

Kent County Public Schools 2021

FINAL

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan



November 12, 2021
Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

2021 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

Due: November 15, 2021

Local School System Submitting this Report:

Kent County Public Schools

Address:

**5608 Boundary Avenue
Rock Hall, Maryland 21661**

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2021 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.

Dr. Karen M Couch

**Signature of Local Superintendent of Schools
or Chief Executive Officer**

11/12/21

Date

Gina Jachimowicz

Signature of Local Point of Contact

11/12/21

Date

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**Denotes edits made in final submission*

**Elementary and Secondary School
Emergency Relief (ESSER) Fund II**

**Maryland Local School System
Application and Certification**

January 15, 2021



PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

1. The Local School System (LSS) will use ESSER II funds for activities allowable under Section 313(d) of the Coronavirus Response, Relief and Supplemental Appropriations Act, 2021 (CRRSA). (See Appendix A.)
2. The LSS will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 Coronavirus Response, Relief and Supplemental Appropriations Act, 2021.
3. The LSS will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
4. The LSS will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
5. The LSS will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
6. The LSS will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
7. To the extent applicable, a LSS will include in its local application a description of how the LSS will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LSS proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
8. The SEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER II funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.

**Elementary and Secondary School Emergency Relief Fund II (ESSER II)
Coronavirus Response and Relief Supplemental Appropriations Act, 2021**

Maryland Local School System Application

Part I – Planned Use of ESSER II Funds

1. Please describe the Local School System's plans to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

Kent County Public School utilizes multiple measures to assess learning loss. Diagnostic assessments and mid-year assessments have been implemented. NWEA MAP growth assessments data helped to determine those most affected by the Covid-19 pandemic. At the district, school, and grade level, we used the data collected from these assessments as well as local assessments, and common formative assessments during weekly department and grade level meetings. These weekly meetings include teachers and teacher leaders as well as school and district leadership from our special education department, social services department, ESOL department across all of our school buildings. During weekly meetings, teachers use data from these measures, as well as attendance, grades, and engagement data to determine our students at the highest risk. Collaboration amongst all of our teams ensures that we are reaching out to families and students to ensure we are providing them the most support. Using these measures, KCPS plans to offer opportunities for students to participate in extended learning opportunities afforded by this grant for the next 3 years. The purpose of our plan is to provide the greatest amount of face to face learning, while also taking careful steps to consider the health, safety and well-being of our staff, students, and community. KCPS recognizes that among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, English learners, students who are living in and experiencing poverty, and students with limited to no educational engagement during the Continuity of Learning this past Spring. Additional consideration is also given to students at the transitional grade levels: Kindergarten, Grade 6, and Grade 9 as well as gifted and talented students. Additional small group instruction/support sessions are provided to identified students in order to meet their need for additional academic or social-emotional support. Moreover, each school is providing additional learning opportunities based on needs as identified by the schools. These extended learning opportunities include one-on-one and/or small group instructional support from teachers and instructional assistants, either remotely or site based. KCPS continues to offer services to students based on a multi-tiered system of support. These supports begin with students receiving supplemental supports in the general education setting, and based on need, may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on content below grade level standards. KCPS students who need further instructional support

on outreach with our local childcare centers and home daycares, we can ensure that students entering pre-k or kindergarten are school ready. Tech support positions will ensure that resources for supporting our technology needs are utilized correctly and that all of our resources through our digital platforms are maximized to support teachers, students, and families in an effective way. KCPS plans to use funds to offer two summers with multiple opportunities for accelerated learning. We will offer intensive tutoring in the area of math using teachers who will target those most at risk in the area of mathematics. Using evidence-based intervention teachers will provide small group, student specific, support in the areas most critical for future success. They will identify the critical standards needed when supporting students' learning needs. In addition to targeted tutoring, we plan to offer two summers of what we are calling, Acceleration Academies. Separate from our regular summer school program which will still take place in July, these academies will be in August and open to students in need of both intervention and acceleration. The timing of these academies will help jumpstart learning before the start of the 21/22 and 22/23 school years. These academies will be unique as we have partnered with local agencies to offer off-site learning for science and social studies experiences with partners such as Echo Hill Outdoor School, Schooner Sultana, and Sassafra Environmental Education Center (SEEC). Students will be afforded one week off site, while supported during academic time by KCPS content staff. During their off-site time they will have hands-on, project-based learning experiences in addition to academic time targeted to support writing and mathematics. This new and dynamic summer offering will be open to children Pre-k through grade 12 and will be supported by school counselors for social and emotional support, special education teachers, and ESL teachers and translators. To support all of our summer programs, interventions, and our year-long tutoring for small, identified groups, we have allocated funds for PPE, technology, and other essential learning materials.

Part II – Budget Documents

Please submit a budget narrative and a completed C125 workbook with the application.

Appendix A

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA); Section 313(d)

313 (d) USES OF FUNDS. —A local educational agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney S.L.C. Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

ORIGINAL GRANT BUDGET	2,330,154.00	AMENDED BUDGET #		REQUEST DATE	03/22/21
GRANT NAME	Elementary and Secondary School Emergency Relief Fund II (ESSER II)	GRANT RECIPIENT NAME	Kent County Public Schools		
M SDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Kent County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	3/13/2020	9/30/2023	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						69,504.80	69,504.80
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	773,403.53	54,000.00	266,208.34	144,314.17			1,237,926.04
Prog. 02 Special Prog.	383,720.54	48,170.00					431,890.54
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services	12,480.00						12,480.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	206,547.66						206,547.66
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation	40,320.00						40,320.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	38,400.00						38,400.00
211 Plant Maintenance							0.00
212 Fixed Charges				287,708.96			287,708.96
213 Food Services	5,376.00						5,376.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,460,247.73	102,170.00	266,208.34	432,023.13	0.00	69,504.80	2,330,154.00

Finance Official Approval	Alleesa Stewart, MBA	<i>Alleesa Stewart</i>	3/22/2021	410-778-7123
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch	<i>Karen M. Couch</i>	3/22/2021	410-778-1595
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Total Salaries/Wages & Fringe Benefits		\$1,749,566.69	\$1,749,566.69
Contractual Services			
Independent Evaluator	75 hrs. X 50 hr.	\$3,750.00	\$3,750.00
Echo Hill School (3 per site: GALES, RHES, KCMS)	\$120/student x 40 students x 2 Summers	\$9,600.00	\$9,600.00
Sultana Education Foundation (3 per site: GALES, RHES, KCMS)	\$500/day x 8 days	\$4,000.00	\$4,000.00
Sassafraz Environmental Education Center (3 per site: GALES, RHES, KCMS)	\$500/day x 8 days	\$4,000.00	\$4,000.00
Dreambox Mathematics Asynchronous Program	\$27,000. x 2 years	\$54,000.00	\$54,000.00
Summer School Nurses- MS, GALES, RH-3	\$13,410 x 2 years	\$26,820.00	\$26,820.00
Total Contractual Services		\$102,170.00	\$102,170.00
Materials and Supplies			
Learning Loss materials	Consumables: paper, books, pencils, cases of paper, copier ink cartridges	\$65,488.19	\$65,488.19
ES Math Program	Manipulatives	\$29,750.00	\$29,750.00
Infant and Toddler sites	(2 sites, 7 months, 2 years)	\$14,000.00	\$14,000.00
Wonder Works Kits	18 kits and digital access	\$29,168.55	\$29,168.55
Revision Assistant	MS/HS Seats	\$18,300.00	\$18,300.00
Echilastic	\$6,100.00/year x 3 years	\$18,300.00	\$18,300.00
NWEA MAP Growth and Reading Fluency Assessments	District wide	\$22,200.00	\$22,200.00
SPED Assistive Technology	\$7,400/year x 3 years	\$22,200.00	\$22,200.00
Tech needs new staff	K& 10th ELA/Math Licenses	\$3,750.00	\$3,750.00
Tech needs tutoring	\$12.50/seat x 300 seats	\$3,750.00	\$3,750.00
Total Materials and Supplies	Materials/Supplies	\$50,000.00	\$50,000.00
	8 laptops	\$22,392.00	\$22,392.00
	40 chromebooks	\$11,159.60	\$11,159.60
		\$266,208.34	\$266,208.34
Other Charges			
	*PPE and Air Vent Cleaning		
	*Devices: replacement/repairs/upgrades/hotspots		
	*Costs incurred due to COVID-19 pandemic pertaining to, but not limited to, learning loss, technological needs, additional PPE, additional Materials/Supplies, other unknown foreseen needs that may occur within the upcoming Fiscal Years.	\$144,314.18	\$144,314.18
Total Other Charges		\$144,314.18	\$144,314.18
Transfers			

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

Name	Affiliation/Title
Dr. Karen Couch	Superintendent, Kent County Public Schools (KCPS)
Mrs. Gina Jachimowicz	Director of Teaching and Learning, KCPS
Ms. Alleesa Stewart	Supervisor of Finance, KCPS
Mr. Dan Hushion	Supervisor of Human Resources, KCPS
Mrs. Michaelae Butler	Liaison for Federal and State Grants, KCPS
Mrs. Tracey Williams	Supervisor of Student Services, KCPS
Dr. Wendy Keen	Supervisor of Special Education, KCPS
Mr. Joe Wheeler	Supervisor of Environmental Services, KCPS
Mr. William Poore	Supervisor of Technology, KCPS
Mrs. Tracy Gulbrandsen	Data Analyst, KCPS
Mrs. Brenda Rose	Principal (Henry Highland Garnett Elementary), KCPS
Dr. Mary Helen Spiri	Principal (Kent County Middle), KCPS
Mrs. Arlene Reading	Principal (Galena Elementary), KCPS
Mr. Joe Graf	Principal (Kent County High School), KCPS
Mrs. Kris Hemstetter	Principal (Rock Hall Elementary School), KCPS
Mrs. Gillian Spero	Coordinator of ELA, Social Studies, Grant
Mrs. Nicole Boyce	Coordinator of Mathematics, LAC

Executive Summary

Instructions:

Introduction

The Local Kent County Public Schools' ESSA Consolidated Plan is centered around two key areas of focus:

Area of Focus #1: Academics

Academic Achievement in the area of English Language Arts and Mathematics. By June 2022, all KCPS students will increase ELA proficiency from 31% to 41% on NWEA- MAP and from 16% to 30% in mathematics. In order to achieve this KCPS will offer evidence-based instructional opportunities to prevent disparities in student achievement and mitigate learning loss, especially with marginalized student groups or those most effected by the Covid-19 pandemic.

Area of Focus #2: Equity

By June 2022, any one student group with an identified achievement gap based on the fall 2021-2022 data will decrease the gap by 50% on NWEA-MAP. KCPS will utilize evidence-based programs and services to address the identified needs of marginalized student groups in order to support our hardest to serve groups.

Kent County is the smallest (population) of 24 jurisdictions in Maryland. The estimated population in 2015 was 19,787. Declining enrollment presents many challenges including proportionate decreases in support, instructional, and administrative staffing positions. The median household income is below the national average, manifesting itself in an increase in the FARMs population to approximately 60%. A large and growing proportion of our county population face poverty and other challenges that interfere with learning and impede a child's prospects for lifelong success. This has had an influence on the system resulting in 4 out of 5 schools identified as Title I. No child's success should be determined by their zip code.

Goal Progress

Based on the analysis of State and local data, Kent County Public Schools selected Academic Achievement in both Reading/ELA and Mathematics as two key areas of focus for the ESSA Consolidated Strategic Plan. 2019 MCAP results and trend data show the majority of students performing significantly below level in both reading and math proficiency and performance remaining flat and/or declining.

Disaggregating by student group, a substantial gap exists between the achievement our Free and Reduced Meal students, and our students with disabilities when compared to and their peers in the areas of reading and math. While the special education math achievement gap narrowed when comparing 2017 to 2018 for certain grade levels, the trend shows all students decreased overall in PARCC/MCAP math proficiency. The KCPS equity policy states, "...we must address and overcome inequity by providing all students with the opportunity to succeed." It is imperative that we increase student mastery of grade-level standards. Kent County High School was identified by MSDE as a Targeted School for Improvement (TSI) due to the decline in the number of proficient students with disabilities (SWD) on the 2018 PARCC ELA-10 assessment.

Areas of Focus

Local ESSA Consolidated Strategic Plan

Maryland remains committed to addressing significant gains and progress for all students. Based on ESSA and Section 5-401 Education Article, Annotated Code of Maryland, the reporting requirements regarding the performance of students performing below expectations must be addressed to include goals, objectives, and strategies. Local school systems are required to analyze their 2020 local academic and non-academic, and 2021 state, local academic, and non-academic data as part of the completion of the needs assessment, and report on the implementation of goals, objectives, and strategies and/or evidence-based interventions to address areas of focus to determine effectiveness on student achievement.

In addition, demonstrate the capacity in implementing evidence-based interventions to support mitigating learning loss, the evaluation of the effectiveness of the strategies/evidence-based interventions. Goals must incorporate the requirements of the Educational Equity regulation, COMAR 13A.01.06 to demonstrate equity to address comprehensive supports and improvement.

Ensuring Equity

Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students' needs and circumstances. Despite some progress and achievement, opportunity gaps persist at all levels of the educational system and education leaders can and must do more to advance equity. As school systems develop their Local ESSA Consolidated Needs Assessment Summary and Local ESSA Consolidated Strategic Plan, they must include how all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, and family structure, gender identity, and expression, language. Additionally, national origin, nationality, race, religion, sexual orientation, and socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs.

Ensuring equity requires looking through an equity lens for programs, practices, decisions, or actions, and the impact on all students to address the problem with the strategic focus for marginalized student groups.

Considerations for Specific Student Groups

School systems must consider goals, objectives, and strategies/evidence-based interventions to address any disparities in the achievement identified for any segment of the performance of the following specific student groups.

- Students requiring special education, as defined by § 5-209;
- Students with limited - English proficiency, as defined by § 5-208; and
- Students of any student group failing to meet, or failing to make progress towards meeting state performance standards, including any segment of the population that is, on average, performing at a lower achievement level than the student population as a whole.

- Consideration of how the results of the needs assessment inform the creation of a plan.
- Consideration of how the results of the needs assessment inform immediate next steps for individual schools and the LSS.
- Development of monitoring processes that connect back to the needs assessment.
- Consideration of how the results from the monitoring processes inform future needs assessments and improvement plans.

Local ESSA Consolidated Strategic Plan Reporting Requirements

(Complete a separate plan for each area of focus)

Area of Focus #1: ELA/Math

By June 2022, all KCPS students will increase ELA proficiency from 31% to 41% on NWEA- MAP.

