by 1st and 2nd grade teachers as another piece of evidence to qualify for entry into the GT program in third grade. A review of these documents are conducted yearly with the schools GT committee to review and create the list of students who receive AE including a watchlist to review for the next school year. Individual GT plans are made with the educational team for students who need additional acceleration beyond the AEP program with the GT teacher. Test scores are examined as potential success indicators, but are not the final determinant to enter an accelerated program. In middle school every student is screened by both HMH and iReady in math and reading (yearly 6th-8th grades). Scores are reviewed by administration, content specialists and classroom teachers for placement in leveled sections for math and ELA as well as math and reading labs. A triangulation of data (screener reports, MCAP from previous years, and former teacher referral). It usually equates to the top 10-15% but GPA and student ranking is not a readily accessible data point in middle school. All middle schools have access to an accelerated math pathway through curriculum compacting. These GT students can meet the CCR standard in math by the end of 10th grade. **The Gifted and Talented programs utilize the Educational Equity Policy as stated on the ACPS website. It states:**

**Purpose:**

**To foster the success of each student in our schools. For that success to occur for each student in lifelong learning and the world of work, the Board of Education of Allegany County prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student. Achieving equity means implicit biases and students' identities will neither predict nor predetermine their success in school. Educational equity should be a lens through which all policies, procedures, and practices are viewed and decided.**

**Policy Statement:**

**Realizing that educational equity and educational equality are not the same, ACPS shall strive to achieve educational equity through:**

**\* Reflecting a philosophy that social identifiers are a valued asset.**

**\* Basing actions on the goal of providing educational equity for each student no matter their social**

Basing actions on the goal of providing educational equity for each student no matter their social identifiers.

- \* Directing the use of resources to provide equitable access to educational opportunities and services, even when this means differentiating resource allocation.
- \* Identifying partnerships with the Maryland State Department of Education, other agencies, and stakeholders, to provide tailored and differentiated professional learning designed to build capacity for cultural responsiveness to address areas of inequality identified by the school system.
- \* Requiring that an equity lens be used in reviews of staff, including administrators, teacher and instructional leader candidates, curriculum, pedagogy, professional learning, instructional materials, and assessment design.
- \* Ensuring equitable access to effective teachers for each student.
- \* Providing the access and opportunity for all students to successfully read on grade level by the end of grade 2.
- \* Directing that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Plan/Master Plan.
- \* Designating an individual responsible for the facilitation, monitoring, and implementation of the school system equity initiatives within the Local ESSA Consolidated Strategic Plan.
- \* Identifying the school system's process for developing goals, objectives, strategies, and timelines for implementation of equitable practices in each school and the methods for measuring the effect of equitable practices in local schools.
- \* Reviewing existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed using an educational equity lens tool and with educational equity as a priority.
- \* Actively working toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support, and retain a workforce that includes racial, gender, and linguistic diversity.
- \* Providing professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps that lead to disparities in achievement.
- \* Creating schools with a welcoming, inclusive culture and environment that reflects and supports the diversity of the student population, their families, and their community.
- \* Including partners who have demonstrated culturally specific expertise, in meeting our high goals for educational outcomes. The district shall involve students, staff, families, and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- \* Providing multiple pathways to success in order to meet the needs of the diverse student body and

actively encourage, support and expect high academic achievement for each student.

\*Providing materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

\*Including in all plans for new construction and/or renovation of existing facilities, consideration of equitable access to twenty-first century learning environments.

### Review and Reporting

In order to achieve educational equity for each and every student:

The superintendent shall develop procedures and develop an action plan to implement this policy. In the spirit of continuous improvement, the superintendent will report annually to the Board the progress of the implementation of this policy and the action plan.

In support of the goals of this Educational Equity policy, the Board establishes an Equity Advisory Committee to work with the superintendent to assist in the development of the action plan to implement this policy and advise the superintendent on educational equity issues within the school system. The Equity Advisory Committee also shall assist the superintendent in developing strategies to ensure that **equitable educational opportunities are being provided to all of the students who attend our schools.**

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

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

Prek-2nd grade - All primary children are provided optimal learning experiences that are sensitive, yet challenging, to individual needs, interests, and abilities. Prekindergarten students are observed through anecdotal records and classroom performance. The Omnibus work sampling system can be used as a tool to further evaluate skills, knowledge, behavior, and accomplishments at varying performance levels for better reliability and consistency.

Omnibus Guideline Areas:

Personal and Social Development

Language and Literacy

Mathematical Thinking

Scientific Thinking

Social Studies

The Arts

Physical Development

Students also complete core math and reading assessments, a gifted learning behavioral checklist is completed for every 1st and 2nd grade student and housed in their permanent record. In grades 1-2, teachers view students experiences and document their observations on the Gifted Learning Behavioral

Checklist. Behavior targets are observed for each child's individual talents and abilities to be recognized and fostered to the highest potential. These areas of strength include problem-solving strategies and critical thinking.

Gifted Learning Behaviors:

Perceptive Resourceful

Inquisitive Leadership

Communicative Persistence

Creative

The checklist is completed by a coding REPIscale (Readiness, Emergent, Progressing, Independent) in four targeted behavior areas each year. The checklist is placed in permanent records to be used as a future resource for enrichment programs. **In grades 3rd -5th iReady and Amplify reading screeners are completed yearly for all students. In middle school every student is screened by both HMH and iReady in math and reading (yearly 6th-8th grades).**

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

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

The GT coordinator and GT teachers meet annually to review data and share and reflect upon the GT program and resources. The reflections drive the goals for the GT groups. One of the goals last year was for publishing an appeal process and forming a review committee for analyzing the new consistent program for AEP students in the elementary school. The feedback drove a meeting to review and select a new topic of the curriculum and refine best practices while continuing the program for the early learners group. **Students are placed on a watchlist in January and the data and teacher/GT input are a part of the fall reviews of the following school year.** The Appeal Process for Acceleration and Enrichment: Assessment results are reported to the county LEA for GT. If a parent/guardian wants to appeal, a review will be done with the school principal and the educational management team. Parents/guardians will be invited to meet with the school principal and EMT to be informed of the results and placement options. Parents/guardians will have 10 days to submit a written appeal to the Superintendent. This was reviewed by the chief academic officer and superintendent and published on the Allegany County Public Schools website within the Acceleration and Enrichment part of the website.

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

5. An outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.

At the beginning of the school year, GT teachers meet with the GT supervisor to review universal screeners, budgets, SEL supports and curriculum as well as the timeline for the school year. **All educators are emailed information for the MEGS conference and invited to attend.** A Schoology group is used to collect resources and to house documents that are used for implementation of the GT programs. Throughout the year GT teachers and the supervisor collaborate through the Schoology group, email and phone calls. Midyear during supervisor PD the group meets to continue PD with the GT programming. At that time, a breakout group is offered for universal screener updates and support. Each member also becomes the lead in their individual schools programming for GT. They also lead discussion for examining data points, behavioral checklists and work samples for monitoring or joining GT programs. As additional acceleration is needed, the school team with administration will contact the GT supervisor to set up a meeting with the educational management team. The meeting may result in an individual education plan of acceleration or assessment with the Iowa Acceleration Scale for whole grade level acceleration.

**Percentage of gifted and talented students identified in the local school system**

Indicate the overall and disaggregated percentage of students that qualify for GT programs.

<b>Student Group</b>	<b>Gifted Students</b>	<b>Total Student Population</b>
% of students participating in programming	16%	100%
<b>Gifted Category</b>		
% General Intellectual Aptitude	16%	
% Promising Potential Ability	0%	
% Core Ability	0%	
% Elective Ability	0%	
<b>Racial and Ethnic Demographic</b>		

% Asian	1.9%	1.13%
% African American	1.82%	3.90%
% Hispanic	1.35%	2.31%
% Pacific Islander	0%	0.13%
% White	90.25	84.78
% 2 or more	4.68%	7.57%

**Historically Underserved Students**

% Economically Disadvantaged	33.76%	58.26
% FARMS	33.76%	58.26
% SWD (column was missing)	4.05%	17.23%
% Multilingual Learners	.001%	0.00%
% Level 1: Entering	0%	25%
% Level 2: Beginning	0%	33%
% Level 3: Developing	0%	30%
% Level 4: Expanding	0%	11%

% Level 5: Reaching	0%	0%
% Exited	100%	1%

List the schools that have been exempted from identification of a significant number of gifted and talented students and the rationale. Add additional rows as needed.

School Name	Rationale for Exemption
NA	

### Continuum of programs and services

Identify the evidence-based programs and delivery models for each grade band.

Grade Band	Programs (Curriculum/Enrichment)	Services (Model of Delivery)
Prekindergarten	Omnibus guideline areas for work samples including personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts and physical development, curriculum lessons, differentiated instruction, enrichment in content areas and talents in social foundations, physical wellbeing and motor development to drive Talent development extensions in core curriculums .	classroom teacher and resource teachers (in full day classrooms) also Judy Center where applicable
	Core reading curriculum assessments reviewing students strengths and talents in social foundations, physical wellbeing and motor development, language and literacy, mathematics, science, social studies, the arts, Talent Development- Challenge readers with core ELA curriculum, Amplify Boost accelerate and extend content	classroom teacher and ELA math specialists as well as resource teachers

K - 2	<p>and skills taught in core ELA curriculum in addition the ten minute tuck-ins extension lessons for word work extensions and Challenging workouts to help advanced students stretch their skills (reading comprehension, speaking and listening, vocabulary, grammar,morphology and spelling and writing) as well as Super Smart read alouds to enrich vocabulary and content knowledge written above grade level, iReady math toolbox for enrichment lessons, modeling and reasoning tasks for all students, math talks for enriching math discourse and number sense fluency, online pathways to extend learning opprotunities in iReady, Think-Share-Compare Routines for engaging all students in productive mathematical practices, every lesson has enrichment activities and math center activities for extended learning, literature connections are also available to work in groups with performance tasks, curriculum lessons, differentiated instruction, enrichment in content areas, gifted learning behaviorial checklist (1st-2nd), interest units and extensions, opportunity for individual plans if additional enrichment is identified.</p>	
6-8	<p>Curriculum lessons, differentiated instruction, enrichment in content,school and county events, online classes, academic competitions,Talent Development leveled classrooms in math and ELA as well as math and reading labs, yearly universal screeners IReady and HMH for both reading and math screeners as well as the ALEKS supplementary tool for enrichment beyond IReady, opprotunity for an individual plans if additional enrichment is identified as well as the accelerated math pathway to allow for students to reach CCR by tenth grade (curriculum compacting starting in 6th grade).</p>	<p>classroom teacher and ELA math specialists as well as resource teachers and enrichment teachers</p>
9-12	<p>Curriculum lessons, differentiated instruction, enrichment in content, AP classes, dual enrollment opportunity, school and county events, academic competitions,specialized program opportunities( P-Tech, CTE programs),mentoring and internships, opportunity for an individual plans if additional enrichment is identified.</p>	<p>classroom teacher and ELA math specialists as well as resource teachers and enrichment teachers</p>

**Goals, targets, strategies, and timelines**

Identify the goals, targets, strategies, and timelines for implementing gifted talented education. Add additional goals as needed.