By June 2022, all KCPS students will increase Math proficiency from 16% to 30% on NWEA-MAP.

1. Based on the analysis of local academic and non-academic data, identify the area of focus where the local school system did not meet the goals (*areas where the local school system is performing below expectations*). In the response, provide the rationale for selecting the area of focus, including the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement to improve student performance and to measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.
 - a. **Description.** Describe *Area of Focus #1* and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the area of focus (*up to 1,000 characters*).

Focus area 1 aligns to our equity policy because it will improve teaching and learning for all students. 2019 MCAP data, as well as NWEA MAP Growth data from 2019-2020 and then 2020-2021 results and trend data show an overall decline in proficiency. Observations confirm inconsistent access to rigorous grade-level curriculum and highly effective initial teaching of reading. The KCPS equity policy states, “...we must address and overcome inequity by providing all students with the opportunity to succeed.” It is imperative that we increase student mastery of grade-level standards. While students showed growth on local reading intervention data, the results did not transfer to success in on-level assessments. The small number of KCPS students scoring at Performance Level 4 or 5 in R/ELA or on their grade level RIT score on NWEA MAP is alarming. There continues to be noticeable gaps between the performance of sub-groups and overall proficiency.

- b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need. (*up to 1,000 characters*).

Kent County student reading performance on MCAP has remained significantly below the state average and flat. In 2019, 43% of Kent County English 10 students met or exceeded standards, 39% scored proficient in middle school, and only 29% in the 3-5 grade band on MCAP.

Kent County students performance on MCAP Math remains below the state and significantly low. Based on 2019 data, grades 3-5, 21% of students scored proficient. In the absence of MCAP data, KCPS administered the NWEA MAP Growth assessments for reading and math. These assessments also showed alarmingly low proficiency levels.

Area of Focus # 1: ELA/Math

- Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, state, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation.
By June 2022, all KCPS students will increase ELA proficiency from 31% to 41% on NWEA- MAP By June 2022, all KCPS students will increase Math proficiency from 16% to 30% on NWEA-MAP. These targets were determined	To implement a new K-5 Core ELA and Math curriculum.	Use of and training on Edulastic will help KCPS to create common grade level formatives in order to analyze standard specific data and make adjustments to Tier 1 instruction to meet the needs of all students. Teacher leaders (specialists, interventionists, and coaches) will receive training on designing and implementing specialized instruction to meet the needs of students with disabilities. They will then train grade-level and department teams on SDI	Summer 2021-ongoing for all	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source)	MSDE curriculum vetting tools, including ELA rubrics and <i>Equity and Excellence: A Guide to Educational Equity in Maryland</i> will be used to evaluate the curriculum process and products Academic gains will be measured by intervention data reports, individualized student Measures of Academic Progress (MAP) reports and will be used to inform intervention needs and progress. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys,

<p>To provide effective job embedded professional development and coaching.</p>	<p>monitoring to track student growth and achievement.</p> <p>New SST procedures will ensure that proper data collection is used to support students and develop Individual Learning Plans for students performing below grade level.</p> <p>NWEA Reading Fluency was purchased with ESSER funds to help identify early reading disabilities or dyslexia in the early grades.</p> <p>Data from this will help tailor support in Foundational Reading skills.</p> <p>KRA data will also help identify early math and reading gaps to mitigate before grade 2.</p> <p>Lexia, Revision Assistant, and Imagine math will be used in middle and high for student groups performing significantly below level.</p> <p>Focus area 1 will address Tier 1 instruction through differentiation. Professional development and job-embedded coaching will be provided to help support data analysis for small group</p>		<p>measure of commitment to equity and monitoring fidelity of implementation Effectiveness of the cohort will be measured through a student survey, data from the Learning Walk tool which includes a measure of commitment to equity, monitoring fidelity of implementation of the engagement strategies during formal and informal classroom observations. Percentile ranking of students on Measures of Academic Progress (MAP) will be used to determine improvement of students in the area of reading. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction.</p> <p>Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP and Reading Fluency as well as Edulastic which will</p>
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DATA FOR AREAS OF FOCUS Areas

(In the absence of state testing data, goals will be based on the NWEA Map Growth assessments)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	District Total	Asian	Black/African American	Hispanic or Latino	White	Other	Female	Male	ELL	Non-ELL	SWD	Non-SWD	Economically Disadvantaged	Non-Economically Disadvantaged
61st Percentile or Higher MAP Language Arts	31%	44%	15%	18%	42%	42%	33%	29%						
41st Percentile or Higher MAP Language Arts	51%	66%	33%	37%	63%	42%	55%	47%						
61st Percentile or Higher MAP Mathematics	16%	40%	6%	8%	23%	0%	13%	19%						
41st Percentile or Higher MAP Mathematics	33%	60%	16%	17%	45%	67%	30%	36%						
Kindergarten Readiness	54%	*	29%	29%	72%	*	61%	44%	33%	56%	31%	56%	30%	69%

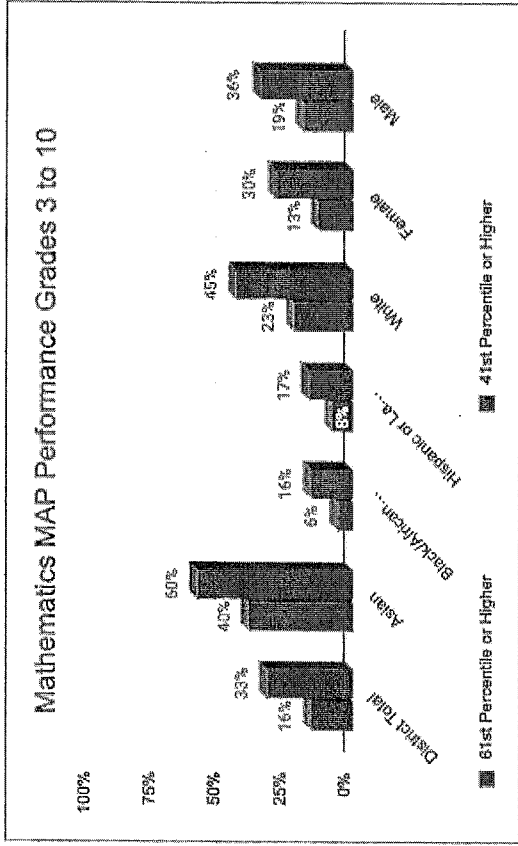
* Not enough data to report

61% or higher is predictive of a score of 4 or 5 on PARCC/IMCAP
 41% or higher is predictive of a score of 3, 4, 5

2020-2021 NWEA Map data reports were not disaggregated by student group. This was changed for the 2021-2022 school year so that student group specific data will be reported beginning with fall diagnostic testing.

	A	B	C	D	E	F	G	H	I	J	K	L	A	
District Total														
61st Percentile or Higher MAP Mathematics		16%	40%	6%	8%	23%	13%	19%						
41st Percentile or Higher MAP Mathematics		33%	60%	16%	17%	45%	30%	36%						

* 3 students in this category



Area of Focus #2: Equity

By June 2022, any one student group with an identified achievement gap based on the fall 2021-2022 data will decrease the gap by 50% on NWEA-MAP.

1. Based on the analysis of local academic and non-academic data, identify the area of focus where the local school system did not meet the goals (*areas where the local school system is performing below expectations*). In the response, provide the rationale for selecting the area of focus, including the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement to improve student performance and measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

- a. **Description.** Describe *Area of Focus #2* and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the areas of focus (*up to 1,000 character*).

The KCPS Equity Plan states, Kent County Public School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to the Maryland College and Career Readiness Standards. Based on our needs assessment data, inequities exist across several student groups. To address this, KCPS plans to focus professional learning, and funding for evidence-based curricula and instructional programs to narrow the achievement gap. This goal aligns to our 5 year Equity Plan.

- b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need. (*up to 1,000 characters*).

Disaggregating by subgroup, a substantial gap exists between various student groups, specifically African American students, Students with Disabilities, and students living in poverty. 31% of the grade 3-5 grade band white students scored at a proficient level while only 21% of African Americans achieved this level. FARMS students were 21% and students with disabilities were 6.1% 49% of grade 6-8 white students scored at levels 4 and 5 while only 15% of African Americans achieved proficiency. FARMS students were 28% and students with disabilities 8.2% Not one LEP student earned a proficient score in grades 3-10. The 2019 cohort data suggests a decline in proficiency as students transition from grade 3 to grade 4.

Kent County students performance on MCAP Math remains below the state and significantly low. Based on 2019 data, grades 3-5, 21% of students scored proficient, 27% white, 11% African American, 5% Students with Disabilities, and 13% Free and Reduced Meals.

In 6-8, 13% of students scored proficient, 16% white, 5% African American, 7% Students with Disabilities, and 8% Free and Reduced Meals. Algebra scores were 24% of students scored proficient, 33% white, 24% African American, 5% Students with Disabilities, and 11% Free and Reduced Meals.

In the absence of MCAP data, KCPS administered the NWEA MAP Growth assessments for reading and math. These assessments also showed alarmingly low proficiency levels.

Area of Focus #2: Equity

2. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, state, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation <u>COMAR 13A.01.06</u> in your evaluation.
<p>By June 2022, any one student group with an identified achievement gap based on the fall 2021-2022 data will decrease the gap by 50% on NWEA-MAP.</p>	<p>To increase student mastery of grade level standards and close the identified reading and math achievement gaps in all student groups.</p> <p>To provide effective job embedded professional development and coaching.</p>	<p>Imagine Math, Language and Literacy, and Español interventions area adaptive and student specific and will be implemented with fidelity. Training of all staff will provide support for ongoing data analysis and progress monitoring. Use of and training on Edulastic will help KCPS to create common grade level formatives in order to analyze standard specific data and make adjustments to Tier 1 instruction to meet the needs of all students and/or identify students who need Tier 2 or Tier 3 interventions and supports.</p>	<p>All programs 2021-ongoing.</p>	<p><input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III <input type="checkbox"/> Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source)</p>	<p>The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool aligned to components of specialized instruction. Weekly Dreambox, Imagine Math, and other intervention data reports will document progress towards the goal. Formal and informal teacher observation and fidelity checks will occur monthly using an aligned walkthrough tool.</p> <p>The following are from our Learning Walk tool to assess engagement: Collaboration - pairs/teams/small groups <input checked="" type="checkbox"/> Students' perceive relevance</p>

English Language Arts K-12 curriculum, standards-aligned instruction, and assessment (CIA). Core curriculum revisions and unit development, and common assessments are a priority. Providing job-embedded and ongoing professional development focused on quality initial teaching (Tier I Instruction), evidence-based engagement strategies, differentiation, and progress monitoring are also key strategies to reaching the target goal. Targeted tutoring will take place afterschool at all schools to offer intensive and individualized supports through intervention or enrichment to students.

Professional development will be monitored and evaluated through Learning Walks, which includes a measure of commitment to equity and monitoring fidelity of implementation. Effectiveness of the cohort will be measured through a student survey, data from the Learning Walk tool which includes a measure of commitment to equity, monitoring fidelity of implementation of the engagement strategies during formal and informal classroom observations. Percentile ranking of students on Measures of Academic Progress (MAP) will be used to determine improvement of students in the area of reading. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction.

Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP and Reading Fluency as

PERCENT PROFICIENT

ACHIEVEMENT (E/M/H)	MATH		ENGLISH LANGUAGE ARTS	
	PERCENT	ANNUAL TARGET IMPROVEMENT	PERCENT	ANNUAL TARGET IMPROVEMENT
Black/African Amer.	11.3% / 5% / 6.9%	☒	21.7% / 15% / 40%	☒
Hispanic/Latino	17.6% / 21.9% / na	☒	20.6% / 31.3% / na	☒
White	27.4% / 28.8% / 45.5%	☒	31.5% / 49.6% / 76.3%	☒
Two or more races	9.7% / 10% / na	☒	19.4% / 30% / na	☒
Students w/Disabilities	1.5% / 6.7% / 6.7%	☒	3% / 8.3% / 8.3%	☒
English Learner	5.6% / na / na	☒	5.6% / na / na	☒
Econ. Disadvantaged	11.9% / 8.2% / 12.5%	☒	21.9% / 26.5% / 56.5%	☒
All Students	21.7% / 22% / 32.8%	☒	27.7% / 39.8% / 65.5%	☒

TRANSFERABILITY

OVERVIEW

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. This guidance addresses those changes.

Except as provided in this guidance, the *Guidance on the Transferability Authority* [available at www2.ed.gov/programs/transferability/finalsummary04.doc] remains applicable.

TRANSFERS BY LEAs

Updates to programs from which an LEA may transfer funds

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants
(*ESEA section 5103(b)(2).*)

An LEA may not transfer funds it receives under any other ESEA program.

Updates to programs to which an LEA may transfer funds

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education
(*ESEA section 5103(b).*)

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

TRANSFERABILITY OPTION WILL NOT BE UTILIZED

Total FY 2022 Allocation	Funds Available for Transfer	\$ Amount to be transferred out of each program	Programs to which an LEA May Transfer Funds	\$ Amount to be transferred into the program
\$	Title II, Part A – Supporting effective instruction state grants \$		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs <input type="checkbox"/> Title I, Part C – Education of migratory children <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk <input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants <input type="checkbox"/> Title V, Part B – Rural education	
\$	Title IV, Part A – Student support and academic enrichment grants \$		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs <input type="checkbox"/> Title I, Part C – Education of migratory children <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk <input checked="" type="checkbox"/> Title II, Part A – Supporting effective instruction state grants <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants <input type="checkbox"/> Title V, Part B – Rural Education	

Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(up to 1,000 characters).*

N/A

b. How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

N/A

2. Targeted Support and Improvement (TSI) Schools.

a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools, the student groups identified in each school, and the number of students being served in each school *(up to 1,000 characters).*

Kent County High School
Students with Disabilities
60 students

b. If the LEA's TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA's TSI schools, if there are any.

d. How are you supporting TSI schools by their student group identifications? Please provide funding sources.

(up to 1,000 characters).

Through ESSER and other grant funds, KCPS has purchased Lexia intervention and NWEA MAP tests that will continue to be used and data will be analyzed for progress monitoring to track student growth and achievement.

New SST procedures will ensure that proper data collection is used to support students and develop Individual Learning Plans for students performing below grade level.

The KCPS equity policy states, "... we must address and overcome inequity by providing all students with the opportunity to succeed." With almost 70% of our students less than proficient, it is imperative we address Tier I instruction and mastery of grade-level standards for the majority of our students.

The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction.

Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP as well as Edulastic which will demonstrate an increase toward grade-level proficiency, formative and summative assessments focused on growth in standards-specific skills, monthly Lexia and Revision Assistant and other intervention data reports will document an increase in foundational reading skills, comprehension and writing. Formal and informal observation and fidelity checks will occur monthly using a walkthrough tool.

Students with disabilities will received additional support as indicated in their IEP and will receive ongoing monitoring through the IEP and SST progress monitoring.

Math support will be the same model as reading.

e. Please provide the name(s), position, address and email address of the staff with primary responsibility for administering/coordinating the LEA's TSI program.

Dr. Wendy Keen, Supervisor of Special Education
5608 Boundary Ave
Rock Hall, MD 21661

Gillian Spero, Coordinator of ELA
5608 Boundary Ave
Rock Hall, MD 21661

Joe Graf
25301 Lambs Meadow Rd.
Worton, MD 21678

(5) “Individual characteristics” means the characteristics of each individual student, which include but are not limited to:

- (a) Ability (cognitive, social/emotional, and physical);
- (b) Ethnicity;
- (c) Family structure;
- (d) Gender identity and expression;
- (e) Language;
- (f) National origin;
- (g) Nationality;
- (h) Race;
- (i) Religion;
- (j) Sexual orientation; and
- (k) Socio-economic status.

.04 Requirements — Educational Equity in Maryland.

A. The Maryland State Department of Education shall establish systems of structure and support for school systems, students, teachers, and other stakeholders that ensure educational equity and excellence.

B. Each local school system shall develop an educational equity policy and regulations, to be reviewed every 3 years, with the goal of providing educational equity to all students.

C. The policy and regulations shall:

- (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
- (2) Be based on the goal of providing educational equity for all students;
- (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;
- (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
- (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
- (6) Ensure equitable access to effective teachers for all students;
- (7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;
- (8) Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design;
- (9) Provide the access and opportunity for all students to successfully read on level by the end of grade 2;
- (10) Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan;
- (11) Identify the school system’s process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school;
- (12) Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and

COMAR 13A.04.07 Gifted and Talented Education

(Click the link above to access the Gifted and Talented Education regulation)

Gifted and Talented Early Submission Date	
1st submission to the MSDE GT Program Manager for review:	Window opens August 2, 2021
Conditional approval granted to LSSs	On or before September 30, 2021

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

1) The process for identifying gifted and talented students

Due to hybrid and virtual learning, the CogAT was not administered in the 2020-2021 school year. Students were identified in grade 3 using local measures including NWEA MAP Growth assessment scores, behavioral assessments and achievement indicators. All pre-k through grade 2 students engage in Primary Talent Development (PTD) lessons taught by classroom teachers. Students are observed for specific learning behaviors such as: creativity, resourcefulness, perception, communication, inquisitiveness, persistence and leadership. A deliberate vertical path is aligned from PTD to pre-STEM (grades 3-6) and finally STEM (grades 7-10) and Advanced Placement Courses at KCHS.

In the 3-5 grade band, gifted and talented students are identified using various observational measures, achievement measures, and performance measures. The observational measures include self, parent, and/or teacher recommendations. The achievement measures include standardized test scores/performance levels and district level achievement and assessment data. KCPS plans to administer the CogAT to grades 2 and 3 in the 2021-2022 school year since grade 3 was not screened due to virtual learning during the Covid-19 pandemic. The data gathered through the screening process will be used by the Student Support Team (SST) for GT identification in grade 3 (and grade 4 this year) and to make instructional recommendations in grades 4-5. In KCPS, identified students are tagged in our Powerschool Platform.

In middle and high school We use our Kidtalk process to identify students who may be under challenged at all 3 grade levels and create teacher/team plans for them. Some rising 8th graders are nominated to move into STEM. Many transfer students are scheduled into STEM based on previous school records.

Students in high school are identified by parents, student, and teacher referrals for AP and honors courses. Internships and dual enrollment require GPA, credit expectations, and that state assessments and service learning requirements are met.

Elementary Universal Screening

The Cognitive Abilities Test (CogAT) is scheduled to be administered as a universal screener to all second and third graders in February 2022. Students are accepted into the program who receive a composite score at the 90th percentile using local norms. Students with scores in the top tenth percentile of their subgroup will be invited to participate, so as to provide equitable access for racial and ethnic groups.

BEHAVIORAL	APTITUDE	ACHIEVEMENT
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accessible and appropriately challenging to all students. Differentiation can occur through the academic content, through instructional processes or through the product produced as a result of learning. Differentiated instruction is based on student's interests, learning styles and/or academic readiness.

Universal Design for Learning (UDL)

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. This approach will provide a deeper understanding of the 'what', 'why' and 'how' of learning.

In the elementary schools, differentiation occurs in the regular classroom. At the middle and high school there are STEAM, AP, Honors, and other special curriculum/extensions for identified students.

Cluster Grouping

A grouping assignment utilized for gifted students in a heterogeneous classroom. Typically five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom. This allows the teacher to more effectively differentiate assignments for a group of advanced learners rather than one or two students.

After School Enrichment Clubs

Interest related clubs that meet after school hours. Participation is voluntary and transportation is not provided. Examples include but are not limited to MackerSpace, Chess Club, Science Olympiad Club, Ecology Club, etc.

Enrichment Groups

Homogenous groups of advanced learners with similar needs, abilities, or interests that have been placed together to receive additional services on a specific topic. Typically these groups are led by an enrichment teacher or specialist and occur outside of the general education classroom on areas of study beyond the regular curriculum. Enrichment often occurs when students have mastered portions of content and are academically ready to "go deeper". Enrichment strategies often include: higher cognitive levels of thinking, critical reading, expanded vocabulary development, wide exposure to literature, critical thinking, use of imagination and creativity, and exploration of values.

Independent Study

A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.

Elementary School Curriculum

- Primary Talent Development modules are implemented in Grades Pre-K-grade 2.
- Program Modules: Prekindergarten- *Making Sense of the World and It Fits*, Kindergarten- *All About Attributes* and *A Sense of Wonder*, Grade 1- *Design Dilemma* and *Bubbleology*, and Grade 2- *Tremendous Trees* and *Preservation Problem Solvers*

Middle School Curriculum

- Grade 7 students compress the 7th grade math curriculum into half a year and begin prealgebra and algebra instruction.
- Grade 8 students are eligible to participate in Spanish I and Algebra I for high school credit. World Language credit will also count towards dual completion.

High School Curriculum

- Advanced students may participate through Dual Enrollment either at Chesapeake College or Washington College.
- Advanced students are also offered a full range of Advanced Placement courses are offered.

Areas of talent that can be developed/enhanced.

<p>General Intellectual Ability Those gifted and talented students with general intellectual ability tend to perform or show the potential to perform in several fields of study.</p>
<p>Specific Academic Fields In this area, gifted and talented students exhibit potential or demonstrate accomplishment in one specific field of study such as language arts, mathematics, social studies, or science.</p>
<p>Creativity</p>

Target(s)	Strategy(ies)	Timeline(s)
Identified GT lead teachers will participate in professional learning and work with school teams to develop a implementation plan for grades 3-5	Professional development provided to teachers/volunteers modeling various strategies of targeted instruction (differentiation, curriculum compacting, etc.)	

program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (1) A reduction in the teaching schedule;
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
- (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

Mrs. Gina Jachimowicz, Director of Teaching and Learning,

Mr. Dan Hushion, Supervisor of Human Resources –Responsible for New Teacher Induction Program

Mrs. Gillian Spero – Coordinator of ELA, Social Studies, Grants – Responsible for New Teacher Induction Program

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	0
Part Time Mentors	8
Full Time Teachers	17
<i>Total Number of Mentors</i>	25

3. Please provide the total number of probationary teachers being served by your CTIP.

“Mentoring in Action: Guiding, Sharing and Reflecting with Novice Teachers” to offer mindful mentoring. Kent County mentors are a combination of retired teachers and teacher leaders.

The Supervisor of Human Resources and other district administrators provide ongoing training for school administrators and school staff during monthly Administrators and Supervisors (A&S) and staff meetings. Leadership training begins in July with a focus on strategies for supporting new teachers during the opening days, support in managing the classroom, and addressing personal and professional challenges of new teachers during the first few months of school. Information from a needs assessment is used to structure the administrators and school staff mentoring trainings. The Supervisor of Human Resources and Director of Teaching and Learning work with administrators to define logistics about mentors' time and activities to encourage site-based mentoring support that is well planned and occurs regularly. Administrators engage in professional development around the principal's role in new teacher retention, and fostering work-place conditions that foster and support new teacher development.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Mentors are provided clear roles and responsibilities. Credits or stipends are options for new teachers. Evaluations are used at the end of the mentoring cycle to monitor and improve our program, and select effective mentors. Human resources also holds meetings with mentors for collaborative reflection.

Mentors are evaluated by the Supervisor of Human Resources and building principals. They meet regularly with mentors and discuss survey results given to new teachers to highlight the successes and challenges of the mentoring. We use feedback from mentor meetings and new teacher meetings to support mentors and evaluate them and the program.

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

Ongoing professional development is provided by school level Department/Content chairs and Teacher Specialists. Monthly professional development meetings are held to deliver personalized new teacher trainings to meet the needs of each new teacher cohort and build an understanding of the Domains of the work of Charlotte Danielson. Teachers participate and earn CPD credit for participating in a new teacher course centered around “The First Year Teacher’s Survival Guide” and other texts and resources. Supervisors and lead teachers plan mini-sessions to address curriculum, instruction, and assessment strategies needed for teachers to perform at the highly effective level. The modules require new teachers to observe other experienced teachers and engage in the co-teaching process. Upon completion of the course, they can earn up to 3 CPD credits.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

encourage site-based mentoring support that is well planned and occurs regularly. Administrators engage in professional development around the principal's role in new teacher retention, and fostering work-place conditions that foster and support new teacher development.

Evaluation is through informal and formal walk throughs, climate survey results, principal feedback, and rubrics.

Our probationary teachers are provided mentors for three years. Year 1 teachers are mentored 3-5 hours per week and in years 2 and 3 hours of mentoring are provided based on teacher need. Mentors work on specific goals and probationary teachers receive feedback from informal and formal observations and job embedded coaching from Instructional Specialists. Schools use protocols such as "Praise, Question, and Polish" for informal observation feedback.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

Evaluation is through informal and formal walk throughs, climate survey results, principal feedback, and rubrics. KCPS collects data on teacher retention and survey results given to new teachers at the end of their first year, and to any teacher when he or she leaves the system. This survey collects data on the effectiveness of mentoring, the climate in the building, support of school and district leadership, and other indicators of success and a sense of community.

The mentoring program is evaluated using a variety of quantitative and qualitative measures. The data itself is collected by the Supervisor of Human Resources. Some examples include informal and formal walkthroughs, climate survey results, principal feedback, and rubrics. All data is reviewed quarterly, and analyzed as part of the cycle of administrative meetings. Based on the results, adjustments may be made to current mentor assignments, and or/matching of mentors with different teachers to better fit the mentors area of expertise.

Appendices

- Appendix A: Title I, Part D
- Appendix B: Title I, Part D Cover Letter
- Appendix C: Title I, Part D Application
- Appendix D: Title II, Part A Application
- Appendix E: Title III, Part A Application
- Appendix F: Title IV, Part A Application
- Appendix G: Fine Arts Application
- Appendix H: Equitable Services to Private Schools Under ESSA Section
- Appendix I: Contact Information for MSDE Program Managers
- Appendix J: SY 2020-2021 Network for Equity and Excellence in Education
- Appendix K: Posting and General Submission Procedures
- Appendix M: Local ESSA Consolidated Strategic Plan Points of Contact

Appendices A& B



Appendix C
KCPS Title II, Part A



**Title II,
Part A
Systems
of
Support
for Excellent Teaching and Leading**

innovate

collaborate

elevate

Local School System: Kent County Public Schools

Fiscal Year: 2021-2022

Title II-A Coordinator: Gina Jachimowicz

Telephone: 410-778-7116

E-mail: gjachimowicz@kent.k12.md.us

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (**Required**)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (**Required**)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (**Required**)

6.0: Private School Services (**Required**)

7.0: Assurances (**Required**)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) increase the quality and effectiveness of teachers, principals, and other school leaders;

- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

- (A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.
- (B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- (C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- (D) Use of data and ongoing consultation to continually update and improve activities
- (E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local school system will:

- (A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title
- (C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.
- (D) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (E) Required consultation cannot interfere with the timely submission of the application

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Kent County Schools Report Card indicated that the district did not meet the annual target indicator for academic achievement in mathematics or English Language Arts. The Kent County Public School leadership will use academic data and percent of poverty to prioritize funds for resources allocations, support for interventions, placement of staff, and ongoing staff development and interventions. Funding will be utilized to address 3 major professional development priorities in the 2021-2022 school year:

- Implementation, training and support, and effective delivery of new Tier 1 ELA and math curricula
- Effective mentoring and coaching for pre-service and non-tenured teachers, and
- Supporting educators in best practices to support equitable access to rigorous and aligned programs, interventions, and enrichments.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

Kent County Public Schools leaders meet monthly with community stakeholder groups and staff to coordinate available resources for families and students. The Superintendent Leadership Team meets with principals and supervisors twice a month during A&S meetings. They plan with Guiding Coalition members, School Improvement Teams, and Professional Learning Communities (PLC's) on a monthly basis to collect and use assessment and climate data, as well as non-academic barriers to learning such as attendance reports, discipline and mental health referrals to identify and provide appropriate interventions. Each School Improvement Team has a central office contact on its team. The plans are reviewed and approved at the district level. Edulastic, PowerSchool, the KCPS Data Dashboard, and the MSDE Report Card provide all decision makers (administrators and teachers) with data to make informed choices. PowerSchool and Schoology also provide parents access to reliable data. Data on the number of new teachers is analyzed yearly and mentors provide support to new teachers beginning before the first week of school. Evaluation data is collected and analyzed following all staff trainings. This along with survey climate data are used to continually update and improve the activities supported by Title IIA. KCPS administrators deliberately and strategically collaborate with community partners and MSDE content leaders with demonstrated expertise for instructional and student support. Work sessions with board members and community members occur frequently to elicit input on new funding sources, grant applications, programmatic changes, and to review data. New in the 2021-2022 school year is a newly revamped Professional Learning Council which will meet quarterly to

determine professional learning needs and collect the thoughts any ideas of all members of our school community so that all groups are represented and have intentional and meaningful professional learning opportunities to promote student growth and success.