Goal	Target	Strategies	Timeline
Provide support and professional development for new GT teachers. <b>Through creating a cohesive structure for GT Teacher support of certified teachers increasing by at least 5%.</b>	<b>To build skills and knowledge for new teachers teaching GT students.</b>	Provide support in PD with best practices and support with administration of the universal screener (SAGES 3) with video technical support and guided support with master instructor, new to this year, Project Invention curriculum support	Started in fall 2023 and continuing practices and improving as needed based on data and levels of supporting teachers
<b>To increase representation by 10% in underserved groups noted in current data with a focus on FARMS. Rationale: This group also has representation throughout the other underserved populations.</b> ? ?	<b>To increase representation by 10% in underserved groups noted in current data with a focus on FARMS in elementary schools.</b>	Equity in Gifted Education guidelines and data from County Management System as well as other strategies drafted in the SMARTIE goal. Better segregation of data collection, by gender, race/ethnicity, Socioeconomic status and disability with the purpose of examining subgroups and levels of representation within Allegany County.	Fall 2024 and ongoing

## Comprehensive Teacher Induction Program

### Mentoring Program

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

#### CTIP Personnel

Name	Title	Responsibilities
Katherine Loughrie	Supervisor Title II-A, Professional Learning, Secondary Social Studies, New Teachers	<p>Develops, implements, and oversees the New Teacher Academy:</p> <ul style="list-style-type: none"> <li>- Assists principals with assigning school-based mentors to non-tenured teachers.</li> <li>- Develops assignments, activities, and discussion topics for non-tenured teachers and mentors.</li> <li>- Procures materials and resources for non-tenured teachers (i.e. Better Learning Through Structured Teaching by Fisher and Fry, Mindset by Carol Dweck, "Critical Thinking Educator Wheel," "ADD/ADHD Educator Wheel," When I Started Teaching, I Wish I Had Known... by Carol Pelletier Radford, etc.)</li> <li>- Creates a Schoology course for first-year teachers containing multiple resources as well as online assignments related to Student Learning Objectives (SLOs), Special Education policies and procedures, classroom discipline and restorative practices, the Gradual Release of Responsibility Instructional Framework, and the Universal Design for Learning.</li> <li>- Acts as a liaison between teacher-mentor specialists, teacher mentors, non-tenured teachers, administrators, special education specialists, instructional supervisors, and technology specialists.</li> <li>- Plans and implements the New Teacher Orientation for first-year teachers.</li> <li>- Plans and implements monthly "pop-in sessions" via Google Meet of first-year teachers</li> <li>- Develops and administers surveys to participants of the New Teacher Academy.</li> <li>- Analyzes results of New Teacher Academy surveys and makes adjustments to the program as deemed necessary.</li> </ul>


Describe the training that mentors receive BEFORE their tenure as a mentor. Include the timeline of when training occurs and the content of the training.

At the beginning of the year (8/19/24), prior to their first meeting with their mentees, the Supervisor of the CTIP provides all teacher mentors with a variety of resources to assist them in their role as a mentor as well as with clear expectations of what is expected of them in their mentor role

(<https://drive.google.com/file/d/11674141AvEneXUTb76EpC7AvRkHPf2zH/view?usp=sharing>).

In addition, the Supervisor of the CTIP holds a mentor training session via Google Meet (8/23/24) to review the expectations, clarify details, and to answer any questions that the mentors may have -

<https://docs.google.com/presentation/d/1QTGJT1Qg1LxasZfw9n4ny8O1Bis-Dj4MYi-a-aRICS0/edit?usp=sharing>.

By September 1st, Teacher-Mentor Specialists send introductory emails to the teacher mentors in order to make the teacher mentors aware of their role as Teacher-Mentor Specialists, and to offer the mentors assistance with getting started.

Describe the training that mentors receive DURING their tenure as a mentor. Include the timeline of when training occurs and the content of the training.

Throughout the year, the Teacher-Mentor Specialists meet with the teacher mentors at least once per quarter (October, December, February, and April) to provide additional coaching and guidance (quarterly meetings are required). If some teacher mentors require additional assistance, the Teacher-Mentor Specialists will meet with them as often as needed. Teacher Mentors are required to complete a survey each quarter (<https://forms.gle/pBarUVdRvDLdTtj8>) to help determine needs, as well as to guide the quarterly meetings.

In the past, mentors were provided with the opportunity to participate in the MSDE-sponsored CPD courses "Supporting Teachers: A Primer for New Mentors and Coaches" and "Shrinking the Change: Leveraging Feedback to Improve School Culture." If these courses are offered again, all mentors will be invited and encouraged to participate.

Describe how school system administrators are trained in the roles and responsibilities of mentors to include the timeline of when training occurs and the content of the training.

School system administrators work with the Supervisor of the CTIP to assign probationary teachers school-based mentors (June-July 2024). Prior to assigning the mentors, the roles and responsibilities of the mentors are relayed to the administrators. In addition to providing administrators with the expectations of the mentors, administrators are also provided with copies of the assignments given to the probationary teachers and mentors - <https://drive.google.com/file/d/11674141AvEneXUTb76EpC7AvRkHPf2zH/view?usp=sharing>.

In terms of training, on May 29th, 2024, all content supervisors and school administrators participated in a training session on the induction program. The training - [https://docs.google.com/presentation/d/1GRXMjLhWrnas2a-X\\_8CBxHMC39TMp3NrLhKUE7zbYrs/edit?usp=sharing](https://docs.google.com/presentation/d/1GRXMjLhWrnas2a-X_8CBxHMC39TMp3NrLhKUE7zbYrs/edit?usp=sharing) - included:

- Factors that contribute to teacher attrition and retention.
- The role and expectations of mentors.
- Considerations that need to be made when assigning mentors to mentees.
- The purpose and role of Teacher-Mentor Specialists.
- Expectations of mentees.
- Expectations for supporting mentors' work in schools.
- The importance of school-level coordination in supporting new teachers.

Describe how the district determines and defines probationary teachers.

As stated in the negotiated contract - <https://docs.google.com/document/d/1GEIbnLxJ3W8AWHlOcMIZa8jHoI7-oL4z/edit?usp=sharing&ouid=104501560284274538271&rtpof=true&sd=true> - "the probationary period of employment of a certificated employee in a local school system shall be three years from the date of employment." Exceptions to this are outlined in the attached contract (see above link) in subparagraphs(c)-(d).

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

First-year teachers attend a two day orientation - <https://docs.google.com/document/d/1NwaukVGXKnQxan4D2l0aulY-VFmusJxJ/edit?usp=sharing&ouid=104501560284274538271&rtpof=true&sd=true> - and are enrolled in an online Schoology course. The orientation consists of the following topics:

- Overview of the New Teacher Academy
- Technology Integration
- Weighting Grades/Gradebook Recommendations
- Restorative Practices and Classroom Discipline
- Observation and Evaluation Process
- Gradual Release of Responsibility Instructional Framework
- Universal Design for Learning Guidelines
- Student Learning Objectives (SLOs)
- Content Specific Resources/Curriculum Review (with Supervisors)
- Human Resources (Retirement, Substitutes, Insurance)
- Finance (Payroll, Tax Deferred Annuities)
- School Safety
- Overview of Expectations/School Policies (with school-based Administrators)

The Schoology course contains a variety of resources and materials, as well as several assignments for the first-year teachers to complete. The assignments are related to Classroom Discipline, Restorative Practices, Special Education policies and procedures/SDI, the Gradual Release of Responsibility instructional framework, the Universal Design for Learning, Ruby Payne's "A Framework to Understanding Poverty," and more.

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

First-year teachers are assigned a school-based mentor; they have the opportunity to attend monthly Google Meet sessions with the Supervisor of the CTIP; they write monthly reflections and submit the reflections to their assigned mentors; they meet face-to-face with their assigned mentors a minimum of once a month and as needed; they participate/post in Schoology discussion boards on a variety of topics (e.g. What was your most challenging moment? How did you respond to the challenge? What new strategies have you tried that might benefit students that are struggling? What choices have you given your students? How do you create a positive climate for your students?); they complete two activities each month (a list of required and optional activities is provided to first-year teachers – see attached); they write reflections on the completed activities; they submit each activity reflection to their assigned mentors; and they are enrolled in a Schoology course that contains a variety of resources and materials, as well as assignments that they must complete throughout the year (assignments are related to Classroom Discipline, Restorative Practices, Ruby Payne - A Framework for Understanding Poverty, Special Education policies and procedures/SDI, the Gradual Release of Responsibility instructional framework, the Universal Design for Learning, etc.).

Second-year teachers meet face-to-face with their assigned mentors a minimum of once a month and as needed; they complete a needs assessment to determine areas of focus; they complete two activities each month (a list of activities is provided to them); they write reflections on the completed activities and submit the reflections to their assigned mentors; and they write monthly reflections and submit the reflections to their assigned mentors.

Third-year teachers meet face-to-face with their assigned mentors a minimum of once a month and as needed; they complete a needs assessment to determine areas of focus; and they work with their mentor on the completion of the document “Writing a Professional Development Plan.”

Please see supporting documents - <https://drive.google.com/file/d/11674141AvEneXUTb76EpC7AvRkHPf2zH/view>.

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

As mentioned above, probationary teachers are given a list of activities to complete. Some of the activities are optional, while others are required. Examples of some of the required activities include asking their mentors to observe them, observing a teacher other than their mentor with a focus on classroom management, and observing a second teacher with a focus on the components of the Gradual Release of Responsibility instructional framework. As requested, non-tenured teachers are able to observe/shadow veteran teachers, and specific professional learning needs will be addressed by the mentor, or another educator in the Allegany County Public Schools.

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

Probationary teachers are required to have a meeting with their mentors once per month. During this meeting, the probationary teachers and the mentors complete the “Mentor/Mentee Log Sheet” -

[https://docs.google.com/document/d/10DKCt4MVBXuHvSRpkLW7vy0H05K38j\\_2/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true](https://docs.google.com/document/d/10DKCt4MVBXuHvSRpkLW7vy0H05K38j_2/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true)

to determine the probationary teachers’ strengths and challenges. It is also during this time that the mentors and mentees discuss the mentees’ monthly reflection -

<https://docs.google.com/document/d/1LfHul4bVcvkHKGzcFAxRhRv0Bqn6Bxbd/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true>

as well as the mentees’ reflections surrounding the monthly activities

[https://docs.google.com/document/d/16iLWY66T\\_9e1pi-IH1HcnC3qLAsMtJFj/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true](https://docs.google.com/document/d/16iLWY66T_9e1pi-IH1HcnC3qLAsMtJFj/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true) and

[https://docs.google.com/document/d/1i7wJAt\\_hcq2VUcN9xTW-o9uGwIGpPwWW/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true](https://docs.google.com/document/d/1i7wJAt_hcq2VUcN9xTW-o9uGwIGpPwWW/edit?usp=sharing&oid=104501560284274538271&rtpof=true&sd=true) .