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

Kent County Public Schools collects and uses assessment and climate survey data, as well as non-academic barriers to learning such as attendance, mental health and behavior referrals, to identify appropriate interventions. School leaders have been training in the Root Cause Analysis process, and analyzed MCAP and local assessment and referral data to identify instructional and social and emotional priorities and evidence based interventions and best practices. School leadership teams analyze data quarterly, both formally and informally, to collect quantitative and qualitative data, and to think about the results through and equity lens to analyze the performance of all student groups. This work focuses on how to eliminate barriers for marginalized student groups to maximize equitable access to learning. During this time teams determine progress monitoring timelines, and make adjustments as needed. Student Success Teams also review data closely and design individualize learning plans for students to accelerate or intervene in a timeline manner. Edulastic, the KCPS data dashboard, Schoology, and PowerSchool all give educational decision makers access to reliable and relevant and timely data. Principal evaluations are tied to their school goals. Data on the number of new teachers is analyzed yearly and mentors provide support to new teachers beginning before the first week of school. Evaluation data is collected and analyzed following all staff trainings. This along with survey climate data are used to continually update and improve these activities supported by Title IIA.

Professional Learning Communities align their work with the school and district goals to analyze data that correlates to the school's initiative. Student centered discussions focus on the alignment of programs, interventions, and Tier 1 instruction and analyze student work and data against these initiatives to progress monitor and adjust when needed.

KCPS has redesigned it's Strategic plan and developed new goals for 2021-2025. District and school goals all align to the strategic goals and the KCPS Board of Education and community members offered input in the plan and district goals so that all work is intentional and focused across all schools. Work sessions with board members and community members occur frequently to elicit input on new funding sources, grant applications, programmatic changes, and to review data.

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

2.0 ADMINISTRATIVE COSTS - Allowable			
Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures			
Item	Line Item	Description	Public School Costs
2.1	N/A	Title II A Support – 5.31% Grant Coordinator salary to provide PD, organization and implementation of grant funded activities, and progress reports.	\$5,000
2.2			
2.3			
2.4			
		Total for section 2.0	\$5,000

To ensure that every student has access to excellent educators, SEAs and LSSs must work together 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. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

Level	Academic Achievement		Annual Target Met/Not Met
	Possible Points	Earned Points	
Elementary	20.0	7.6	Not Met
Middle	20.0	8.7	Not Met
High	30	17.1	Not Met

Based on the 2019 Maryland Report Card, the district did not meet the Academic Achievement Performance indicators for any grade span (elementary, middle, high). Academic achievement performance indicators measure the performance of students who demonstrated proficient skills and knowledge in the academic program as measured by MCAP. The points are determined by the percent of students proficient and the school's average performance. KCPS has 3 elementary schools, 1 middle school, and 1 high school all performing below level in academic achievement. The charts below show the data according to the 2019 Maryland Report card.

Disaggregating by subgroup, a substantial gap exists between various student groups, specifically African American students, Students with Disabilities, and students living in poverty. 31% of the grade 3-5 grade band white students scored at a proficient level while only 21% of African Americans achieved this level. FARMS students were 21% and students with disabilities were 6.1% 49% of grade 6-8 white students scored at levels 4 and 5 while only 15% of African Americans achieved proficiency. FARMS students were 28% and students with disabilities 8.2% Not one LEP student earned a proficient score in grades 3-10. The 2019 cohort data suggests a decline in proficiency as students transition from grade 3 to grade 4.

Kent County students performance on MCAP Math remains below the state and significantly low. Based on 2019 data, grades 3-5, 21% of students scored proficient, 27% white, 11% African American, 5% Students with Disabilities, and 13% Free and Reduced Meals.

In 6-8, 13% of students scored proficient, 16% white, 5% African American, 7% Students with Disabilities, and 8% Free and Reduced Meals. Algebra scores were 24% of students scored proficient, 33% white, 24% African American, 5% Students with Disabilities, and 11% Free and Reduced Meals.

Kent County High School has been identified as the Targeted Support School (TSI) for students with disabilities. Special Education is a focus in our local ESSA plan. The Special Education supervisor will meet monthly with the Director of Teaching and Learning to design a comprehensive system of coordinated services and plan professional development for all staff on SDI, equity and access, and co-teaching models. All schools have been required to have a special education goal in the School Improvement Plans. Plans will be monitored monthly and are part of the Principal evaluation. A root cause analysis revealed a need for additional training in trauma-informed practices and teacher collaboration between general education and special education to offer meaningful SDI.

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation 	Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating 	Total Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	<p>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 high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>	N/A		
1.1.1	expert help in screening candidates and enabling early	N/A		

	hiring [Section 2103](b)(3)(B)(i)			
1.1.2	<p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p>	N/A		
1.1.3	<p>teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)</p>	N/A		

1.2	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;	N/A		
1.3	Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	N/A		
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
2. Strategies and Activities to Improve the Quality of the Teaching Force				

2.1	<p>Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. The LSS may develop initiatives that:</p>	<p>Need: Teacher/Leadership Training: Continue to increase the capacity of coaches, administrators, and teachers on current research in assessment. Team will attend the MD Assessment Group Conference (MAG), Formative Assessment National Conference. Teachers and leaders will present information from MAG to the staff and write reflections how new information will guide their work.</p> <p>MAG will help guide the development of local common formative assessment and data analysis to help prepare for new state assessments.</p> <p>Timeline: Fall 2022-2023 Audience: Coaches Administrators, Teachers Evaluation: MCAP data</p>	<p>Local/State Conference-PD on equity, assessment, and instruction</p> <p>Level of Evidence: 4 Evaluation – Observation Data</p> <p>Timeline – SY 2022-2023</p> <p>Presenters are current leaders and researchers in the field of assessment; sharing their research to leaders in teaching and administration.</p>	474.00
2.1.1	<p>help all students develop the skills essential for learning readiness and academic success;</p>			
2.1.2	<p>use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational</p>			

	Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);			
2.1.5	provide opportunities for experiential learning through observation			
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review	Need: KCPS new teachers/leaders need time to understand the KCPS Evaluation Model, develop instructional strategies, and successful teaching and learning practices. For the 2022-2023 school year, professional learning will continue to support the Kent County Public School Strategic Plan. Face to face PD will support teacher learning with a focus on strong Tier 1 strategies and practices as well as supporting our intervention programs. Common formative assessments and	Leadership Coaching, School Improvement Team Meetings; Professional Learning Communities; Level of Evidence: 4 Evaluation: School MCAP data growth; Principal SLO's and Evaluation School Improvement–staff serve an important role in providing expertise and coaching at the school level. Darling-Hammond, L., & McLaughlin, M. (1995, April) PLC's A look at the effects of PLC's on improved	Salaries:\$ 12,592.00 X FICA 7.65% (963.29) = \$13,555.29

	<p>student data and respond, as appropriate)</p>	<p>using data to differentiate will also be an area of focus.</p> <p>Timeline- August 26- May 28 Audience- New Teachers/Leaders Evaluation – Agenda, Notes, Meeting Evaluations, and Teacher Observation/Evaluation/Retention Data Professional Learning Communities- reflective dialogue and vertical articulation to examine the results of unit planning including common formative assessments to improve achievement.</p> <p>Timeline- Aug. 31- June 18 (monthly) Audience- All Teachers & Leaders Evaluation – Agenda, Notes, Meeting Evaluations, and Student Growth Data School Improvement Teams- receive training in “Rapid Domains of School Improvement,” and meet monthly to analyze data, build assessment literacy, and respond as appropriate.</p> <p>Timeline - SITs meet during the school year to review and update the school plan (actions/strategies) based on new data on student achievement. SITs meet during the summer to review and update data and plan for the next school year. Audience- School Team Members</p>	<p>teacher practice and student achievement.</p> <p>Selcuk Dogan and Adams A. (2017, March) DuFour (2004) reiterates this notion when he writes that the mission “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications”</p>	
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		Evaluation – Agenda, Notes, and Evaluation of School Improvement Plan, Progress on SIP Goals and Principal Student Learning Objectives (SLO’s)		
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	<p>KCPS Teacher Specialists and coaches need ongoing training in effective coaching and the Data-Wise process. They will attend the NCTE Conference and SOMLA Conference will use research to inform instructional practice.</p> <p>Specialists and coaches will receive books to enhance their work with teachers and build their capacity to support literacy and math. Specialists and coaches offer school-based trainings in literacy and math interventions and PLC coaching support.</p> <p>Timeline: August 26-May 30</p> <p>Audience: Teacher Specialists, Interventionists, Instructional Coaches</p> <p>Evaluation: Implementation includes monitoring of best instructional practices as well as academic growth data. Survey results from teachers and principals who have worked with coaches will be given to assess the level of support provided, and additional needs and support they feel should be</p>	<p>Literacy and Math Coaching – Coaches provide daily support to literacy and math teachers through collaborated lesson design, modeling, and leading the PLC process.</p> <p>Level of Evidence: $\frac{3}{4}$</p> <p>Research: published in 2018 by SAGE journals <u>Review of Educational Research</u> found evaluations of coaching can create meaningful change in teachers’ instruction in reading, science, and math.</p> <p>Activities designed to improve school leadership demonstrate positive impact on student, teacher, principal outcomes, based on research that is consistent with ESSA evidence tiers. ESSA expands its opportunities for states and districts to use federal funding for initiatives that strive to improve the quality of school leaders. While this document is focused upon principals, the same</p>	<p>Conferences = \$4,276.87</p> <p>Plus books = \$1,960.00</p> <p>Total = \$6,236.87</p>

		included in coaching support. Local and state literacy and mathematics growth data will be used to evaluate the effectiveness of the teacher coaching roles.	can be said for other school leaders. This supports collective leadership across a school system, and promotes positive cultural change. Herman, R.H. and associates, "School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Rand Cooperation 2016	
2.2	Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards The LSS may develop initiatives that increase:			
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early			

	grades and on strategies to measure whether young children are progressing;			
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that			

	effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students	AP Training- teachers will attend AP training to learn strategies and share resources to improve advanced learning. Timeline- Summer 2020 Audience- Identified AP Teachers Evaluation – MCPA Level 4/5 and AP Scores. AP PLC teams will also analyze unit and summative assessments to monitor the effectiveness of teacher instruction.	AP Training- The importance of Inductive Teaching Methods , consistently found to be more effective than traditional AP teaching methods, Richard Feldeer (2013, January) Level 3/4	\$4,650.00
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and			

	work-based learning (if appropriate)			
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
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 The LSS may develop initiatives that:			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	KCPS New Teacher /Mentor Program Timeline: August 2021 – June 2022 Audience- New Teachers / Mentors New Teacher Mentoring Program: mentors work one on one in schools with new teachers to support classroom management and instruction; monthly new teacher after school meetings led by mentors and experienced teachers and/or content supervisors Implementation Evidence: review feedback from participants; surveys; incorporate feedback for future events	New Teacher Academy; New Teacher Mentoring Program Level of Evidence: 4 Evaluation: New teacher retention rates. Monthly mentor meetings are held to gain feedback documented in the monitor logs. Data is also tracked through the Fall teacher observations and first evaluation. Research from the New Teacher Center: Supported teachers demonstrate higher proficiency in using assessment in instruction and demonstrate higher proficiency in engaging students. (SRI	\$43,590.00 Salaries = 43,590.00 FICA = \$3,334.64 Total = \$46,924.635

		<p>During the summer of 2021, KCPS redesigned the New Teacher Induction Program. One of the biggest shifts in our program will be related to new teacher mentors. In the past, retired teachers have served in this role, the new shift will provide an opportunity for teacher leaders within the school building to support new teachers in their practice through ongoing cycles of observation, reflection and feedback. Feedback to mentees from mentors and school and district leadership will be provided through routine informal and formal evaluations. Mentees will complete a survey to provide feedback regarding the effectiveness of the mentoring program, leadership and district levels of support, and the new teacher course at the end of the year. We will resume face to face orientation in August of 2021 and continue in the 2022-2023 school year.</p> <p>The outcome of our mentoring program is to decrease the amount of new teachers by retaining teachers.</p>	<p>International Evaluation, 2015.) New teacher retention increased by 30% after just 2 years of NTC support. (NTC Analyses, 2015. Comparison study conducted in a southeastern district.)</p>	
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate			

	performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.			
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success			
3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.			
3.1.5	support the instructional services provided by effective school library programs			
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback			

3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce			
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			
4. Use of Funds to Improve Equitable Access to Effective Educators To All Students				
4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.			
<p>*Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.</p> <ul style="list-style-type: none"> • Evidence for ESSA (Hopkins) • Report on School Leadership Interventions under ESSA (RAND) • Social and Emotional Learning Interventions under ESSA (RAND) • What Works Clearinghouse (IES) • Evidence-Based Intervention Network (University of Missouri) • National Center on Intensive Intervention (AIR) • Substance Abuse and Mental Health Services Registry (SAMHSA) • Results First Clearinghouse Database (Pew) • Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools (Hopkins) • Impact of Family Involvement on the Education of Children (MDRC) 				

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

Kent County Public School's curriculum guides, materials and assessments are being redesigned to more closely align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards for Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, Kent County Public School District aligns provided professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

Activities:

Collaborative Team Planning/PLC's are led by Central Office Administrators/Title I and Literacy Coaches at the at all levels. Meetings follow an agenda that lead the team through data analysis of most recent assessment data (KCPS is transitioning from School-Net to Performance Matters as its data platform), discussion of student performance on the standards and then planning for instruction with the goal of improving student performance.

Early in the year, KCPS staff will use common local screeners to determine where students are instructionally, identify the gaps in learning, and prepare a learning plan for success. We also plan to ensure that we build and support strong instructional teams in all of our buildings to support their efforts in supporting students and bridging learning gaps.

Math/Literacy Professional Development will be supported through on-site trainings and school-based coaching. Providing professional development for math Teachers will be supported with the implementation with the newly adopted Illustrative Math program. Staff professional development will also continue to support strengthening the area of foundational literacy skills/standards. Instructional coaches will work with teachers to align lessons to LETRS.

Kent County Public Schools is committed to continuous support and professional development for teachers and staff in order to enhance the quality of instruction provided in a variety of ways to fully support all students, regardless of their preferred learning environment (face to face or virtual). We recognize that the social and emotional well-being of our faculty and staff is vital to ensuring that all students' academic needs are met and that we are supporting students to become resilient. We understand the importance of supporting our teachers in order to build a culture of trust, respect, and collaboration. During Summer 2020, professional learning experiences were made available for teachers and administrators. Targeted competencies in digital teaching and learning is a focus. KCPS has built strong instructional teams in all of our buildings supporting students and bridging learning gaps.

Intentional professional learning will provide all teachers with extensive enhanced knowledge of Performance matters and Schoology, the Kent County Public Schools Learning Management System. Professional learning modules will be provided in synchronous and asynchronous formats. KCPS believes in continuous learning and will offer professional learning throughout the 2020-21 school year.

KCPS will provide ongoing professional development that builds cultural responsiveness and addresses identified areas of inequity.

Access to the standards for our neediest subgroups of children is an area of concern for KCPS. Working with general educators, special educators and English Learner educators to use the UDL framework to plan Tier I instruction. Professional Development and coaching will be provided to teachers and leaders in the area of differentiation and Specially designed Instruction (SDI) to help narrow the gap for all subgroups.

Both general education and special education teachers are receiving support with co-teaching models, and specially designed instruction to ensure that students are supported in a virtual, hybrid, as well as fully face to face learning model. KCPS has a referral process to ensure that all students are engaged and supported in learning. Teachers and building administrators have a system of identification and communication to ensure that those in need of face to face learning are brought into school buildings. Identification is based on access to the internet, academic need, level of engagement, and social emotional need.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

KCPS follows the process below when inviting private schools to participate in Federal Programs, including Title II, Part A:

October- Obtain a complete list of MSDE approved non-public schools and church schools within Kent County

January- Mail invitations via USPS to all MSDE approved non-public schools for the February consultation meeting at which information regarding the SY 2022-2023 Title I program will be shared

January- Conduct follow-up communication including phone calls and emails to non-public schools officials who did not respond to invitations

February- Conduct consultation meeting with all MSDE approved non-public school officials for a presentation of Title I and other germane Federal Grant Programs

April-May If there are non-public schools that indicate interest:

- Conduct follow-up consultations with those schools
- Match addresses of private school students from low-income families to participating public school attendance areas.
- Determine the multiple, educationally related selection criteria
- Based on consultations, design services that meet participants' needs.

May- If there are participating non-public schools:

- Provide Title I equitable services affirmation form for signature
- Discuss implementation and score of Title I services.

July-September 2023 If there are participating non-public schools:

- Finalize equitable services for identified students
- Begin services for those students
- Initiate professional development activities based on the consultation agreement if appropriate.

September -ongoing Hold on-going consultations and quarterly planning meetings

October. Begin the initial consultation cycle

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)
N/A KCPS does not have any Private Schools choose to participate in the use of Title II funds.
Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)
KCPS does not have any Private Schools choose to participate in the use of Title II funds.
Total Amount of Transfers: 0

7.0 ASSURANCES- Required

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;

(ii) have the highest percentages or numbers of children counted under section 1124(c);

(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);

(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2);
or

(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

(i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.

(ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.

(iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

BUDGET NARRATIVE Line Item	Calculation	Calculation Details				Amount
		staff	hrs	sessions	rate	
Instructional Staff Development Salaries and Wages						
Salary Support for MDCCRS, NGSS, C3	5.31% of Grant Coordinator Salary \$5,000. 94.162* .0531	1			\$5,000.00	\$5,000.00
Stipends for teacher leaders to facilitate grade level meetings	2 hrs x 8 lead teachers x 9 sessions x \$25/hr	8	2	9	\$25	\$3,600.00

for professional learning and data analysis support						
Stipends GC/SIP Data analysis and School Improvement Planning	14 staff x 4 hrs x 3 days x \$25/hr	14	4	3	\$25	\$4,200.00
Stipends GC/SIP Team Data analysis and school improvement	11 staff (6 high school + 5 middle school) x 4 hrs x 2 days x \$25/hr	11	4	2	\$25	\$2,200.00
Substitutes for standards-based teaching collaboration & vertical articulation	6 teachers x 4 full days x \$108.00 per day	6		4	\$108.00	\$2,592.00
Highly qualified teachers that serve as mentors for year one teachers	14 teachers x 4 hours x 24 weeks x \$30/hr	14	4	22 weeks	\$30	\$36,960.00
Highly qualified teachers that serve as mentors for years two/three teachers	10 teachers x 1 hrs x 24 weeks x \$30	7	1	22	\$30	\$4,620.00
Highly Qualified mentor for principal	1 staff x 1 hrs x 22 weeks x \$30/hr	1	1	22	\$30	\$660.00
Mentor Meetings	15 mentors x 3 meetings x \$30	15	1	3	\$30	\$1,350.00
Standards based curriculum development						
Total: \$61,182.00						
FICA: \$61,182 x 7.65% = \$4,680.42						
Total:\$65,862.42						
Instructional Development Other Charges						
Other Charges: Registration to attend AP training	3 teachers registration at \$1,000 each, 5 nights @ \$85/5 nights, \$25 meal	3			\$1,550.00	\$4,650.00

	allowance/ 5 nights \$1,550					
Other charges: MAG registration and conference	1 staff, \$85 hotel, \$132 per night *2 Meals \$125	1			\$474.00	\$474.00
Other Charges: Registration to attend conference	Math (NCTM) and Literacy (SOMLA) registration \$570.35 per conference, \$800 airfare, \$100 per night 5 nights= \$500, \$25 meal allowance/5 nights = \$1,550	1			\$3,990.00	\$3,990.35
Other Charges: travel	494 miles @ \$0.58			494	\$0.58	\$286.52
Total:\$9,400.87						
Instructional Staff Development: Materials and Supplies	Materials and Supplies Professional Development Materials	40 books @ \$49.00				\$1,960.00
Indirect Costs remaining on Grant		\$1,636.71				\$1,636.71
TOTAL						\$78,860.00

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

ORIGINAL GRANT BUDGET	78,860.00	AMENDED BUDGET #		REQUEST DATE	10/11/21
GRANT NAME	FY22 Title II	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Kent County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	FROM TO		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- & WAGES	02 - SERVICES	03-	04 - OTHER CHARGES	EQUIPMEN	TRANSFER	BUDGET CAT.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,636.71	1,636.71
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	5,000.00						5,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	56,182.00		1,960.00	9,400.87			67,542.87
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							
212 Fixed Charges				4,680.42			4,680.42
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	61,182.00	0.00	1,960.00	14,081.29	0.00	1,636.71	78,860.00

Finance Official Approval: Aleesa Stewart, MBA *Aleesa Stewart* 10/11/21 410-778-7123
 Name Signature Date Telephone #

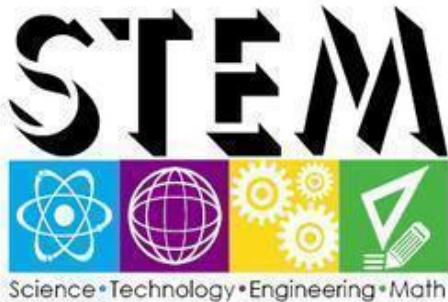
upt./Agency Head Approval: Dr. Karen M. Couch *Karen M. Couch* 10/11/21 410-778-1595
 Name Signature Date Telephone #

MSDE Grant Manager Approval: Gina Jachnowicz *G. Jachnowicz* 10/15/21
 Name Signature Date Telephone #

Appendix D: FY 2022 (July 1, 2021 – June 30, 2023)

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Kent County Public Schools</u> 2022	Grant Year: FY
Title IV-A Point of Contact: Gillian Spero	
Telephone: 410-778-6902	E-mail: gspero@kent.k12.md.us



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Kent County Public Schools</u> (use drop down)	Grant Year: FY 2022
Title IV-A Point of Contact: Gillian Spero	
Telephone: 410-778-6902	E-mail: gspero@kent.k12.md.us
Title IV, Part A Application: Overview	

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment
- Developed through an equity lens as required by the Educational Equity registration, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups.

1.0: Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Needs Assessment (Required)

4.0: Activities to Support Well-Rounded Educational Opportunities (Required)

5.0: Activities to Support Safe and Healthy Students (Required)

6.0: Activities to Support the Effective Use of Technology (Required)

7.0: Equitable Services (Required)

8.0: Assurances (Required)

9.0: Internet Safety (Required)

10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.**

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;
 - 5) How funds will be used for activities in the three content areas;
 - 6) Program objectives and intended outcomes;
 - 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
 - 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
 - 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult 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, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A and support educational equity;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Local Educational Agency: **Kent County Public Schools**
(use drop down)

Grant Year: FY 2022

1.0 CONSULTATION – Required

Updated 10-2-2021

Please provide a description of how the LEA **meaningfully consulted** with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

The Kent County leadership team meets with community stakeholder groups (Local Management Board, Character Counts Advisory Board, Multicultural Committee, Local Care Team, Department of Human Services, etc and staff to coordinate school, family, and community resources for students in need. Kent County Public Schools meaningfully consults with teachers, principals, and other staff through monthly A&S, principal, Guiding Coalition, and PLC team meetings. In these meetings it will be communicated the Title IV, Part A is to provide funds to increase the capacity of state educational agencies, schools, and local communities to provide all students with: access to well-rounded curriculum, improved conditions for student learning, and improved use of technology. KCPS administrators collaborate with community partners and MSDE content leaders with demonstrated expertise for instructional and student support. KCPS facilitates community work sessions to clearly communicate district goals and elicit feedback from board members, community partners, and community members. Steering Committee meetings have been streamlined to include running agenda items that align to the Title IV, Part A grant goals and objectives in order to monitor goal progress. Separate steering committees have been eliminated so that efforts can be combined and targets can be met.

Please provide a description of how the LEA will use **ongoing consultation** to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

Kent County Public Schools collect and use assessment and climate data, as well as non-academic barriers to learning such as attendance and discipline incidents to identify and provide appropriate interventions. Edulastic, the KCPS data system, will provide all decision makers (administration and teachers) with a data dashboard for full transparency with all stakeholder groups and partnership agencies. Data on the number of new teachers is analyzed yearly and mentors provide support for new teachers beginning before the first week of school. Evaluation data is collected and analyzed following all staff trainings. Along with the survey, climate data is used to continually update and improve activities supported by Title IV, Part A. Data with regard to content area instruction and time allotted is also used to determine activities to support Title IV, Part A. Looking at all activities through an equity lens will allow us to eliminate barriers to marginalized student groups, and narrow the achievement gap while providing activities and supports to help all students access rigorous curricula with appropriate supports for the entire child. Data and student achievement and growth will be routinely analyzed as part of our PLC meetings to inform instructional decisions. Monthly attendance and discipline and SST meetings are held at the school to analyze and plan interventions for student success.

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)).

The administration and teachers of KCPS take part in partnerships with various community-based panels/committees such as: Judy Center partnership meetings, economic council meetings, Environmental Education and Gifted and Talented Development Steering Committee, and the local management board. Stakeholder input is given during meetings based on standing agenda items that align to the Title IV, Part A objectives and goal progress. Communication is frequent and ongoing through meetings, newsletters, emails, administrative meetings, social media, and professional development opportunities.

**Local Educational Agency: Kent County Public Schools
(use drop down)**

Grant Year: FY 2022

LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- **DO NOT** SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)

2.0 ADMINISTRATIVE COST – Allowable

Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for Section 2.0	

Local Educational Agency: Kent County Public Schools
(use drop down)

Grant Year: FY 2022

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT- Required

Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified through an equity lens?	KCPS stakeholder groups and Board of Education members have identified gaps in specific student groups' academic achievement in mathematics and English Language Arts. Another under served and under identified student group is Gifted and Talented students. Data shows significant gaps in foundational reading skills. Early screeners, math support, support for families and early childhood development are necessary to help increase equitable services to all students and student groups.	KCPS will continue to emphasize social-emotional learning (SEL) and community-building for students, staff, and families through increased wrap around services. Every effort will be made to reconnect, support, and build relationships as staff and students return to face to face learning. KCPS recognizes the importance of SEL instruction, SEL supports, and community building. To support reopening, Student Services have developed additional strategies, resources and recommendations/guidance for students and staff well-being. School crisis teams are available	Technology will be used to increase digital access to supplemental resources for well-rounded curriculum, for increased teacher training and assessment support, transportation, and staffing in order to provide all students equitable access to a well-rounded curriculum and advanced courses and certifications.

			to assess student safety when incidents arise. Supporting resources and information will be provided to parents/guardians about available school and community resources. School counselors and social workers will present at a staff meeting to provide information on signs and symptoms of stress and suicidal ideation. Kent County Public Schools will continue to utilize Changing Perspectives, Second Step, Positive Connections and the Pyramid Model to address social emotional learning.	
3.2	What data support the identified local needs?	KCPS must strengthen Tier I programs and professional learning to address low achievement. Data from the 2019 Maryland Report Card and 2020/2020 NWEA Map Growth Assessment data demonstrates decreasing achievement and a larger gap between overall achievement, that that of students with disabilities, FARMS, and EL students.	Climate student data, Maryland Report Card data, NWEA Map Growth Assessment data, MCAP data, and behavioral and mental health referral data.	KCPS is rural so there are inequities related to access to services, supports, internet, and public transportation for outside supports.
	What data support the identified equity needs?	Achievement gap data in core content areas grades 3-10	Climate student data, Maryland Report Card data, NWEA Map Growth Assessment data, MCAP	Assessment data and discipline and mental health referral data shows that services are not

			data, and behavioral and mental health referral data.	equitable for EL students due to transportation and connectivity.
3.3	What are the hardest to serve student groups?	Special education, special education and FARMS students.	Wrap around services because of insurance and citizenship. Attendance issues and the number of students chronically absent.	KCPS is rural and has a high rate of poverty so there are inequities related to access to services, supports, internet, and public transportation for outside supports.
3.4	What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	Poverty. Lack of translators. Disproportionate identification of students with disabilities.	Trauma and challenges to access to wrap around services and supports. Training on differentiated instruction through Tier 1 programs.	KCPS is rural so there are inequities related to access to services, supports, internet, and public transportation for outside supports.
3.5	How are the identified needs being prioritized when several significant needs are identified?	Basic health and safety needs are first met. Academic needs are prioritized once data has been analyzed to first attend to the student groups most in need of support.	The most current data is used to partner with local agencies to provide necessary wrap around services to meet significant needs.	To best personalize learning, data from a variety of measures is regularly analyzed and instructional decisions made to improve student learning.
	How is equity being prioritized for the identified marginalized groups?	Prioritization of root causes district wide and school teams.	Student support teams have been redesigned to support marginalized student groups by providing individualized plans for intervention and support.	Student services teams have worked to identify those most in need of wrap around support or services to increase access and availability to internet, and transportation.

Local Educational Agency: Kent County Public Schools
(use drop down)

Grant Year: FY 2022

ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:

- i. are among the schools with the greatest needs, as determined by such LEA;
- ii. have the highest percentages or numbers of children counted under section 1124(c);
- iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);

- iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or
- v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.

Prioritizing Funds to School- Required

In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA’s priorities for distributing funds to schools. Select all that apply using the drop down menu.

Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define “school with the greatest need”.

1. Have the highest percentages/numbers of children counted under sec.1124(c)

Interruption to face-to face instruction due to Covid-19 has resulted in systematic needs across all schools. Therefore, funding has been distributed for programmatic support, rather than to specific schools.