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

One of the required activities of probationary teachers is to meet with an inclusion teacher and discuss specially designed instruction (SDI). It is through this activity, as well as team planning opportunities, that probationary teachers often learn how to effectively co-plan and co-teach. Besides co-teaching with inclusion teachers, if walkthrough data/observations/discussions with mentors show that probationary teachers would benefit from additional co-teaching opportunities, such opportunities would be arranged through content supervisors, administrators, and the Supervisor of the CTIP.

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

Probationary teachers are required to submit monthly reflections to their mentors. The mentor teachers are expected to read the reflections and provide feedback to the probationary teachers as necessary. Additionally, probationary teachers meet with their mentors at least once per month, they have the opportunity to attend monthly Google Meet sessions with the Supervisor of the CTIP, and they complete a minimum of two evaluation surveys. Pre-and post-observation conferences with their school administrators and content supervisors, as well as discussions following informal walkthroughs, are also ways in which new teachers' concerns are addressed and additional support is provided.

## Data Reporting

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	120	1.008403361
Total Number of Probationary Teachers being served by the LEAs CTIP	120	
Number of Full Time Mentors	0	
Number of Part Time Mentors	3 (Teacher-Mentor Specialists)	
Number of Teacher serving as Mentors	116 (4 teachers have 2 mentees)	
Total Number of Mentors	119	

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

Evaluation ratings, test scores/performance reports, informal walkthrough data, and anecdotal data compiled by mentor teachers will provide insight to the effectiveness of the probationary teachers. If data indicates that a teacher is struggling with delivering quality instruction, the mentor, the Supervisor of the CTIP, the Teacher-Mentor Specialists, the content supervisors, and the school administrators will work together to provide the probationary teacher with the tools he/she needs to be effective. Such tools may include providing additional resources (e.g. training for online programs), conducting additional observations of the probationary teacher (conducted by the content supervisors and school-based administrators - would include pre-and post-conferences to help with preparation and to identify areas of strength and areas in need of improvement), and providing the probationary teacher with more opportunities to observe highly effective teachers. Coaching opportunities will also be provided to probationary teachers in an attempt to improve instruction.

## Measuring Effectiveness

### Program Effectiveness

Complete the chart to explain how the efficacy of the mentoring program is evaluated. Include in the response teacher evaluation data, teacher perception data, and new teacher retention data.

Data Type and Source	Criteria and Method for Collection	How data is used to inform or improve CTIP	Personnel Responsible
<p>Teacher Evaluation Data</p>	<p>The goal is for all teachers to be "Effective" or "Highly Effective".</p> <p>Principals and content supervisors enter all walkthroughs, observations, and evaluations into the ACPS Teacher/Principal Database. Once all "Professional Practices" are completed, the ACPS IT Developer provides an annual report/summary to the office of Human Resources, which is shared with the Supervisor of the CTIP.</p> <p>During the 2023-2024 school year, 608 teachers received evaluations. Of this number, 377 teachers were deemed highly effective, 229 were considered effective, 1 teacher was developing, and 1 teacher was ineffective.</p>	<p>If the data shows that a number of new teachers are either "Ineffective" or "Developing," the structure of the program will be reexamined, possible changes/solutions will be presented and ultimately put into practice, and discussions with teachers' principals, content supervisors, and mentors will take place to determine how additional support can be provided.</p>	<p>Supervisor of the CTIP</p> <p>Supervisor of Human Resources</p> <p>IT Developer</p> <p>Content Supervisors</p> <p>Mentors</p> <p>Administrators</p>

<p>Teacher Perception Data</p>	<p>All probationary teachers will receive end of year surveys that allow them to evaluate the effectiveness of the New Teacher Academy. First-year teachers are also asked to submit surveys that evaluate the New Teacher Orientation and the series of asynchronous assignments they are required to complete. Surveys are sent via Google Form and results are compiled by the Supervisor of the CTIP.</p> <p><a href="https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?usp=sharing</a></p>	<p>If the survey results indicate that non-tenured teachers are not feeling supported, and/or if teacher evaluation data indicates that non-tenured teachers are struggling, these issues will need to be addressed and changes will be implemented. An example of this occurred in 2022 when third-year teachers mentioned how they felt the activities component of the program were not as relevant to their needs. This issue was communicated through conversations between the Supervisor of the CTIP and the Teacher-Mentor Specialists, as well as through the data obtained from the end of the year survey. As a result, a change was made to the program in that in 2022-2023, all third-year teachers worked to create a Professional Development Plan instead of</p>	<p>Supervisor of the CTIP</p>
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monthly activities. According to the end of surveys, in 2023 85.7% and in 2024 77.3% of third-year teachers found the incorporation of the Professional Development Plan “beneficial”. Another example would be the change in the number of reflections required of first-year teachers. Prior to 2022-2023, first-year teachers were required to submit bi-weekly reflections. However, after analyzing the 2022 end of year survey, it was discovered that 50% of the first-year teachers found the bi-weekly reflections to be beneficial only “sometimes,” and 40.5% of the first-year teachers did not find them beneficial at all. Starting in 2022-2023, teachers were required to submit monthly instead of bi-weekly reflections, resulting in only 12.5% of first-year teachers not finding them beneficial (28%

		<p>not finding them beneficial (20% decrease).</p> <p>Some of the changes for the 2023-2024 school year based on survey results from the 2022-2023 school year included the following:</p> <ul style="list-style-type: none"> <li>- To help walk teachers through the reflection process, first-year teachers were provided with the book <i>When I Started Teaching, I Wish I Had Known...Weekly Wisdom for Beginning Teachers</i> by Carol Pelletier Radford.</li> <li>- Additional information and how-to guides for the district's main resources/applications (i.e. ASPEN, Edpuzzle, Incident IQ) were provided to first-year teachers.</li> <li>- A combined meeting with the supervisor of the CTIP, the teacher-mentor specialists, and the teacher mentors was held at the beginning of the year to</li> </ul>	
Retention Data	The Office of Human Resources collects and maintains all retention data.	<p>If the attrition rate increases, this will be shared with content supervisors, administrators, and the Chief Academic Officer. The "5 Whys" process will take place to determine the root of the increase, and possible changes will be explored and implemented.</p> <p>As a result of providing a comprehensive new teacher induction program, the ACPS retains over 90% of its teachers over a five-year period (last year's</p>	<p>Supervisor of the CTIP</p> <p>Supervisor of Human Resources</p>

		retention rate was 93.2%). When teachers leave the ACPS, they tend to leave for teaching opportunities closer to their families.	

## Mentor Effectiveness

Complete the chart to explain how the efficacy of individual mentors is evaluated. Include in the response teacher evaluation data, teacher perception data, and new teacher retention data.

Data Type and Source	Criteria and Method for Collection	How data is used to improve effectiveness of mentors	Personnel Responsible
Teacher Evaluation Data	<p>The goal is for all mentors to be "Highly Effective" in the majority of the areas of the professional practice. The mentees/non-tenured teachers are expected to be, at a minimum, "Effective".</p> <p>Principals and content supervisors enter all walkthroughs, observations, and evaluations into the ACPS Teacher/Principal Database. Once all "Professional Practices" are completed, the ACPS IT Developer provides an annual report/summary to the office of Human Resources, which is shared with the Supervisor of the CTIP.</p> <p>During the 2023-2024 school year, 608 teachers received evaluations. Of this number, 377 teachers were deemed highly effective, 229 were considered effective, 1 teacher was developing, and 1 teacher was ineffective.</p>	<p>If the data shows that a number of new teachers are either "Ineffective" or "Developing," the structure of the program will be reexamined, possible changes/solutions will be presented and ultimately put into practice, and discussions with the mentors will occur. Additionally, if the data shows that several mentors are not "Highly Effective" in the majority of the areas of the professional practice, those mentors will receive additional support, but may also be removed from their mentor role and replaced with teachers that are considered to be "Highly Effective."</p>	<p>Supervisor of the CTIP</p> <p>Supervisor of Human Resources</p> <p>IT Developer</p> <p>Content Supervisors</p> <p>Mentors</p> <p>Administrators</p>

<p>Teacher Perception Data</p>	<p>All probationary teachers will receive end of year surveys that allow them to evaluate the effectiveness of the New Teacher Academy. Part of the survey requires teachers to describe and comment on the level of support their mentors provided to them. Teacher-Mentor Specialists also require mentors to complete quarterly surveys (in addition to the quarterly meetings) to ensure and document that required sessions/activities are taking place and to address any areas of concern. Surveys are sent via Google Form and results are compiled by the Supervisor of the CTIP and the Teacher-Mentor Specialists.</p> <p><a href="https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?u">https://docs.google.com/spreadsheets/d/1JZselvDILjxgpcfOJ1nQ8uzKpRPaZfnk6icH9HswEVc/edit?u</a></p>	<p>If the surveys indicate that mentees do not feel supported or are having conflicts with their mentors, conversations with the mentees, mentors, and school administrators and content supervisors will take place. If a change in mentor assignment is needed, a change will be made.</p> <ul style="list-style-type: none"> <li>- In a recent survey, 100% of probationary teachers stated that their mentors made themselves available when requested.</li> <li>- When asked what topics their mentors provided the most assistance with, the following topics had a response rate of 50% or higher among first-year teachers: 1) Logistics (70.8%); 2) Instruction (79.2%); 3) Classroom Management (66.7%); 4) SLOs (79.2%); 5) Providing Resources</li> </ul>	<p>Supervisor of the CTIP</p> <p>Teacher Mentor-Specialists</p>
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	<p>sp=sharing</p> <p><a href="https://docs.google.com/forms/d/115cNYI3BeANgnd6SeptwpyEGOrYj4XjHjCAu4YHJ-tk/edit?usp=drive_link">https://docs.google.com/forms/d/115cNYI3BeANgnd6SeptwpyEGOrYj4XjHjCAu4YHJ-tk/edit?usp=drive_link</a></p>	<p>(75.0%); 6) Overall Welfare (70.8%); 7) Lesson Planning (62.5%); 8) Conferencing with Parents (58.3%)</p> <p>- When asked what topics their mentors provided the most assistance with, the following topics had a response rate of 50% or higher among second-year teachers: 1) Logistics (75.0%); 2) Instruction (79.2%); 3) Classroom Management (62.5%); 4) Providing Resources (70.8%); 5) Overall Welfare (87.5%); 6) SLOs (62.5%); 7) Conferencing with Parents (58.3%)</p> <p>- When asked what topics their mentors provided the most</p>	
Retention Data	The Office of Human Resources collects and maintains all retention data.	If the attrition rate increases, the induction program as a whole will be evaluated and additional training for mentors may be required/ implemented.	Supervisor of the CTIP  Supervisor of Human Resources

## Carryover and No Cost Extensions

Local Education Agency (LEA)

Allegany County Public Schools

Phone Number

301-759-2053

LEA Unique Entity Identifier (UEI)  
Number

UDVMRHKJQM1

Address

108 Washington Street, Cumberland, Maryland 21502

LEAs must complete the chart below for each Title program that would be impacted by carryover and/or no cost extension granted through the Tydings Amendment. Complete the table below for LEA's remaining FY24 funds to be expended after 9/30/2024. If programmatic changes are needed for funds expended after 9/30/24, a C-1-25 with form A and B must also be submitted.