2. Select from prioritized needs.

3. Select from prioritized needs.

4. Select from prioritized needs.

5. Select from prioritized needs.

Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)

KCPS stakeholder groups and Board of Education members have identified gaps in specific student groups’ academic achievement in mathematics and English Language Arts. Another under served and under identified student group is Gifted and Talented students. Data shows significant gaps in foundational reading skills. Early screeners, math support, support for families and early childhood development are necessary to help increase equitable services to all students and student groups. KCPS must strengthen Tier I programs and professional learning to address low achievement. Data demonstrates decreasing achievement and a larger gap between overall achievement, that that of students with disabilities, FARMS, and EL students.

KCPS will continue to emphasize social-emotional learning (SEL) and community-building for students, staff, and families through increased wrap around services. Every effort will be made to reconnect, support, and build relationships as staff and students return to face to face learning. KCPS recognizes the importance of SEL instruction, SEL supports, and community building. To support reopening, Student Services have developed additional strategies, resources and recommendations/guidance for students and staff well-being. School crisis teams are available to assess student safety when incidents arise. Supporting resources and information will be provided to parents/guardians about available school and community resources. School counselors and social workers will present at a staff meeting to provide information on signs and symptoms of stress and suicidal ideation. Kent County Public Schools will continue to utilize Changing Perspectives, Second Step, Positive Connections and the Pyramid Model to address social emotional learning.

Updated 10-2-2021

Local Educational Agency: <u>Kent County Public Schools</u> (use drop down)		Grant Year: FY 2022
<p>To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.</p> <p>One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).</p> <p>Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p>		
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]		
4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	Coordination with other schools and community-based services and programs is satisfied through local steering committee meetings (GT/STEM/E-Lit/, etc)
4.2	(2) Conducted in 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 ; [Section 4107](a)(2)	KCPS has an ongoing partnership with both QUPS and Washington College through PDS, as well as the Kent County Arts Council, and Judy Center.
4.3	(3) Pursuant to COMAR 13A.06.04(C)(4), identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;	KCPS has partnered with MSDE to facilitate support for school improvement planning through root cause analysis and the 4 domains for rapid school improvement. Work sessions (such as the July 22, 2021 Board Meeting and community work session) with local agencies and partner agencies provide transparency with district goals and initiatives to support more equitable

	access and best practices and offer opportunities for input and suggested support systems.
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Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select *“Reimbursing low-income students for accelerated learning examination fees”* from the drop down list of abbreviated names.

Well Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects

<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects</p>	<p>Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]</p>	<p>Supporting the creation and enhancement of STEM-focused specialty schools</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects</p>	<p>Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education</p>	<p>Integrating other academic subjects into STEM subject programs</p>
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations</p>	<p>Reimbursing low-income students for accelerated learning examination fees</p>
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p>

Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV)], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities
Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

4.1 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Equity and Access	
Proposed Well-Rounded Activity 4.1: Engineering is Elementary Professional Development and Training	
Activity Implementation: (How will the activity operate and over what duration?) A consultant will coach teachers in how to embed Engineering is Elementary units into their instructional time to increase STEM activities from kindergarten through grade 5 and increase student access to STEM, science, and math integration through common grade level planning and collaboration during PLC and grade level meetings.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)

<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) This training and coaching will increase the capacity and deepen the knowledge of teachers in elementary school to increase STEM practices in their curriculum and build skills in students that will prepare them for later rigorous classes.</p> <p>Outcome 1: 100% of elementary teachers grade K-5 will participate in training to embed evidence based practices in STEM that include Engineering is Elementary kits in a way to increase STEM proficiency for all students by June 2022.</p> <p>Outcome 2: By the end of the 2021-2022 school year, students will increase STEM literacy—defined as the knowledge and understanding of scientific and mathematical concepts as indicated through the successful implementation of a EIE unit in each grade. Training will support an overview of the unit and include the pedagogy and detailed walk through of a EIE unit.</p> <p>Outcome 3:</p>	<p>Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects</p> <p>Select a Level of Evidence. Level 1 - Strong</p> <p>Provide a link or citation below to support the Level of Evidence: https://learningforward.org/standards/implementation/</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Professional Learning Evaluations will occur after the training, and teacher observations will be used to monitor the fidelity of implementation.</p> <p>Evaluation for Outcome 2: The evaluation will be through the artifacts collected after the projects from the units are completed. Data from student artifacts level of proficiency will demonstrate the proficiency of the teacher as they implement the units.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>

Click or tap here to enter text.		
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$3,000

4.2 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Equity and Access	
Proposed Well-Rounded Activity 4.2: (Title) STAMP Language Proficiency Test, medals, and seals of Bi-literacy	
Activity Implementation: (How will the activity operate and over what duration?) in the 2022-2023 school year, KCPS will provide exams and graduation seals and medals to students who qualify to take the language test to increase bi-literacy proficiency.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Reimbursing low-income students for accelerated learning examination fees Select a Level of Evidence. Level 1- Strong Provide a link or citation below to support the Level of Evidence: https://sealofbiliteracy.org/resources
What are the desired changes? (Address all beneficiaries selected above; add more as needed) To increase the proficiency of bi-lingual students and increase their post-secondary opportunities. Outcome 1: In 2021 14 students took the exam and 6 were proficient. By increasing access we hope that 65% of our students in 2022 will be bi-lingual as indicated on their diploma and 70% of our students in 2023 will be bi-lingual as indicated on their diploma.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

	<p>Evaluation for Outcome 1: Student pass rate for the Seal of Bi-Literacy exam will increase from 43% in 2021, to 70% in 2023.</p>
Use of Funds:	Provide a <i>total</i> dollar amount per activity. \$433.60

4.3 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: Equity and Access	
Proposed Well-Rounded Activity 4.2: (Title) Career and Technical Program exam coverage for low income students	
Activity Implementation: (How will the activity operate and over what duration?) In 2022 and 2023, all low-income students can qualify for exam fee waivers covered by KCPS for Career and Technical Certification exams.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) To increase access to Career and Technical programs and access to post-secondary programs and technical programs and schools for KCPS students. Outcome 1: In the effort to ensure potential barriers or obstacles in accessing educational opportunities are eliminated and all students can be provided with the opportunity to maximize his/her potential, 100% of	Reimbursing low-income students for accelerated learning examination fees Select a Level of Evidence. Level 1- Strong Provide a link or citation below to support the Level of Evidence: https://www.americanprogress.org/issues/education-k-12/reports/2021/06/30/500759/closing-advanced-coursework-equity-gaps-students/
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)

<p>low income CTE students will have their exams covered free of charge in the 2022 and 2023 school year.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: The evaluation for this will be evaluated through trend data. This will allow us to track performance on CTE tests to measure growth and identify additional support needed, and increase in student enrollment in CTE programs to increase dual completer graduates.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$1,305.00

4.4 Well-Rounded Education Activities	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
LECS Plan Focus Area: Equity and Access	
Proposed Well-Rounded Activity 4.4: (Title) College Application/FAFSA Counseling, support, and waivers	
<p>Activity Implementation: (How will the activity operate and over what duration?) In 2022 and 2023, low income students can apply for college application fee waivers. School counselors will offer college application and FAFSA support to families as part of the MDFAFSASTRONG Initiative</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) To provide more support for families during the college application process and increase support for low income students and families with the financial cost of college applications.</p> <p>Outcome 1: In the effort to increase accessing educational opportunities to post-secondary success, all barriers and obstacles are eliminated and all students can be provided with the opportunity to maximize his/her potential. The student college application and FAFSA applications process will be supported through evening family events. Trend data will demonstrate an increase in from 53.4% in 2019 to at least 65% in 2023.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Providing postsecondary education and career awareness and exploration activities</p> <p>Select a Level of Evidence. Level 1- Strong</p> <p>Provide a link or citation below to support the Level of Evidence: https://formyourfuture.org/fafsa-tracker/</p>	
	<p>Evaluation</p>	
	<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	
	<p>Evaluation for Outcome 1: College enrollment rate at Kent County High School.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>	<p>\$1,050.00</p>

<p>4.4 Well-Rounded Education Activities</p>
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must</p>

<p>not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Equity and Access</p>	
<p>Proposed Well-Rounded Activity 4.5: (Title) Gifted and Talented Programming</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Increase Gifted and Talented identification and programming in grades 6-8 beginning in Spring 2022 and continuing through 2023 but increasing programs and afterschool activities that promote acceleration and learning.</p>	
<p>Outcomes</p>	<p>Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)</p>
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed) To increase gifted and talented identified students and increase educational opportunities to accelerate this under identified student group. During the 2022-2023 school year, KCPS will increase programming and afterschool tutoring for elementary and middle school children. Through the GT steering committee, develop better procedures for identifying gifted and talented students. Outcome 1:</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p> <p>Select a Level of Evidence. Level 1- Strong</p> <p>Provide a link or citation below to support the Level of Evidence: https://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed</p>
	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>

<p>Beginning in 2022, KCPS GT identification will increase to over 20%. Right now 55/392 (14%) are identified. A new SST process includes GT identification and specially designed instruction for giftedness.</p> <p>Outcome 2:</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Gifted and Talented identification in Powerschool.</p> <p>Evaluation for Outcome 2: Identify best practices for screening grade 2 and early identification of gifted children.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$2,350.00

4.6 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: Environmental Education	
Proposed Well-Rounded Activity 4.6: (Title) Offer opportunities for STEM job shadowing and environmental field trips.	
Activity Implementation: (How will the activity operate and over what duration?) Beginning in 2021-2022 school year and continuing through 2023, transportation to offer high school and elementary students increased opportunity to explore careers in stem and increase awareness of environmental literacy through community partnerships.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Environmental education Select a Level of Evidence. Level 1- Strong Provide a link or citation below to support the Level of Evidence: https://eric.ed.gov/?id=ED522820
What are the desired changes? To be able to fund transportation so that students have access to STEM and Environmental literacy hands on experiences with community partners in order to provide hands-on learning and exposure to STEM to enhance student understanding of STEM and environmental literacy opportunities. Outcome 1: Increased mastery of science standards as measured by formative and summative assessments and assessment results. To	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

<p>increase MISA scores for high school from 38.5% proficiency to 43% by 2023.</p> <p>Outcome 2:</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Formative assessments in Edulastic and MISA high school scores.</p> <p>Evaluation for Outcome 2: Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p>	<p>\$4,370.00</p>

<p>4.7 Well-Rounded Education Activities</p>	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area:</p>	
<p>Proposed Well-Rounded Activity 4.7: (Title) To increase other activities and programs to support student access to, and success in, a variety of well-rounded educational activities.</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Beginning in the 2021 school year through 2023, KCPS will participate in instructional staff development and professional learning to align curriculum to the Social Studies Frameworks using Newsela to support social studies.</p>	
<p>Outcomes</p>	<p>Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)</p>
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? To support teachers in the implementation of aligned curriculum for the Maryland Social Studies Frameworks.</p> <p>Outcome 1: Beginning in the 2021-2022 collect baseline data to demonstrate by end of year 2023 an increase in social studies proficiency for students as measured by standard aligned formative and summative assessments and to provide solid baseline data as measured by the upcoming Grade 5, and grade 8 social studies state assessment by providing content support based on data collected through formative assessments.</p> <p>Outcome 2:</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p> <p>Select a Level of Evidence. Level 1- Strong</p> <p>Provide a link or citation below to support the Level of Evidence: https://hechingerreport.org/how-social-studies-can-help-young-kids-make-sense-of-the-world/</p>
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>
	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: MCAP social studies scores.</p> <p>Evaluation for Outcome 2: Evaluation for Outcome 3: Click or tap here to enter text.</p>
	<p>\$4,262.94</p>

Local Educational Agency: Kent County Public Schools
(use drop down)

Grant Year: FY 2022

To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	Partnerships with Local Drug and Alcohol Council, KC Behavior Health, KC health department and local businesses to support Challenge Day, Character Counts, and Drug and Alcohol awareness, etc.
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	PE/Health teachers have developed units specific to opioid and drug use which are implemented at the classroom level in middle and high school.
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	Kent County Behavior Health office and Mission House focus on educational messages and other important information to educate residents and youth about drug and alcohol use. They focus educational messages to help keep our youth drug free. Kent Countians engage in a variety of ways: sharing educational messages, Kent Goes Purple initiative, training on Narcan, Good Samaritan laws, drug round up days, etc.
(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity	KC behavioral Health funds and online educational classes have expanded from alcohol to including opioid/fentanyl education as part of health classes. Youth Risk Behavior Surveys and Tabaco surveys provide data on sexual

with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	activity, drug/alcohol use, and other risky behaviors to incorporate education/prevention strategies and ways to get help. School counselors attend MSDE Sexual Violence Prevention Conferences and other trainings.
5.5) Pursuant to COMAR 13A.06.04(C)(4), identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;	KCPS has partnered with MSDE for support with the MDFAFSA Strong initiative to receive information on how better to support low-income families. Partnerships with local agencies such as the Kent County Health Department and Kent Behavioral Health have continued to better provide wrap around services to families experiencing trauma.