Title Program	Explanation	Amount of FY2024 funds to be expended after 9/30/24	Programmatic Changes? Yes/No C-1-25 budget required.
Title I, Part A	See Title I, Part A Carryover Report	N/A	N/A
School Improvement	Funds were not expended in the allotted time, so an amendment was submitted and a grant extension was approved to spend funds	\$169,635	No
Title I, Part C	N/A	N/A	N/A
Title I, Part D, Subpart 1	N/A	N/A	N/A
Title I, Part D, Subpart 2	N/A	N/A	N/A
Title II, Part A	N/A	N/A	N/A

Title III, Part A, English Language Acquisition	N/A	N/A	N/A
Title IV, Part A	FY 24 funds will not be expended by 9/30/24. There will be carryover of FY24 funds.	\$22,455	No
Title V, Part B	N/A	N/A	N/A

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Carryover and No Cost Extensions

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# Allegany Co Local Consolidated ESSA Program Review

## Title I and Equitable Services

Category and Criteria	Rating	Remarks	Date
-	<b>SCORING RUBRIC</b>		<b>Received</b>
	<b>EXCEEDS CRITERIA</b>	Expectations exceeded	
	<b>MEETS CRITERIA</b>	Expectations met	<b>Returned</b>
	<b>DOES NOT MEET CRITERIA</b>	Revisions required	
	<b>MISSING OR INCOMPLETE</b>	Insufficient information for evaluation	<b>Approved</b>
<b>General Application Requirements</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	Date Reviewed
<b>3. Key Personnel</b>	-		
Title I, Part A: The key staff employed by the LEA are responsible for monitoring and implementing the program, as well as steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). The "Time Devoted" column reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e., a full-time employee who devotes half of their time appears as 0.5).	Meets criteria		
School Improvement: The key staff employed by the LEA are responsible for monitoring and implementing the program, as well as steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). The "Time Devoted" column reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e., a full-time employee who devotes half of their time appears as 0.5).	Meets criteria		
<b>4. Extent of Need</b>	-		
Title I, Part A: The LEA described the needs to be addressed through the Title I Part A program supported by data, efforts to address the needs and how those efforts were or were not successful. They discussed the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs	Meets criteria		
<b>5. Evidence of Impact</b>	-		
Title I, Part A: The LEA described how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact.	Meets criteria		
<b>6. Evaluation and Dissemination</b>	-		
<b>Title I, Part A:</b>	Meets criteria		
Title I, Part A: The LEA identified which data will be used to evaluate the program.	Meets criteria		
Title I, Part A: The LEA completed evaluation timeline including what and how data collected, person(s) responsible.	Meets criteria		
Title I, Part A: The LEA described the dissemination plan.	Meets criteria		
<b>School Improvement:</b>	-		
School Improvement: The LEA described the evaluation plan, including which data will be used to evaluate the program.	Meets criteria		
School Improvement: The LEA completed evaluation timeline including what and how data collected, person(s) responsible.	Meets criteria		
School Improvement: The LEA described the dissemination plan.	Meets criteria		
<b>Budgets and Budget Narratives</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>1. Title I, Part A, J. Fiscal (Part One) See Fiscal Tables Workbook</b>	<b>Not Applicable</b>		
<b>2. School Improvement</b>	-		
C-1-25	Meets criteria		
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		
The LEA budget narrative includes a description, calculation, requested use of funds, and total use of funds for each line item.	Meets criteria		
All calculations are accurate.	Meets criteria		
Clear descriptions are provided for all line items.	Meets criteria		
All line items are in appropriate categories	Meets criteria		
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		
<b>Blueprint</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>1. Educational Equity</b>	-		
<b>2. Title I, Part A</b>	-		
The LEA described how the Title I, Part A program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
<b>3. School Improvement</b>	-		
The LEA described how the School Improvement program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
<b>Educational Equity</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>Equity Initiatives</b>	-		
<b>1. Title I, Part A</b>	-		
The LEA described how the evidence-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of the Title I, Part A program.	Meets criteria		
<b>2. School Improvement</b>	-		
The LEA described how the evidence-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of the School Improvement program.	Meets criteria		
<b>Equitable Services</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>Federal Program FY25 Allocations and Equitable Services Proportionate Share reported correctly</b>	-		
Title I Part A.	Meets criteria		
Title I, Part C	Not Applicable		
Title II, Part A	Meets criteria		
Title III, Part A	Not Applicable		
Title IV, Part A	Meets criteria		
<b>Assurances</b>	-		
Assurance 1: Affirmation of Consultation Forms have been uploaded for all participating programs.	Meets criteria		
Assurance 2: LEA ensures it adheres to all Equitable Services Provisions	Meets criteria		
<b>Participation of Children Enrolled In Nonpublic Schools</b>	-		