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
Safe and Healthy Students: Federal Examples ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices

are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that—(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel

High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools

of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”	
Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40)] aligned with the purposes of this section	Aligned Pay for success initiative

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Healthy and safe practices and programs.	
Proposed Safe & Healthy Student Activity 5.1: (Title) To partner with Echo Hill Outdoor School to plan a supportive 9 th grade transition and orientation at the beginning of the 2023 school year.	
Activity Implementation: (How will the activity operate and over what duration?) In 2022, The first day of high school the building is open only to 9 th grade students as an opportunity to orient themselves and create a supportive transition in support of their mental health, and social emotional health.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) Outcome 1: We are hoping to use money from Health and Safety to hire an outside agency (Echo Hill Outdoor Educational Center) to partner with our staff to facilitate an engaging and smooth transition during our 9th grade orientation day. This team will help support SEL and help to	Programs or activities that integrate health and safety practices in schools or athletic programs Select a Level of Evidence. Level 3 Provide a link or citation below to support the Level of Evidence: https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01482/full
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)

<p>plan ways to orient 9th graders who may not have been in a school building for up to a year and a half.</p> <p>At the start of the 2022 school year, in partnership with Echo Hill Outdoor School, 50% or more of student participants will indicate on a post experience survey that they feel more prepared, and more confident for high school. An exit survey will evaluate students leaving the orientation.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: End of experience survey.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>	<p>\$3,000.00</p>

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: Responsive Classroom Training	
Proposed Safe & Healthy Student Activity 5.2: (Title) Training and support for school counselors and social workers.	
Activity Implementation: (How will the activity operate and over what duration?) This training will occur in 2022 school year and will train school based support personnel with guidance counselors and social workers so that they can support teachers in creating Responsive Classrooms.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse Select a Level of Evidence. Level 1 - strong Provide a link or citation below to support the Level of Evidence: https://files.eric.ed.gov/fulltext/EJ1141957.pdf
What are the desired changes? To provide teachers with the knowledge and best practices to support student behavioral and social-emotional wellbeing so that they feel supported in the classroom and can learn. Outcome 1: By 2023, District climate surveys will indicate that students feel safe and supported as based on the Maryland Report Card. 2019 report card data showed disparities across schools and student group with	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

<p>overall 75% reporting they feel safe and supported. The goal is to improve to 83% on the report card.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Maryland Report Card - Climate Survey Data</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity. \$398.00</p>

5.3 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.	
LECS Plan Focus Area: Student Support Team Training and Support	
Proposed Safe & Healthy Student Activity 5.3: (Title) In order to best support individual student growth and achievement KCPS has redesigned the SST process and referrals to provide wrap around supports and services to students.	
Activity Implementation: (How will the activity operate and over what duration?) Training and support for SST will begin in the summer of 2022 and replace all existing practices and referrals moving forward.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? Design interventions and apply wrap around services for students to effectively progress monitor and intervene to promote student success and achievement. Effectively apply response to intervention practices to student SST referrals to find the most effective academic and behavioral intervention in order to see student growth and success.	Providing safe and healthy learning environments, such as integrated systems of student and family supports Select a Level of Evidence. Level 1 - strong Provide a link or citation below to support the Level of Evidence: https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1023&context=luc_diss http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)

<p>Outcome 1: By the end of the 2022-2023 school year KCPS will see a decrease by 10% in special education referrals and the disproportionality in special education.</p> <p>Outcome 2: By the end of the 2022-2023 school year KCPS will have a decrease in the number of students in Behavior Support alternative settings by 5% and overall referrals for behavior.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Special Education referrals</p> <p>Evaluation for Outcome 2: Behavior referrals</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p>	<p>\$907.00</p>

<p>5.4 Safe & Healthy Students' Activities</p>	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.</p>	
<p>LECS Plan Focus Area: Center for Equity and Excellence</p>	
<p>Proposed Safe & Healthy Student Activity 5.4: (Title) Consultant and coaching to reduce implicit bias and implement culturally responsive practices.</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Training and coaching will occur in 2022-2023 school year.</p>	
<p>Outcomes</p>	<p>Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)</p>
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>

<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? Provide a consultant to train and coach teachers on implicit bias and culturally responsive classrooms.</p> <p>Outcome 1: A reduction in behavior referrals by 30%. 2021-2022 will collect baseline data now that students are back in school regularly. By 2022-2023, this training will reflect a decrease from the prior year.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Programs or activities that integrate health and safety practices in schools or athletic programs</p> <p>Select a Level of Evidence. Level2 -3</p> <p>Provide a link or citation below to support the Level of Evidence: https://www.naesp.org/blog/leading-change-to-overcome-implicit-bias-in-schools/</p>
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>
<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Number of behavior referrals from 2021-2022 to the 2022-2023 school year.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
<p>\$10,121.59</p>	

Local Educational Agency: Kent County Public Schools
(use drop down)

Grant Year: FY 2022

6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]

To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

Activity Key for Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Effective Use of Technology Federal Examples ESEA§4109	Abbreviated Name
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality
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Activity Key for the Effective Use of Technology	
The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1: AP training	
Activity Implementation: During the summer of 2022 and 2023.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources Select a Level of Evidence. Level 1- strong Provide a link or citation below to support the Level of Evidence: https://www.albert.io/case-studies
What are the desired changes? Students can practice with original, standards aligned free response questions and evaluate their answers using sample responses and AP style rubrics to make sure they are ready come May testing.	Evaluation
Outcome 1: By 2022, 100% of students enrolled in AP courses and their teachers will have access to supplemental AP curriculum including a library of standards aligned questions with explanations.	How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 2:	

<p>By the end of the 2022-2023 school year, students enrolled in Advanced Placement courses will improve to 50% scoring 4 or 5</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Teachers analyze data to look for gaps/trends per student/class and plan for those instructional implications.</p> <p>Evaluation for Outcome 2: Review end of course summatives to indicate percentage of students scoring at levels 4/5.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity. \$1,258.00</p>

6.2 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area: Training and support	
Proposed Safe & Healthy Student Activity 6.2: (Title) Delivering specialized and rigorous academic courses and curricula through the use of technology	
Activity Implementation: (How will the activity operate and over what duration?) AP training – teachers will attend AP Summer Institute training in the summer of 2022 in order to implement strategies and share resources to improve advanced learning in the 2022-2023 school year.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? This teacher will engage in 30 or more hours of content-rich training designed to support how they teach the AP course to strengthen how they teach their AP course. Learning opportunities to digital resources to improve teaching and learning will help with ready to use strategies and pedagogical tools. Students will benefit from teacher training as the rigorous lessons received will be directly aligned to their course curriculum. Focused	Delivering specialized or rigorous academic courses and curricula through the use of technology Select a Level of Evidence. Level 3- promising Provide a link or citation below to support the Level of Evidence: https://apcentral.collegeboard.org/professional-learning/workshops-summer-institutes/summer-institutes
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)

<p>instruction and feedback provided on the practice tests will support student likelihood of success on the AP exam.</p> <p>Outcome 1: At the end of the 2022-2023 school year, an evaluation will be through an analysis of student summative/unit assessments and student exam data to measure success/areas in need of targeted instruction prior to the AP exam. 100% of students will show growth (1 point rubric) on written essays from beginning to end of course.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Advanced Placement scores for 2022-2023.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>	<p>\$4,650.00</p>

6.3 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 6.4, 6.5, etc.	
LECS Plan Focus Area: Instructional Staff Development	
Proposed Safe & Healthy Student Activity 6.3: (Title) To help develop best practices for 21 century learning for all students.	
Activity Implementation: (How will the activity operate and over what duration?) Professional learning support on technology and digital tool integration into the curricula will occur during the 2022-2023 school year.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing professional learning resources to personalize learning Select a Level of Evidence. Level 1- strong Provide a link or citation below to support the Level of Evidence: https://www.tandfonline.com/doi/abs/10.1080/15391523.2002.10782359
What are the desired changes? To better align resources and technology tools to increase student engagement and achievement. Students will be able to demonstrate mastery on local and state assessments because of practice building technology proficient skills are embedded into instructional routines. Include new digital resources and licenses to support supplemental reading instruction by utilizing Imagine Language and Literacy, Imagine Espanol, and Newsela to collect baseline usage data on these new programs.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)

<p>Outcome 1: By June 2022, all KCPS students will increase ELA proficiency from 31% to 41% on NWEA- MAP.</p> <p>By June 2022, all KCPS students will increase Math proficiency from 16% to 30% on NWEA-MAP.</p> <p>Outcome 2:</p> <p>Outcome 3: Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: 2021-2022 MCAP Data</p> <p>Evaluation for Outcome 2: By June 2022, all KCPS students will increase ELA proficiency from 31% to 41% on NWEA- MAP.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
<p>Use of Funds:</p>	<p>Provide a <i>total</i> dollar amount per activity.</p>	<p>\$10,366.16</p>

Local Educational Agency: <u>Kent County Public Schools</u>		Grant Year: FY 2022
(use drop down)		
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:		
Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).		
Participating Private Schools and Services: Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment)		
N/A KCPS did not have any private schools choose to participate in the use of Title IV funds		
Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.		
Initial Consultation:	October- Obtain a complete list of MSDE approved non-public schools and church schools within Kent County	

	<p>January- Mail invitations via USPS to all MSDE approved non-public schools for the February consultation meeting at which information regarding the SY 2022-2023 Title I program will be shared</p> <p>January- Conduct follow-up communication including phone calls and emails to non-public schools officials who did not respond to invitations</p> <p>February- Conduct consultation meeting with all MSDE approved non-public school officials for a presentation of Title I and other germane Federal Grant Programs</p> <p>April-May If there are non-public schools that indicate interest:</p> <ul style="list-style-type: none"> •Conduct follow-up consultations with those schools •Match addresses of private school students from low-income families to participating public school attendance areas. •Determine the multiple, educationally related selection criteria •Based on consultations, design services that meet participants' needs. <p>May- If there are participating non-public schools:</p> <ul style="list-style-type: none"> •Provide Title I equitable services affirmation form for signature •Discuss implementation and score of Title I services. <p>July-September 2023 If there are participating non-public schools:</p> <ul style="list-style-type: none"> •Finalize equitable services for identified students
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	<ul style="list-style-type: none"> •Begin services for those students •Initiate professional development activities based on the consultation agreement if appropriate. <p>September -ongoing Hold on-going consultations and quarterly planning meetings October. Begin the initial consultation cycle</p>
On-Going Consultation:	Should any of the private schools choose to participate, a follow-up consultation meeting will be held quarterly to ensure equitable services for private school students will start at the beginning of the school year.
Managing Disputes/Complaints:	No communication has taken place regarding disputes or complaints. No complaints or disputes have had to be filed or discussed.
Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)	
Needs Assessment:	Refer to Title I
Monitoring:	Refer to Title I
Professional Development Plan:	Refer to Title II
Total Amount for Non-Public Transfers:	\$0
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.	

Local Educational Agency: Kent County Public Schools
2022

Grant Year: FY

(use drop down)

8.0 Assurances [ESEA, Section 4106(E)(2)]:

EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—

- (A) prioritize the distribution of funds to schools served by the LEA that—
 - (i) are among the schools with the greatest needs, as determined by such LEA;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

- (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - (i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);
 - (ii) the LEA **expenditures**, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - (iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

- (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and

(F) 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).

(G) ensure the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 *Educational Equity*;

(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

**Local Educational Agency: Kent County Public Schools
2022**

Grant Year: FY

(use drop down)

9.0 INTERNET SAFETY [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;

(ii) child pornography; or

(iii) harmful to minors; and

<p>(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and (2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are— (i) obscene; or (ii) child pornography; and (B) is enforcing the operation of such technology protection measure during any use of such computers.</p>	
<p>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.</p> <p><input checked="" type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.</p>	
<p>Local Educational Agency: <u>Kent County Public Schools</u></p>	<p>Grant Year: FY 2022</p>
<p>(use drop down)</p>	
<p>10.0 BUDGET NARRATIVE:</p>	
<p>Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)</p>	
<p>The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: <i>It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.</i></p>	
<ul style="list-style-type: none"> ● Description of the specific item (What is it?) 	

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

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

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

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

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

Personnel Costs:

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

for the grant-funded project in proportion to the amount of their pay provided by the grant.

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

Contracted Services

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

Supplies and Materials

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

Other Charges

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

Equipment

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

Transfers

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**

Indirect Costs

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (–) transfers (equitable services) less (–) equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.
 The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.
 The indirect cost rate calculation =

$\$50,000 - \$4,000 \text{ (equitable services)} - \$1,000 \text{ (equipment)} = \$45,000.$
 $\$45,000 \times .02 = \$900. \$900 \times 1.02 = \$918 \text{ INDIRECT COSTS.}$

You should use the format as shown in one of the two following samples shown on the next pages:

Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	
4.2	Contracted Services	EIE training	\$3,000 for full day (in-person) training for elementary STEM	\$3,000		\$3,000

4.3	Instructional Supplies and Materials	STAMP Language Proficiency test feels and medals/seals of Biliteracy	10 testers x \$34.90 = \$349 12 medals x \$6.75 = \$81 12 seals x \$0.30= \$3.60	\$433.60		\$433.60
4.3	Instructional Supplies and Materials	CTE exam coverage for low-income students	Auto: \$40 per exam x 5 students = \$200 Nursing: \$20 exam x 15 students = \$300.00 Carpentry: \$20 exam x 12 students = \$240.00 Teaching Acad: \$55 x 7 students = \$385.00 Food/Bev: \$36 exam x 5 students = \$180.00	\$1,305.00		\$1,305.00
4.3	Instructional Supplies and Materials	College Application/FAFSA Family Support	2 counselors, 3 events x 2 hours x \$25/hr	\$300.00		\$300.00
4.3	Instructional Supplies and Materials	College Application Fee Waiver for low-income students	15 College Application @\$50.00	\$750.00		\$750.00
4.3	Instructional Supplies and Materials	GT Programming	Destination Imagination - \$150 per team x 1 team	\$150.00		\$150.00
4.3	Instructional Staff Development Contracted Services	GT Steering Committee	5 teachers x 2 hours x 4 (quarterly) sessions @ \$25/hr	\$1,000.00		\$1,000.00

4.3	Instructional Staff Development Contracted Services	GT afterschool tutor	1 teacher x 24 weeks x 2 hrs per week x \$25	\$1,200.00		\$1,200.00
4.2	Student Transportation Contract Services	STEM job shadow/environmental trips	buses x 10 trps x \$437 per trip	\$4,370.00		\$4,370.00
4.3	Instructional Staff Development Salaries and Wages	Stipends Substitutes	Professional Development 5 subs x 4 days x \$108.00/day	\$2,160.00		\$2,160.00
4.3	Instructional Staff Development Salaries and Wages (afterschool)	Stipends Professional Development	6 teachers x 6 hours x 2 sessions x \$25.00	\$1,800.00		\$1,800.00
FICA Re						\$302.94
Total						\$16,771.54

5.4	Contract Services	Echo Hill transition day	Full day session	\$3,000		\$3,000
5.2	Contract Services	Responsive Classroom training	1 day virtual training x \$398 registration	\$398.00		\$398.00
5.2	Salaries and Wages	SST training and subs	New Student Support Team Referrals and processes were created and support for implementation and training to use with fidelity are necessary to support individual student need based on data.	\$907.00		\$907.00
5.5	Consultant	Center for Equity and Excellence	Reducing Implicit Bias and Implementing Culturally Responsive Practices	\$10,121.59		\$10,121.59
FICA:						\$69.39
Total:						\$14,495.98
6.2	Instructional Professional Training	AP training		\$4,650		\$4,650
6.1	Site Licenses	Albert Site Licenses		\$1,258.00		\$1,258.00
6.1	Instructional Staff Development Salaries and Wages (afterschool)	Stipends Professional Development	10 teachers x 6 hours x 3 sessions x \$25.00	\$4,500.00		\$4,500.00

6.2	Instructional Supplies and Materials - Digital Technology	Scholastic news w/digital licenses		\$6,403.53		\$6,403.53
FICA						344.25
Total						17,155.78
IDC						\$1,636.70
Grant Total						\$50,60.00

*Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.