Category and Criteria	Rating	Remarks	Date
1. Annual Meeting: The LEA provided a written process for the annual meeting representing ALL participating federal programs.	Meets criteria		
2. Ongoing Timely and Meaningful Consultation: The LEA's provided the process for ongoing timely and meaningful consultation representing ALL participating federal programs.	Meets criteria		
3: The LEA included the consultation timeline for all participating federal programs.	Meets criteria		
4. Local Control: For all participating federal programs, the LEA's written process addresses: oversight, monitoring, supervising, evaluating the effectiveness of services, and maintaining control of program funds and title to all materials, distribution of equipment, and property purchased with Federal funds.	Meets criteria		
5: Complaint Procedure: Dispute Resolution Process is provided representing all participating federal programs	Meets criteria		
<b>Title I, Part A: Delivery of Services have been checked</b>	-		
Provide services directly to eligible private school students	Meets criteria		
Enter into a third-party contract to provide services to eligible private school students	Meets criteria		
Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures	Meets criteria		
<b>- Title I, Part A: School Allocations</b>	-		
The LEA provided the names of participating nonpublic schools	Meets criteria		
The LEA provided the number of nonpublic school students (per school)	Meets criteria		
The LEA provided the Title I Part A school allocation (per school)	Meets criteria		
<b>- Title II, Part A, Equitable Services Process</b>	-		
The LEA has provided a description of the process for providing equitable participation to private schools, including a needs assessment and professional development action plan.	Meets criteria		
The LEA has provided the names of the participating schools; numbers of private school students that will benefit from Title IIA services and the total school allocation.	Meets criteria		
<b>- Title III, Part A Providing Equitable Services to English Learners</b>	-		
The LEA has provided written processes to invite private schools to consultation meetings; provide on-going consultation; and manage disputes and/or complaints.	Not Applicable		
The LEA has provided a description of the process for providing equitable participation to private schools.	Not Applicable		
The LEA has provided the names of the participating schools; numbers of private school students; and the calculated cost per pupil that will benefit from Title IIIA services.	Not Applicable		
<b>- Title IV, Part A Monitoring Equitable Services</b>	-		
The LEA has demonstrated that equitable services were provided.	Meets criteria		
The LEA has provided the names of the participating non-public schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.	Meets criteria		
The LEA has provided a process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.	Meets criteria		
The LEA has provided a total for all expected non-public transfers.	Meets criteria		
<b>Title I, Part A E-J</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>E. Participation of Children Enrolled in Private Schools</b>	<b>Not Applicable</b>	<b>This section is evaluated in Equitable Services.</b>	
<b>- F. Education for Homeless Children</b>	-		
The LEA described how the LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.	Meets criteria		
The LEA provided an assurance that the amount it calculated for the reservation for children and youth experiencing homelessness includes all listed criteria.	Meets criteria		
The LEA described how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA).	Meets criteria	Please note that beginning in the 2025-2026 school year, the LEA must base the set-aside amount on a written needs assessment of children and youth experiencing homelessness in the LEA. The LEA will need to provide MSDE with a copy of the written needs assessment. While the needs assessment must consider the number of children and youth experiencing homelessness identified by the LEA, it also must include an examination of the needs of children and youth experiencing homelessness that affect their enrollment, attendance, and success in school, including those needs that are unique and distinct from housed students. The needs assessment also must include an examination of the academic outcomes of McKinney-Vento eligible students, including their adjusted-cohort graduation rate, MCAP proficiency, and chronic absenteeism, and a plan for how Title I, Part A funds will be used to improve those outcomes. The McKinney-Vento liaison must be a core member of the team that assesses needs and determines the amount and uses of the set-aside. The liaison's participation at every stage of the process must be documented by sign-in sheets, agendas, and notes (SAN). Finally, the LEA must adopt quantitative and qualitative criteria to assess the sufficiency of the set-aside, including monitoring progress on academic outcomes. MSDE is available to provide technical assistance to LEAs in advance of submission of the 2025-2026 school year consolidated application, including a sample needs assessment. No further action is needed at this time.	
<b>- The LEA completed the table to include:</b>	Meets criteria		
•the name of the LEA's Homeless Education Coordinator or Liaison.	Meets criteria		
•list of all currently active shelter sites in the county that serve homeless children and families.	Meets criteria		
Appendix O: The LEA submitted evidence of their Homeless Education Liaison Cost and Excess Transportation, if applicable.	Meets criteria		
<b>- G. Support for Foster Care Students</b>	-		
The LEA indicated whether or not it has a written agreement (MOU) facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including the Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Meets criteria		
The LEA made a selection for one of the options to ensure its written agreement for transportation includes one of the listed provisions for how transportation to the school of origin will be provided, arranged, and funded.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
Appendix K: A current signed MOU is attached (facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Meets criteria		
Appendix P: If applicable, the LEA attached the calculations that the LEA used to arrive at the figure for determining the (additional Title I Part A) foster care transportation set-aside. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.	Not Applicable		
<b>H. English Learners</b>	-		
The LEA described its written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.	Meets criteria		
The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	Meets criteria		
The LEA assures it has a report card that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	Meets criteria		
<b>J. Fiscal Assurances (Part Two)</b>	-		
The LEA ensured that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.	Meets criteria		
The LEA selected a sample methodology from those listed, or selected "N/A" and indicated the reason.	Meets criteria		
The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.	Meets criteria		
The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.	Meets criteria		
The LEA ensured that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.	Meets criteria		
The LEA understands that it must have a single audit annually, if required, and that all corrective actions required through this process are fully implemented.	Meets criteria		
The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	Meets criteria		
The LEA ensures that it has procedures in place so that equipment is only used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.	Meets criteria		
<b>Title I, Part A-D</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>A. Staff Credentials and Certification</b>	-		
LEA provided an assurance to ensure all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.	Meets criteria		
LEA listed the number and percentage of teachers and paraprofessionals who have not met licensure and certification status for the 2023-2024 school year in Title I programs.	Meets criteria		
Appendix B: Staff Certification	Meets criteria		
If the LEA identified teachers or paraprofessionals that do not meet requirements, the LEA provided the process to ensure that all teachers and paraprofessionals meet State certification and licensure requirements.	Meets criteria		
*The LEA provided a written process to address any disparities that result in low income and/or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field educators.	Meets criteria		
<input type="checkbox"/> The LEA included a written process with timelines to annually notify parents (for each of the below four bullet items) and responded yes to each of the assurances:	Meets criteria		
•That they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services	Meets criteria		
•If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet Maryland's certification or licensure requirements at the assigned grade level, a timely notice will be provided to parents	Meets criteria		
•With information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments.	Meets criteria		
<b>B. Schoolwide Programs</b>	-		
<b>Assurances</b>	Meets criteria		
All applicable assurances are completed.	Meets criteria		
Assurances that require a yes or no response in the text box have been responded to (only the first one could be a no response, all others should be yes).	Meets criteria		
<b>Consolidating Funds in a Schoolwide Program:</b>	Meets criteria		
Is the LEA consolidating funds? (The LEA checked Yes or No)	Not Applicable		
If the LEA checked Yes, have they indicated which funds they will consolidate (i.e. by Title or grant name, etc.)?	Not Applicable		
If the LEA checked Yes, did they describe how the LEA will assist schools in consolidating funds for Schoolwide programs, if applicable.	Not Applicable		
If the LEA checked No and is not consolidating funds, did they describe how the system coordinates financial resources to develop Schoolwide programs?	Meets criteria		
The LEA checked Yes, for their school district having an agreement, such as an MOU, which outlines and coordinates activities between the LEA and Head Start programs and/or other early childhood programs (all 24 LEAs, not including SEED have Head Start programs. A Head Start agreement is required. Other MOUs for example with Judy Centers etc. are also encouraged)	Meets criteria		
Appendix E A LEA provided an agreement, such as an MOU, which outlines the coordination of activities between the LEA and Head Start programs and, if feasible, other early childhood programs (NOTE: Applications can be given conditional approval without signed MOUs. Signed MOUs are due with the final submission, or at minimum a timeline indicating when they will be signed.) A Head Start agreement is required.	Meets criteria		
The LEA provided assurances that its Schoolwide program plans are based on the following: •A comprehensive needs assessment •Schoolwide program reform strategies •Stakeholder input •Coordination and integration of Federal, State, and local services and programs	Meets criteria		
The LEA provided an assurance that it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	Meets criteria		
<input type="checkbox"/> The LEA provided an assurance that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	Meets criteria		
The LEA provided an assurance that it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans.	Meets criteria		
The LEA provided an assurance that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies.	Not Applicable		
The LEA provided its written process for how the LEA supports efforts to reduce the overuse of discipline practices which remove students from the classroom.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
<b>C. Targeted Assistance Programs</b>	-		
The LEA provided an assurance that it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. (NOTE: This applies to all LEAs, even those without TAS).	Meets criteria		
The LEA checked YES to all eight of the assurances, if it operates TAS.	Not Applicable		
<input type="checkbox"/> The LEA described how it ensures that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?	Meets criteria		
<b>D. Parent and Family Engagement</b>	-		
Assurances: All applicable assurances are completed	Meets criteria		
The LEA described the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)	Meets criteria		
The LEA described how the LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.	Meets criteria		
Appendix I: The LEA submitted their District Level Title I PFE Policy/Plan and it addresses all requirements in the MSDE Parent and Family Engagement School-Level Checklist.	Meets criteria		
<input type="checkbox"/> Appendix J: The LEA submitted their tool used for the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan which addresses:	Meets criteria		
•barriers to greater participation by parents;	Meets criteria		
•the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;	Meets criteria		
•strategies to support successful school and family interactions;	Meets criteria		
•used findings from PFE evaluation to design/revise the policy/plan, incorporating evidence-based strategies for more effective parental involvement (as applicable).	Meets criteria		
<b>Title I, Part A Progress Monitoring</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>Required Attachments and Data Tables</b>	-		
The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7.9.4): Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or an LEA-level data tracking system that contains all of the requirements above.	Meets criteria		
<b>Areas of Growth for the Title I, Part A Needs Assessment driven for English Language Arts</b>	-		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to English Language Arts (if applicable)?	Meets criteria		
If yes, did the LEA complete the appropriate portions of the table?	Meets criteria		
<b>Areas of Growth for the Title I, Part A Needs Assessment driven for Mathematics</b>	-		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Math (if applicable)?	Meets criteria		
If yes, did the LEA complete the appropriate portions of the table?	Meets criteria		
<b>Areas of Growth for the Title I, Part A Needs Assessment driven for School Quality and Student Success</b>	-		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to School Quality and Student Success?	Meets criteria		
If yes, did the LEA complete the appropriate portions of the table?	Meets criteria		
<b>Areas of Growth for the Title I, Part A Needs Assessment driven for Parent and Family Engagement</b>	-		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Parent and Family Engagement Activities?	Meets criteria		
If yes, did the LEA complete the appropriate portions of the table?	Meets criteria		
<b>Annual Program Review (APR) Follow-up Addendum</b>	-		
<input type="checkbox"/> Did the LEA have a finding in the 2023-2024 school year? If not, this section is not applicable. If yes, continue below:	Not Applicable		
<input type="checkbox"/> For any Local Education Agency that received a "not met" in one or more components during the 2023-2024 Title I, Part A Annual Program Review (APR), the following addendum must be completed and submitted with the Title I, Part A Application. For each component in which an LEA received a "not met", the LEA must complete and submit the following items:	Not Applicable		
1.The LEA provided a copy of the Title I, Part A Annual Program Review letter indicating which components were identified as "not met" and documenting the required actions for non-compliance.	Not Applicable		
2.The LEA provided a written process or action plan describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following: i.Steps taken to address the non-compliance issue, including how the steps are/ will be documented and monitored ii.Timeline to address the non-compliance issue iii.LEA personnel to include name and title involved in addressing the non-compliance issue	Not Applicable		
3.Based on the timeline provided in the Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2024 have been completed. (Note: Documentation to support any required actions mandated to occur after September 1, 2024 should be reviewed at the 2023-2024 Title I, Part A Annual Program Review)	Not Applicable		
<b>Title I, Part A Fiscal Tables</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>Allocation Worksheet</b>	-		
Has the LEA included the Excel Worksheet to demonstrate the ranking of all Title I schools?	Meets criteria	*ACPS clarified why South Penn ES is listed with a .8 FTE.	
If the LEA skipped schools, are they included in the Allocation Worksheet with no Title I funds allocated? Note: This applies to "Regular Schools Only". Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools (see the GIG Fiscal section for a description of each code).	Not Applicable		
If the LEA has Skipped schools, was the equitable share for private school students and PPA reported?	Not Applicable		
Were the Notations N (New), C (Charter), S (Skipped) or CSI or ATSI checked (if applicable)? (*Unless a waiver was requested for a new school to enter as Schoolwide (SW) check that new schools are listed as Targeted Assistance (TAS))	Meets criteria		
Is the Notation Schoolwide (SW) or Targeted Assistance (TAS) program completed for each Title I school? (not for Skipped schools (S))	Meets criteria		
Is the School ID, Name and Grade Span completed, are the School ID the correct 4 digit MSDE School ID? (Columns D,E, and F)	Meets criteria		
Does the LEA have CEP schools? Are these noted correctly in Column G?	Meets criteria		

Category and Criteria	Rating	Remarks	Date
Does the data in Column H & I match MSDE's official numbers for enrollment and FARMs (or an approved FARMs Amendment)?	Meets criteria		
Did the LEA check Column J and K for Community Eligibility Provision (CEP) calculations as appropriate?	Meets criteria		
Are Columns J and K completed as applicable?	Meets criteria		
Is the Per Pupil in Column M reported as "equal" or in descending order?	Meets criteria		
Are the totals of N + O equal to what is reported on Table 7-10, #7?	Not Applicable		
-Has the LEA included a list of schools that will no longer be designated Title I?	Meets criteria		
<b>Removed Title I Schools</b>	-		
Has the LEA included a list of schools that will no longer be designated Title I?	Meets criteria		
<b>Tables 7-1 and 7-2</b>	-		
<b>Table 7.1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES</b>	Meets criteria		
Did the data sources checked for both public and private schools agree with data used to populate the allocation worksheet?	Meets criteria		
Did the data sources change from the previous year?	Not Applicable		
<b>Table 7.2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS</b>	Meets criteria		
Does the method used to qualify identified attendance areas agree with the Allocation Worksheet? *If grade span is checked is Table 7-4 completed?	Not Applicable		
<b>Tables 7-3, 7-4, and 7-5</b>	-		
<b>Table 7.3 District-Wide Percentages of Low-Income Children</b>	Meets criteria		
Does the district-wide percentage of low-income children reported by the LEA agree with the official enrollment and FARMs data?	Meets criteria		
<b>Table 7.4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS</b>	Meets criteria		
If the LEA identified grade-span poverty averages in Table 7-4, does the sum equal the numbers reported in Table 7-3?	Meets criteria		
<b>Table 7.5 Calculating the Minimum Allocation—For LEAs that Serve Schools below 35% Poverty</b>	Not Applicable		
If the LEA is serving schools below 35% poverty, was the minimum per pupil allocation (PPA) reported?	Not Applicable		
If the LEA is serving schools below 35% poverty, do all Title I schools receive a PPA at or above the minimum PPA? (check Allocation worksheet)	Not Applicable		
<b>Tables 7-6.1 through 7-6.3</b>	-		
<b>Table 7.6.1 Continued Eligibility</b>	Not Applicable		
Has the LEA identified schools for continued eligibility this year? (Check if the system is using the 35% rule or district wide poverty for the cut off to determine eligibility for this designation).	Not Applicable		
If yes, then do the schools listed qualify for continued eligibility (for one additional year)? (In order to qualify, schools must have been Title I last year and fall below the items checked on Table 7-2. These must be newly ineligible schools.)	Not Applicable		
<b>Table 7.6.2 High Schools Served between 50%- 75% Poverty</b>	Not Applicable		
Has the LEA identified High Schools to serve out of rank order and listed the schools they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the ranking exception (High Schools served out of rank order)? (Check the allocation worksheet and FARMs data to determine eligibility for this exception.)	Not Applicable		
<b>Table 7.6.3 Year of data exception: Newly opened and significantly expanded charter schools</b> Exception: If applicable, list the Charter school the LEA is choosing to serve under this exception. The LEA must determine a newly opened and significantly expanded Charter school's Title I allocation based on current year data and provide the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).	Not Applicable		
Has the LEA identified the newly opened and significantly expanded charter school(s) and listed the school(s) they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the exception (using current year data to provide the school its allocation within five months of the schools opening or expansion)? Check the allocation worksheet and FARMS data to determine eligibility for this exception.	Not Applicable		
<b>Table 7-7 Skipped Schools and Skipped School Allocation Worksheet</b>	-		
Number of skipped schools is reported (only for LEAs that are skipping schools) and matches the number on the Skipped School Allocation Worksheet.	Not Applicable		
Did the LEA complete the Skipped School addendum (*tabs in the Fiscal Tables), including the Skipped School Allocation Worksheet?	Not Applicable		
Was the Addendum completed correctly?	Not Applicable		
Did the LEA provide evidence of supplemental state and/or local funding?	Not Applicable		
Were the supplemental LEA funds calculated correctly on the Skipped School Allocation Worksheet?	Not Applicable		
Were all the columns on the Skipped School Allocation Worksheet completed correctly?	Not Applicable		
Were Title I funds calculated correctly for private school equitable share when applicable? Note: Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools. Check to see if non-public students in the regular skipped school's attendance area are receiving LEA supplemental funds that are at least equal to the PPA that they would have received with Title I funds.	Not Applicable		
<b>Table 7-8 Equitable Services</b>	-		
Were the reservations requiring equitable services for non-public schools calculated correctly? (i.e., the total reported equals the amount reported in the detailed budget description block for Lines 1a, and/or 1b and 2.)	Meets criteria		
Did the total number of private school children from low-income families reported on table 7-8 equal the total number of private school children from low-income families in the Title I Allocation Worksheet?	Meets criteria		
Is the Total # of public and private school children reported equal to the total reported in the allocation worksheet?	Meets criteria		
Is the proportional reservation calculated correctly?	Meets criteria		
Did the district reservation and parent involvement reservation in Table 7-8 agree with the amount reported in Table 7-9?	Meets criteria		
Are the total proportional monies for equitable instructional services and parent involvement activities reflected in Table 7-10, Line 2?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities?	Meets criteria		
<b>Table 7-9.1 Reservations for the Title I, Part A Allocation</b>	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Did the LEA reserve a minimum required 1% for Parent Involvement (after deduction of Equitable Services proportional share)?	Meets criteria		
If the LEA has N (Neglected) and/or D (Delinquent) programs, the LEA has identified each institution's name, the amount of funding, and a description of how the funds will be used.	Not Applicable		
The LEA has reserved funds for services to homeless children and youth. The LEA has provided a description of how the funds and services plan is coordinated with the McKinney-Vento Homeless Education Act funds, if applicable.	Meets criteria		
If the LEA has opted to reserve funds for all or a portion of the Homeless Liaison position, the LEA has reported the FTE, salary, and fringe benefits, and has attached a job description.	Not Applicable		
If the LEA has opted to reserve funds for transportation costs, the LEA has attached a description of how it calculated the excess costs and has provided the calculations it used to arrive at the figure in this section.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
Foster Care: The LEA has opted to reserve funds for support to children in foster care?	Meets criteria		
Were the reservations calculated correctly? (Were all the required reservations for the LEA completed?)	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria	ACPS will include Table 7-9.1 Parent & Family Engagement budget narratives follow up for Materials.	
<b>- Table 7-9.2 District-Wide Reservations</b>	-		
Does the LEA have a district-wide reservation?	Meets criteria		
Has the LEA used the correct line for each reservation?	Meets criteria		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria	ACPS will provide a cost breakdown and budget narrative for the additional materials of instruction where ACPS indicated "see attached" since it is housed on a separate Table / Appendice. A hyperlink does not equate to a Budget Narrative.	
Did the LEA complete the appropriate Area of Growth chart for the district-wide reservation (in the Progress Monitoring Section, if applicable)	Meets criteria		
<b>- Table 7-9.3 Administration</b>	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria		
<b>- Table 7-9.4 Reservations for CSI and ATSI Schools from Title I, Part A Allocation</b>	-		
Is the LEA providing support for CSI or TSI Schools from the Title I, Part A Application?	Not Applicable		
Has the LEA provided the school names and the allocation amount for each school?	Meets criteria		
Has the LEA used the correct line for each reservation?	Not Applicable		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Not Applicable		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Not Applicable		
<b>- Table 7-10 Budget Summary and Calculation of PPA</b>	-		
(Line 1) Is the total allocation reported by the LEA correct?	Meets criteria		
(Line 2) Does the total reservation requiring equitable services = line 4 of Table 7-8?	Meets criteria		
(Line 3) Does the mandated set-asides total reported in Table 7-9.1 = Line 3?	Meets criteria		
(Line 4) Does the District-wide Reservations total reported in Table 7-9.2 = Line 4?	Meets criteria		
(Line 5) Administration total reported in Table 7-9.3 = Line 5	Meets criteria		
(Line 6) Does the Additional Support for CSI / ATSI schools total reported in Table 7-9.4 = Line 6?	Meets criteria		
(Line 7) Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.	Meets criteria		
LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA. Was table 7-5 completed, if applicable?	Not Applicable		
<b>- Table 7-11 Estimate of Title I, Part A Carryover</b>	-		
Was the final 2023-2024 Title I, Part A allocation reported correctly?	Meets criteria		
Did the LEA report an estimated carryover amount?	Meets criteria		
Was the projected percentage reported and calculated correctly?	Meets criteria		
Was the waiver question answered?	Meets criteria		
Does the LEA intend to request a waiver to carryover more than 15%?	Not Applicable		
Has the LEA requested a waiver in the past 3 years?	Not Applicable		
<b>- School Improvement</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>- Assurances</b>	-		
The LEA indicated "YES" for each of the 8 assurances.	Meets criteria		
<b>- Evidence-Based Strategies</b>	-		
The LEA listed one strategy per row and indicated both the evidence level and the source.	Meets criteria		
<b>- LEA Requirements</b>	-		
1. The LEA described how it will support its identified schools to develop and implement support and improvement plans.	Meets criteria		
2. The LEA provided a description of how it monitors the plans for its identified schools, including the method and timeline for the process the LEA uses.	Meets criteria		
3. A.) For any school in improvement status, the LEA provided a description of the additional monitoring supports the school(s) receive for implementation of the school improvement plan. B.) The LEA described the action it will take if the improvement plan is unsuccessful after a number of years as determined by the LEA (for example: after 2 years of implementation).	Meets criteria		
4. The LEA described how it will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.	Meets criteria		
5. The LEA described how it will align Federal, State, and local funds and/or resources to carry out the activities supported with these funds.	Meets criteria		
6. The LEA described how it will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plan(s), as appropriate.	Meets criteria		
<b>- School Allocations</b>	-		
The LEA provided an explanation for not allocating funds to any CSI or ATSI schools.	Meets criteria		
The LEA provided a description and amount for any funds reserved for district-managed initiatives, including the total amount reserved.	Meets criteria		
The LEA completed the list of its identified schools and completed all required fields for each school (School ID #, School Name, Grade Span, School Status, School Allocation Amount, and one to three Overarching Strategies).	Meets criteria		
<b>- Appendices</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>- 3. Equitable Services</b>	-		
Equitable Services Report Attestation	Meets criteria		
Affirmation of Consultation Title I	Meets criteria		
Affirmation of Consultation Title VIII	Meets criteria		
Complaint Procedures	Meets criteria		

Category and Criteria	Rating	Remarks	Date
<b>4. Title I, Part A</b>	-		
<input type="checkbox"/> Signed C-1-25 MSDE Budget Form	-		
Are the calculations on the C-1-25 accurate?	Meets criteria		
Does the Budget Narrative provide sufficient descriptions of proposed expenditures?	Meets criteria		
Do the numbers by category/object on the Budget Narrative and C-1-25 match?	Meets criteria		
Are signatures and fields completed properly?	Meets criteria		
<input type="checkbox"/> Appendix A: Attestation - All applicable attestation statements are completed and signed by appropriate LEA personnel	Meets criteria		
1. The LEA explained in their written process how all parties, inclusive of human resources, finance, school administration, personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A program components.	Meets criteria		
2. The LEA included a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators and with the Title I parents.	Meets criteria		
3. The LEA attested it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program.	Meets criteria		
Appendix B: Staff Credentials	Meets criteria		
Appendix E: Schoolwide - Early Learning/ Head Start MOU	Meets criteria		
Appendix I: Parent and Family Engagement - District-level PFE Plan	Meets criteria		
Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan	Meets criteria		
Appendix K: Support for Foster Care Students - Foster Care MOU	Meets criteria		
Appendix M: Fiscal - Fiscal Tables (uploaded in Microsoft Excel)	Meets criteria		
<input type="checkbox"/> Appendix N: Fiscal – Title I funded District-level Job Descriptions	Meets criteria		
•The job descriptions are official (i.e., on letterhead)	Meets criteria		
•There is an indication that (if not split funded with another funding source) that the duties are only related to Title I Part A and (if applicable) Title I Part A schools/ students or families (which may include homeless families).	Meets criteria		
Appendix O: Homeless Education: Liaison Cost and Excess Transportation	Meets criteria		
Appendix P: Excess Foster Care Transportation Cost	Not Applicable		
Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts *Appendix Q is provided in case the LEA uses a different format/ chart for Progress Monitoring; however, all data points are required.	Not Applicable		
Appendix R: Follow up from Annual Program Review (if applicable)	Not Applicable		
Additional LEA Appendices	Not Applicable		
<b>5. School Improvement</b>	-		
<input type="checkbox"/> Signed C-1-25 MSDE Budget Form	-		
Are the calculations on the C-1-25 correct?	Meets criteria		
Do the numbers by category/object on the Budget Narrative and C-1-25 match?	Meets criteria		
<input type="checkbox"/> Appendix A - Optional Budget Narrative:	-		
Does the detailed cost breakdown include quantity, unit price, number of people, number of hours, frequency, etc.?	Not Applicable		
Does the total calculation align with the detailed cost breakdown?	Not Applicable		
<input type="checkbox"/> Appendix C - Job Descriptions	-		
The LEA attached all FY25 school improvement-funded job descriptions on official letterhead.	Not Applicable		
There is an indication that (if not split funded with another funding source) that the duties are only related to school improvement.	Not Applicable		
<input type="checkbox"/> Appendix D - Contracts for Services	-		
The LEA provided signed contracts for services to be performed during the grant period.	Not Applicable		
The cost of the work or service is reasonable, allowable, and allocable to the school improvement grant.	Not Applicable		
<input type="checkbox"/> Appendix E - MOUs for External Partner Direct Services to Students	-		
The MOU describes the work to be performed, it is limited to the grant period, and has all necessary signatures.	Not Applicable		
<input type="checkbox"/> Appendix G - LEA-approved improvement plans for ATSI schools receiving grant funds.	-		
The LEA provided approved improvement plans for each ATSI school receiving grant funds.	Meets criteria		
<b>Carryover and Extensions</b>	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<b>1. Title I, Part A</b>	Not Applicable		
<b>2. School Improvement</b>	-		
The LEA indicated why it has carryover funds, the amount of the carryover, and if it expects to submit an amendment for reallocation or programmatic changes.	Meets criteria		

# Allegany Co Local Consolidated ESSA Program Review Comprehensive

Category and Criteria	Rating	Remarks	Date
	<b>SCORING RUBRIC</b>		<b>Received</b>
	<b>EXCEEDS CRITERIA</b>	Expectations exceeded	11/18/24
	<b>MEETS CRITERIA</b>	Expectations met	<b>Returned</b>
	<b>DOES NOT MEET CRITERIA</b>	Revisions required	
	<b>MISSING OR INCOMPLETE</b>	Insufficient information for evaluation	<b>Approved</b>
<input checked="" type="checkbox"/> <b>General Application Requirements</b>	<b>Meets criteria</b>	Remarks are required for any component that does not meet or exceed criteria.	11/22/24
<input checked="" type="checkbox"/> <b>1. Cover Page</b>	<b>Meets criteria</b>		
LEA provides identification information for agency	Meets criteria		11/22/24
LEA provides contact information for Superintendent, Fiscal point of contact, and Primary point of contact	Meets criteria		11/22/24
LEA provides contact information for a point of contact for each participating Title and COMAR reporting program	Meets criteria		11/29/24
<input checked="" type="checkbox"/> <b>2. Executive Summary</b>	<b>Meets criteria</b>		<b>11/22/24</b>
Executive Summary clearly and succinctly articulates all focus areas, the rationale for selecting each focus area, the root causes of identified issues, and explicitly addresses disparities in equity to improve outcomes for all students.	Meets criteria		11/22/24
Serves as a standalone document that can be understood without the rest of the report.	Meets criteria		11/22/24
Writing is clear and makes complex ideas easily understood by relevant stakeholders and the school community.	Meets criteria		11/22/24
<input checked="" type="checkbox"/> <b>3. Key Personnel</b>	-		
Title II, Part A: The LEA includes the name, title, responsibilities, and time devoted for each Title III key personnel.	Meets criteria		12/02/24
<input checked="" type="checkbox"/> Title III, Part A: The LEA has provided the following components:	Not Applicable		12/23/24
Title III, Part A: Key Personnel information	Not Applicable		12/23/24
Title III, Part A: Steering Committee information	Not Applicable		12/23/24
Title IV, Part A: Key Personnel are identified for all necessary roles required to implement grant program including reasonable estimates for time and effort. Steering committee of diverse stakeholders is identified (if required).	Meets criteria		12/09/24
<input checked="" type="checkbox"/> <b>4. Extent of Need</b>	-		
<input checked="" type="checkbox"/> Title II, Part A	Meets criteria		12/03/24
Title II, Part A: The LEA has demonstrated that the Title III plan was informed by data from identified needs from a district-wide needs assessment.	Meets criteria		12/03/24
Title II, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist.	Meets criteria		12/03/24
Title II, Part A: The LEA has demonstrated that the needs assessment was based upon multiple sources of district-wide data.	Meets criteria		12/03/24
Title II, Part A: The LEA provided a description of how the needs assessment is aligned to the LEA strategic plan.	Meets criteria		12/03/24
<input checked="" type="checkbox"/> Title III, Part A:	Not Applicable		12/23/24
Title III, Part A: The LEA has demonstrated that the Title III plan was informed by data from identified needs from a district-wide needs assessment.	Not Applicable		12/23/24
Title III, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist .	Not Applicable		12/23/24
<input checked="" type="checkbox"/> Title IV, Part A:	Meets criteria		12/09/24
Title IV, Part A: The Needs Assessment makes use of both quantitative and qualitative data from diverse academic and non-academic sources to assess capacity.	Meets criteria		
Title IV, Part A: There is a strong connection between the data and the underlying contributing elements that will lead to more equitable schools.	Meets criteria		
Title IV, Part A: The unique needs of different student populations are discussed, including those with varying cognitive, social/emotional, and physical needs or ability, ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socioeconomic status, or other individual characteristics. The needs of each group are addressed in full within the context of the LEA along with clear connections to applicable data.	Meets criteria		
Title IV, Part A: It is clear and explicit that the needs directly inform focus areas	Meets criteria		
<input checked="" type="checkbox"/> <b>5. Evidence of Impact</b>	-		
Title III, Part A: The LEA has provided a general description of its practices to ensure that its strategies and activities are effective in assisting ELs to learn English and meet the challenging state academic standards.	Not Applicable		12/23/24
<input checked="" type="checkbox"/> <b>6. Evaluation and Dissemination</b>	-		
<input checked="" type="checkbox"/> Title III, Part A:	Not Applicable		12/23/24
Title III, Part A: The LEA has included the evaluation in the Title III ELA tab.	Not Applicable		12/23/24
Title III, Part A: The LEA has described the dissemination plan.	Not Applicable		12/23/24
Title IV, Part A:	Not Applicable		
<input checked="" type="checkbox"/> <b>Budgets and Budget Narratives</b>	<b>Choose Rating from Dropdown</b>	Remarks are required for any component that does not meet or exceed criteria.	
<input checked="" type="checkbox"/> <b>4. Title II, Part A</b>	<b>Meets criteria</b>		<b>12/03/24</b>
C-1-25	Meets criteria		12/03/24

Category and Criteria	Rating	Remarks	Date
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		12/03/24
The LEA budget narrative includes a description, calculation, requested use of funds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/03/24
All calculations are accurate.	Meets criteria		12/03/24
All formulas provided and appropriate and accurate	Meets criteria		12/03/24
Clear descriptions are provided for all line items.	Meets criteria		12/03/24
All line items are in appropriate categories	Meets criteria		12/03/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		12/03/24
<b>5. Title III, Part A, English Language Acquisition</b>	<b>Not Applicable</b>		<b>12/23/24</b>
C-1-25	Not Applicable		12/23/24
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Not Applicable		12/23/24
All calculations are accurate.	Not Applicable		12/23/24
All formulas provided and appropriate and accurate.	Not Applicable		12/23/24
Clear descriptions are provided for all line items.	Not Applicable		12/23/24
All line items are in appropriate categories.	Not Applicable		12/23/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Not Applicable		12/23/24
<b>6. Title IV, Part A</b>	<b>Meets criteria</b>		<b>12/09/24</b>
C-1-25	Meets criteria		12/09/24
The LEA has provided a complete itemized budget narrative that includes separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		12/09/24
The LEA budget narrative includes a description, calculation, requested use of funds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/09/24
The budget narrative does not exceed to the total amount of the allocation and is compliant with the Title IV, Part spending rules (i.e., for any allocation ≥\$30,000 the LEA must not spend less than 20% of funds under the well-rounded education opportunities content area, not spend less than 20% of funds under the safe and healthy schools content area, and spends a portion of funds under effective use of technology content area that does not exceed 15% of the portion on expenditures for technology (e.g., devices, software, hardware, etc.).	Meets criteria		12/09/24
<b>Blueprint</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>1. Educational Equity</b>	-		
The LEA has provided information on how Educational Equity is addressed in their Blueprint Implementation plans.	Meets criteria		12/04/24
<b>5. Title II, Part A</b>	<b>Meets criteria</b>		<b>12/03/24</b>
The LEA has provided information on how Title II funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		12/03/24
<b>6. Title III, Part A English Language Acquisition</b>	<b>Not Applicable</b>		<b>12/23/24</b>
The LEA has provided information on how Title III funds will be used to support and supplement Blueprint Implementation plans.	Not Applicable		12/23/24
<b>7. Title IV, Part A</b>	-		
The LEA has provided information on how Title IV funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		12/09/24
<b>9. Fine Arts</b>	-		
The LEA has explained how their Fine Arts supports the Blueprint for Maryland's Future.	Meets criteria		12/18/24
<b>10. Gifted and Talented</b>	-		
The LEA has explained how their Gifted and Talented Education supports the Blueprint for Maryland's Future.	Meets criteria	Please include details of how the G/T programs and services address Blueprint Pillars 1 -4, in the future.	12/03/24
<b>11. Teacher Induction</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has explained how their CTIP supports the Blueprint for Maryland's Future.	Meets criteria		12/04/24
<b>Educational Equity</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>Implementing the Equity Policy</b>	-		
The LEA provides a description of how the LEA's equity policy has been implemented.	Meets criteria		
The LEA demonstrates the application of an equity lens.	Meets criteria		
The LEA cites relevant disaggregated data.	Meets criteria		
<b>Equity Initiatives</b>	-		
<b>4. Title II, Part A</b>	<b>Meets criteria</b>		<b>12/03/24</b>
The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders. (This should be the same as the Educational Equity section in the Plan of Operation.)	Meets criteria		12/03/24
<b>5. Title III, Part A</b>	<b>Not Applicable</b>		<b>12/23/24</b>

Category and Criteria	Rating	Remarks	Date
The LEA has demonstrated a commitment to providing ELs equitable access to educational rigor, resources, and support. The description may reflect an analysis of disaggregated data within the EL population and having an equity lens in choosing activities of supplementary language development, professional learning, and supplementary instructional materials.	Not Applicable		12/23/24
<b>6. Title IV, Part A</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		12/09/24
<b>8. Fine Arts</b>	-		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		12/18/24
<b>9. Gifted and Talented</b>	-		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		12/03/24
<b>10. Teacher Induction</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has explained how evidence-based equity initiatives are part of their CTIP.	Meets criteria		12/09/24
<b>Analysis of Accountability Measures</b>	-		
The LEA identifies at least one equity goal as their current focus.	Meets criteria		
The LEA identifies clear and measurable objectives toward achieving each goal.	Meets criteria		
The LEA identifies relevant and practical strategies to implement for each objective.	Meets criteria		
The LEA has identified the data-driven methods used to measure progress toward objectives.	Meets criteria		
The LEA has identified a reasonable timeline for implementing strategies and achieving objectives.	Meets criteria		
The LEA has provided a data-driven analysis of prior years' successes and challenges and includes an explanation of any new or modified goals for this year and how they were developed.	Meets criteria		
<b>Title II, Part A</b>	<b>Meets criteria</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	<b>12/03/24</b>
<b>Priority Areas</b>	<b>Meets criteria</b>		<b>12/03/24</b>
The LEA has reviewed equitable access data and demonstrated that every student has equitable access to excellent educators	Meets criteria		12/03/24
The LEA has demonstrated the prioritization of Title IIA funds to address equity gaps	Meets criteria		12/03/24
The LEA provided data to justify the prioritization of Title IIA funds	Meets criteria		12/03/24
<b>Goals and Outcomes</b>	<b>Meets criteria</b>		<b>12/03/24</b>
The LEA has included Goals and Outcomes that are aligned to Title IIA allowable activities	Meets criteria		12/03/24
The LEA has included Goals and Outcomes that are Specific and Measurable	Meets criteria		12/03/24
The LEA has included Goals and Outcomes that are Achievable and Relevant	Meets criteria		12/03/24
<b>Plan of Operation</b>	<b>Meets criteria</b>		<b>12/03/24</b>
CSI and TSI Schools: The LEA has demonstrated strategic prioritization of funds to schools implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities.	Meets criteria		12/03/24
Consultation with Stakeholders: The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/03/24
Continuous Improvement: The LEA has demonstrated a plan for ongoing data use and consultation for continuous improvement.	Meets criteria		12/03/24
Educational Equity: The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.	Meets criteria		12/03/24
<b>Recruiting, Preparing, and Training Effective Teachers and Principals</b>	<b>Meets criteria</b>		<b>12/03/24</b>
The LEA has provided anticipated appropriate and measurable outcomes for each activity/initiative.	Meets criteria		12/03/24
The LEA provided a clear, appropriate implementation plan for each activity/initiative.	Meets criteria		12/03/24
The LEA has demonstrated an alignment with Maryland's challenging academic standards	Meets criteria		12/03/24
The LEA has identified the intended audience for each activity/initiative.	Meets criteria		12/03/24
The LEA has provided a clear, specific timeline for each activity/initiative.	Meets criteria		12/03/24
The LEA has demonstrated the use of appropriate evidence-based strategies and programs and identified the levels accurately.	Meets criteria		12/03/24
The LEA has provided an evaluation plan for each activity/initiative that aligned to the outcomes.	Meets criteria		12/03/24
<b>Administrative Costs</b>	<b>Not Applicable</b>		<b>12/03/24</b>
The LEA has provided an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.	Not Applicable		12/03/24
<b>Title III, Part A, English Language Acquisition</b>	<b>Not Applicable</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	<b>12/23/24</b>
<b>Required Strategies</b>	<b>Not Applicable</b>		<b>12/23/24</b>
Strategy #1: Increase English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.	Not Applicable		12/23/24

Category and Criteria	Rating	Remarks	Date
Strategy #2: Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	Not Applicable		12/23/24
Strategy #3: Provide and implement other effective strategies and strategies that enhance or supplement language instruction educational programs for ELs.	Not Applicable		12/23/24
<b>Optional Strategies</b>	<b>Not Applicable</b>		<b>12/23/24</b>
Strategy #4: Upgrading program objectives and effective instructional strategies.	Not Applicable		12/23/24
Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.	Not Applicable		12/23/24
Strategy #6: Providing tutorials and academic or career and technical education and/or providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.	Not Applicable		12/23/24
Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.	Not Applicable		12/23/24
Strategy #8: Improving the English language proficiency and academic achievement of ELs.	Not Applicable		12/23/24
Strategy #9: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs and/or in helping their children to improve their academic achievement.	Not Applicable		12/23/24
Strategy #10: Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks.	Not Applicable		12/23/24
Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.	Not Applicable		12/23/24
Strategy #12: Carrying out other activities that are consistent with the purposes of this section.	Not Applicable		12/23/24
<b>Evaluation</b>	<b>Not Applicable</b>		<b>12/23/24</b>
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	Not Applicable		12/23/24
2. Increase the academic achievement of ELs	Not Applicable		12/23/24
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Not Applicable		12/23/24
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Not Applicable		12/23/24
5. Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	Not Applicable		12/23/24
6. Lower instances of long-term ELs.	Not Applicable		12/23/24
7. Increase attendance rates for ELs.	Not Applicable		12/23/24
8. Increase graduation rates for ELs.	Not Applicable		12/23/24
<b>Title IV, Part A</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>Consultation</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/09/24
The LEA has demonstrated a plan for ongoing consultation.	Meets criteria		12/09/24
The LEA has demonstrated a plan to coordinate the implementation of Title IV, Part A activities with other community-based programs.	Meets criteria		12/09/24
<b>Needs Assessment</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has demonstrated that the necessary and relevant stakeholders are involved.	Meets criteria		12/09/24
The LEA has demonstrated that the needs assessment is informed by data.	Meets criteria		12/09/24
The LEA has demonstrated that the needs of the hardest to serve student groups have been captured.	Meets criteria		12/09/24
The LEA has demonstrated the identification of any new inequities in the system that are driving local needs.	Meets criteria		12/09/24
The LEA has demonstrated the prioritization of needs when several needs exist.	Meets criteria		12/09/24
<b>Well-Rounded Education Activities and Programs</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
<b>Safe and Healthy Schools Activities and Programs</b>	<b>Meets criteria</b>		<b>12/09/24</b>

Category and Criteria	Rating	Remarks	Date
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/09/24
The LEA has demonstrated a plan to foster safe, healthy, supportive, and drug-free environments.	Meets criteria		12/09/24
The LEA has demonstrated a plan to promote the involvement of parents and guardians in the activity.	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
<b>Effective Use of Technology Activities and Programs</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
<b>Assurances</b>	<b>Meets criteria</b>		<b>12/09/24</b>
The LEA has demonstrated prioritization of the distribution of funds to schools served by the local educational agency.	Meets criteria		12/09/24
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4107.	Meets criteria		12/09/24
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4108.	Meets criteria		12/09/24
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/09/24
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/09/24
The LEA has agreed to annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).	Meets criteria		12/09/24
The LEA has agreed to abide by the internet safety policy outlined in [ESEA, Section 4121].	Meets criteria		12/09/24
<b>Fine Arts</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>Dance</b>	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for dance, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/18/24
<b>Media Arts</b>	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for media arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/18/24
<b>Music</b>	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for music, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/18/24
<b>Theatre</b>	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for theatre, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/18/24
<b>Visual Arts</b>	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for visual arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		12/18/24
<b>Gifted and Talented</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>Process for identifying gifted and talented students</b>	-		

Category and Criteria	Rating	Remarks	Date
The LEA thoroughly documents early evidence of advanced learning behaviors.	Meets criteria		12/03/24
The LEA thoroughly explains equitable policies that ensure inclusion of all students.	Meets criteria		01/22/25
The LEA thoroughly explains a universal screening process at grades Prek-2, 3-5, and 6-9.	Meets criteria		12/03/24
The LEA thoroughly explains an outline of how the identification process is reviewed for effectiveness.	Meets criteria		12/03/24
The LEA thoroughly explains an outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.	Meets criteria		12/03/24
<b>- Number of gifted and talented students identified in each school</b>	-		
The number of gifted and talented students identified in each school and LEA will be derived from attendance data provided to MSDE Office of Accountability. The LEA does not need to include this information.	Meets criteria		12/03/24
<b>- Percentage of gifted and talented students identified in the local school system</b>	-		
The LEA accurately includes all data.	Meets criteria		12/03/24
<b>- Exempt Schools</b>	-		
The LEA includes acceptable rationale for each exempted school.	Meets criteria		12/03/24
<b>- Continuum of programs and services</b>	-		
The LEA includes a continuum of services.	Meets criteria		12/03/24
The LEA includes both programming for talent development (potential) and current ability level.	Meets criteria		12/03/24
All programming and services are evidenced-based.	Meets criteria		12/03/24
<b>- Goals, targets, strategies, and timelines</b>	-		
The LEA includes at least one evidence-based goal.	Meets criteria		12/03/24
The LEA includes at least one goal that is tied to increasing underserved group representation in programming.	Meets criteria		12/03/24
The LEA's goals are measurable.	Meets criteria		12/03/24
Targets, strategies, and timelines are specific to outlined goals.	Meets criteria		12/03/24
<b>- Comprehensive Teacher Induction</b>	<b>Meets criteria</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	<b>12/04/24</b>
<b>- Mentoring Program: Personnel</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has provided the required information on the CTIP Team supervisors, including names, titles/positions, and responsibilities.	Meets criteria		12/04/24
<b>- Mentoring Program: Training Before</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA describes the timeline of training that mentors receive before their tenure.	Meets criteria		12/04/24
The LEA describes the content of the training that mentors receive before their tenure.	Meets criteria		12/04/24
<b>- Mentoring Program: Training During</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA describes the timeline of training that mentors receive during their tenure.	Meets criteria		12/04/24
The LEA describes content of the training that mentors receive during their tenure.	Meets criteria		12/04/24
<b>- Mentoring Program: School System Administration</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA describes the timeline of how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/04/24
The LEA describes the content of the training on how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		12/04/24
<b>- Mentoring Program: Probationary Teachers</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described how they determine and define probationary teachers.	Meets criteria		12/04/24
<b>- Mentoring Program: Initial Orientation Process</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described the initial orientation process for professional learning that is offered to probationary teachers.	Meets criteria		12/04/24
<b>- Mentoring Program: Ongoing Professional Learning</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described the ongoing professional learning that is offered to probationary teachers throughout the school year.	Meets criteria		12/04/24
<b>- Mentoring Program: Opportunities for Observation</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described the opportunities that probationary teachers have for observation with their mentors and skilled teachers.	Meets criteria		12/04/24
<b>- Mentoring Program: Opportunities for Informal Feedback</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described the opportunities that probationary teachers have for informal feedback with their mentors or skilled teachers.	Meets criteria		12/04/24
<b>- Mentoring Program: Opportunities for Co-Teaching</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has described the opportunities that probationary teachers have for co-teaching with their mentors and skilled teachers.	Meets criteria		12/04/24
<b>- Mentoring Program: Addressing Needs and Concerns</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA described how the needs and concerns of new teachers are assessed and addressed through ongoing support, informal feedback, and follow-up.	Meets criteria		12/04/24
<b>- Data Reporting</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has provided the total number of probationary teachers	Meets criteria		12/04/24
The LEA has provided the total number of probationary teachers being served by the LEAs CTIP	Meets criteria		12/04/24

Category and Criteria	Rating	Remarks	Date
The LEA has provided the total number of full-time mentors	Meets criteria		12/04/24
The LEA has provided the total number of part time mentors	Meets criteria		12/04/24
The LEA has provided the total number of teachers serving as mentors	Meets criteria		12/04/24
The LEA has provided the total number of mentors	Meets criteria		12/04/24
The LEA has described how the LEA reviews probationary teacher performance data to improve their instructional practices.	Meets criteria		12/04/24
<b>Measuring Effectiveness</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher evaluation data.	Meets criteria		12/04/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher perception data.	Meets criteria		12/04/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes new teacher retention data.	Meets criteria		12/04/24
The LEA has provided the data type and source.	Meets criteria		12/04/24
The LEA has provided the criteria and method for collection.	Meets criteria		12/04/24
The LEA has provided how data is used to inform or improve CTIP.	Meets criteria		12/04/24
The LEA has provided the personnel responsible.	Meets criteria		12/04/24
<b>Mentor Effectiveness</b>	<b>Meets criteria</b>		<b>12/04/24</b>
The LEA has explained how the efficacy of the individual mentor is evaluated. It is recommended that the LEA include the following data: new teacher evaluation, new teacher perception data, new teacher retention data.	Meets criteria		12/04/24
The LEA has provided information about the data criteria and method for collection.	Meets criteria		12/04/24
The LEA has provided information about the data type and source.	Meets criteria		12/04/24
The LEA has provided information about how data is used to improve effectiveness of mentors.	Meets criteria		12/04/24
The LEA has provided information about the personnel responsible.	Meets criteria		12/04/24
<b>Appendices</b>	<b>Choose Rating from Dropdown</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>2. Educational Equity</b>	-		
Signed Educational Equity Regulation Attestation	Meets criteria		
LEA's Approved Educational Equity Policy	Meets criteria		
<b>7. Title II, Part A</b>	<b>Yes</b>		<b>12/03/24</b>
Signed C-1-25 MSDE Budget Form	Yes		12/03/24
Supporting Documents (i.e. data, charts, graphs)	Yes		12/03/24
Other:	Yes		12/03/24
<b>8. Title III, Part A</b>	<b>Not Applicable</b>		<b>12/23/24</b>
Signed C-1-25 MSDE Budget Form	Not Applicable		12/23/24
Signed Section 3115(A) Attestation	Not Applicable		12/23/24
Other:	Not Applicable		12/23/24
<b>9. Title IV, Part A</b>	<b>Meets criteria</b>		<b>12/09/24</b>
Signed C-1-25 MSDE Budget Form	Meets criteria		12/09/24
Signed Internet Safety Attestation	Meets criteria		12/09/24
Other	Meets criteria		12/09/24
<b>Carryover and Extensions</b>	<b>Not Applicable</b>	<b>Remarks are required for any component that does not meet or exceed criteria.</b>	
<b>4. Title II, Part A</b>	<b>Not Applicable</b>		
The LEA has indicated that they have or do not have carryover funds from the FY23 Title II, Part A grant.	Not Applicable		
<b>5. Title III, Part A, English Language Acquisition</b>	<b>Not Applicable</b>		<b>12/23/24</b>
<b>6. Title IV, Part A</b>	<b>Meets criteria</b>		<b>12/09/24</b>