Appendix E
2021 FINE ARTS INITIATIVE
STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

School Year 2020-2021: Progress and Challenges

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system's 2020-2021 Annual Update.

Identify the programs, practices, strategies, and resource allocations that are related to progress.

Disciplines	Goals from the School Year 2020-2021	Current Progress	Challenges
Dance	<ul style="list-style-type: none"> ➤ Offer opportunities to collaborate with master music, art and other fine arts instructors outside the district. ➤ Through our partnership with the Local Arts Council, continue to increase access to student dance and drama programs. ➤ Utilize early release days for fine arts teachers to build and revise dance curriculum and assessments. 	<p>Arts in Motion community organization met monthly with Fine Arts teachers</p> <p>Due to Covid 19 dance was taught virtually.</p> <p>The local arts council funded and produced a series of video workshops/classes using local artists to help teach a curriculum based class for the Fine Arts Teachers.</p>	<p>As a district, time and manpower is needed to analyze available fine arts equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired.</p> <p>Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level.</p> <p>Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments.</p> <p>KCPS heavily depends on the support of the Local Arts Council and the many local donations they have secured for field experiences. Support is needed</p>

			to sustain this effort after grant funding is not available.
Music	<ul style="list-style-type: none"> ➤ Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. 	<p>Piloted Quaver which is an online instructional program that helps teachers plan lessons matched to the standards and utilize available resources. Music club held all year for grades 3 and 4 at Garnet Elementary</p> <p>Established a piano club and produced a music video</p> <p>Raven Bishop from Washington College, provided professional development on augmented and virtual reality. Using this knowledge a 3D music and animation coding project was created by 5th graders</p>	<p>Expanding the chorus and show chorus ensembles. Increase the number of students performing in the local Eastern Shore Wind Ensemble. As a district, time and manpower is needed to analyze available fine arts equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired.</p> <p>Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level.</p> <p>Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments.</p>

		<p>Arts in Motion community organization met monthly with Fine Arts teachers</p> <p>Fiddlesticks, a community organization, offered string instrument opportunities to students at the elementary level.</p> <p>Kazoo Club offered at Rock Hall Elementary School</p> <p>Ukulele Club involved early childhood students with the community volunteers</p> <p>The local arts council funded and produced a series of video workshops/classes using local artists to help teach a curriculum based class for the Fine Arts Teachers</p>	<p>KCPS heavily depends on the support of the Local Arts Council and the many local donations they have secured for field experiences. Support is needed to sustain this effort after grant funding is not available.</p>
Theatre	➤ Continue PLC Fine Arts meetings with emphasis on unpacking the	The sound booth and lighting system	As a district, time and manpower is needed to analyze available fine arts

	<p>standards and designing assessments. ➤</p> <p>Explore the Integrated Language Arts program to get more students involved with dramatic productions.</p> <p>➤ Through our partnership with the Local Arts Council, increase access to student dance and drama programs.</p> <p>➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments.</p>	<p>at KCHS still need updating. Arts in Motion community organization met monthly with Fine Arts teachers</p> <p>Due to Covid -19 restrictions no theatre productions took place during 2020-21 school year.</p>	<p>equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired.</p> <p>Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level.</p> <p>Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments.</p> <p>KCPS heavily depends on the support of the Local Arts Council and the many local donations they have secured for field experiences. Support is needed to sustain this effort after grant funding is not available.</p>
Media Arts	<p>➤ Develop/maintain a pre-K- 12 Media Arts Committee.</p> <p>➤ Utilize early release days for fine</p>	Arts in Motion community organization met monthly	As a district, time and manpower is needed to analyze available fine arts equipment,

	<p>arts teachers to build and revise curriculum and assessments.</p> <ul style="list-style-type: none"> ➤ Continue Arts Integration across grade levels to expand upon digital arts, community projects like Coastal Clean Up and opportunities to utilize all of the Media Arts. 	<p>with Fine Arts teachers Maker Space and Hacker Space clubs involved students with experiences I the use of 3-D printers.</p>	<p>technology, and instruments and determine what needs to be donated, repurposed and/or repaired.</p>
Visual Art	<ul style="list-style-type: none"> ➤ PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. 	<p>Virtual talk by Robbi Behr, local artist & book illustrator The Kent County Cultural Alliance commissioned a video by Jason Patterson to teach kids about public art and also his own art and its connection to Chestertown Virtual Art Clubs offered at Kent County Middle School and Garnet Elementary Online virtual art museum tours used in class. Students created their own museum with pieces of</p>	<p>As a district, time and manpower is needed to analyze available fine arts equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired. Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level. Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments.</p>

		<p>art created by each student. Literacy was linked with the project as students described their favorite piece of art. Teachers and students participated in the virtual programming offered by The American Visionary Art Museum and the Walters Art Gallery. MSDE provided many virtual workshops. Students had the opportunity to display artwork at local venues: Kent County Public Library Art Show, KidSpot, and Easels & Mats Exhibits Partnered with Kent Cultural Alliance for an artist to create a series of videos to use with students in grades 4 and 5 Arts in Motion community</p>	<p>KCPS heavily depends on the support of the Local Arts Council and the many local donations they have secured for field experiences. Support is needed to sustain this effort after grant funding is not available.</p>
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		<p>organization met monthly with Fine Arts teachers</p> <p>The local arts council funded and produced a series of video workshops/classes using local artists to help teach a curriculum based class for the Fine Arts Teachers</p>	
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School Year 2021-2022 Equity Goals

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

Kent County Public Schools will provide a more equitable Fine Arts program. Fine Arts will be represented on the Educational Equity committee and KCPS leadership team. KCPS will determine student group gaps in the Fine Arts area. KCPS will determine the programming offered at each school and best ways to offer Fine Arts classes to all students. Our success measures will be based on student academic data, scheduling opportunities, and best practices found at schools that are seeing increases in student participation.

Kent County Public Schools will recruit and retain effective and diverse educators in the field of Fine Arts. KCPS will identify barriers to attracting and retaining a diverse workforce. We will partner with Washington College and increase our recruitment from HBCU. Our success measure will be a successful recruitment process.

Kent County Public Schools will create a climate that supports student success in Fine Arts. Student data/surveys will be used to measure progress. Fine Arts curriculum will be reviewed to ensure social and emotional learning is addressed and culturally relevant instruction is evident in the curriculum.

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3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

<p>Kent County Public Schools will work with the Kent County Arts Council and Arts in Motion to make available a variety of Fine Arts activities for all students in our community. During Professional Learning Committees staff will analyze the Fine Arts program and curriculum as it relates to assessments, culture, climate, and areas of disproportionality. Student data and curriculum adjustments will help to measure these items.</p>
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School Year 2021-2022: Annual Goals

4. As stated in COMAR 13A.01.16, 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 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.

Dance	2021-2022 Goals (Annual Goals) <ul style="list-style-type: none">● ➤ Offer opportunities to collaborate with master music, art and other fine arts instructors outside the district.
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	<ul style="list-style-type: none"> ● ➤ Through our partnership with the Local Arts Council, continue to increase access to student dance and drama programs. ● ➤ Utilize early release days for fine arts teachers to build and dance curriculum and assessments. ● > Connect with dance teachers in other Eastern Shore school systems in order to collaborate about curriculum and assessments.
	<p>2023 Targets {Long Term Goals}</p> <ul style="list-style-type: none"> ● Institutionalize collaborative Dance opportunities with the community to provide resources for elementary, middle and high school students. ● Develop an essential dance curriculum to identify content standards that could be achieved for pre-K – 12 students.

<p>Media Arts</p>	<p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ● ➤ Develop/maintain a pre-K- 12 Media Arts Committee. ● ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. ● ➤ Continue Arts Integration across grade levels to expand upon digital arts, community projects like Coastal Clean Up and opportunities to utilize all of the Media Arts. ● > Continue offering Maker Space and Hacker Space clubs.
	<p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ● Institutionalize collaborative Media opportunities with the community to provide resources for elementary, middle and high school students. ● Develop an essential curriculum to identify content standards that could be achieved for pre-K – 12 students.

<p>Music</p>	<p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ➤ Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. <p>Utilize the recently purchased Quaver instructional program and resources for planning standard based lessons</p>
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	<p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ● Expand upon curricular work completed within the past several years to create an official KCPS Music Curriculum. ● Continue to provide opportunities and resources within the community to expand upon levels of excellence in musical understanding and performance.
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<p>Theatre</p>	<p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ● ➤ Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ● ➤ Explore the Integrated Language Arts program to get more students involved with dramatic productions. ● ➤ Through our partnership with the Local Arts Council, increase access to student dance and drama programs. ● ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. ● Dedication of the Black Box Theatre
	<p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ● Institutionalize collaborative Theatre opportunities with the community to provide resources for elementary, middle and high school students. ● Develop an essential curriculum to identify content standards that could be achieved for pre-K

<p>Visual Art</p>	<p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ● ➤ PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ● ➤ Utilize early release days for fine arts teachers to build and revise curriculum and assessments.
	<p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ● Expand upon curricular work completed within the past several years to create an official KCPS Art Curriculum. ● Continue to provide opportunities and resources within the community to expand upon levels of excellence in artistic understanding and performance.

School Year 2021-2022: Budget Narrative

5. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this current State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

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

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

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

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

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

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

Personnel Costs:

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

the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

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

Supplies and Materials

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

Other Charges

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

Equipment

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

Transfers

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

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

Sample Fine Arts Budget – 2021-22

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
Music and Art	Instruction Staff Dev. 203-205-09	Stipends needed for substitutes so teachers can attend field trips to: Academy of the Arts in Easton American Visionary Art Museum County wide fifth graders to attend a musical.	4 @ \$105	\$420		420
Music	Regular Prog. 203-205-01	Materials and Supplies: Repairing Instruments Boom Whackers Djembe and hand drums Mouth pieces, reeds and method books for instrumental music at the middle school.	\$200 \$125 \$977 \$400	1,702		\$1,702
DANCE	Regular Prog. 203-205-01	Online music site subscription Spare dance shoes and dance props	\$200 \$300	\$500		\$500
THEATRE	Remodeling 215-36	Upgrading the lighting in the Black Box Theatre			\$1.500	

Visual Arts		Art Materials and Supplies				
	Regular Prog. 203-205-01	Diversity posters Gel Printing plates	\$400 2 @ \$400	\$1,200		\$1,200
TOTAL				\$3,822		\$3,822

Fine Arts Budget Categories

C-125 Categories

201 Administration	206 Special Education
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
202 Mid-Level Administration	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	207 Student Personnel Serv.
Inst. Admin. & Support 202-16	
203-205 Instruction Categories	209 Student Transportation
Regular Prog. 203-205-01	210 Plant Operation
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	211 Plant Maintenance
Transfers 203-205-07	212 Fixed Charges
School Library Media 203-205-08	214 Community Services
Instruction Staff Dev. 203-205-09	215 Capital Outlay
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	

Appendices F-K



Appendix H: Equitable Services to Private Schools under ESSA

This section applies to Title I, Part A and programs covered Title VIII, including:

- Title I, Part A Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To ensure equity and opportunities for participation of nonpublic schools, the Maryland State Department of Education's Equitable Services Ombudsman is responsible for monitoring and enforcing the requirements relating to the participation of children in private schools.

THE FOLLOWING DOCUMENTS MUST BE SUBMITTED IN APPENDIX H:

X Consultation timeline

X Signed Affirmation of Consultation Forms

X Complaint procedures/dispute resolution process for covered programs under ESSA

EQUITABLE SERVICES ALLOCATIONS:

Under sections 1117(a)(4)(C) and 8501(a)(4)(C) of the ESEA, as amended by the ESSA, an SEA is required to annually provide notice of the amount of funds each LEA has determined are available for equitable services under applicable ESEA programs. Please enter each allocation based on the individual federal program for the current fiscal year.

Equitable Services Allocations:	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
FY 22 Allocations:						
Friendship Montessori School 25528 Worton Lynch Rd P.O. Box 6 Worton, MD 21678	0	0	0	0	0	0
Kent School 6788 Wilkins Lane Chestertown MD 21620	0	0	0	0	0	0
Radcliffe Creek School 201 Talbot Ave. Suite A Chestertown MD 21620	0	0	0	0	0	0
Chestertown Christian Academy 410 Morgnec Rd Chestertown MD 21620	0	0	0	0	0	0
Total Allocation	\$	\$	\$	\$	\$	

ATTESTATIONS - EQUITABLE SERVICES (Sec. 8501(a)):

X All documents are included in Appendix H for Title I-A, Title I-C, Title IIA, Title III, and Title IVA-B.

X Consultation timeline for each program

X Signed Affirmation of Consultation Forms

X Complaint procedures/dispute resolution process for covered programs under ESSA

X The LEA provided the equitable share allocation for each federal program as applicable.

X The LEA maintains records regarding the schools that participate each year and number of participants.

X The LEA ensures that private schools are provided with timely and meaningful consultation to participate in equitable services.

X The LEA ensures that all participating private schools are **not-for-profit** private schools, church-exempt schools, and/or publicly funded schools and verified on [MSDE's Nonpublic Schools Approval Webpage](#).

_____ Alleesa Stewart _____	_____ Supervisor of Finance _____	_____ Kent County Public Schools _____	_____ astewart@kent.k12.md.us _____
LEA Equitable Services Point of Contact (please type or print)	Title	Local Educational Agency	Email Address

COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
608 BOUNDARY AVENUE
K HALL, MARYLAND 21661

Michael Butler

Head of School – Nancy Mugele
 Kent School
 6788 Wilkins Lane
 Chestertown, MD 21620



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
 Head of School, Nancy Mugele
 Kent School
 6788 Wilkins Lane
 Chestertown MD 21620



9590 9402 4369 8190 2578 28

2. Article Number (Transfer from service label)
 7019 0160 0000 2440 2420

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
 B. Received by (Printed Name) C. Date of Delivery
 D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

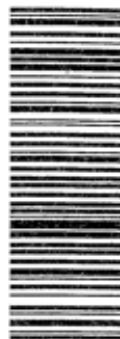
3. Service Type
 Adult Signature Priority Mail Express®
 Adult Signature Restricted Delivery Registered Mail™
 Certified Mail® Registered Mail Restricted Delivery
 Certified Mail Restricted Delivery Return Receipt for Merchandise
 Collect on Delivery Signature Confirmation™
 Certified Mail Restricted Delivery Signature Confirmation Restricted Delivery
 Registered Mail Restricted Delivery (500)

PS Form 3811, July 2015 PSN 7530-02-000-9063

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 7019 0160 0000 2440 2420

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Certified Mail Fee \$ 3.55
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 Return Receipt (hardcopy) \$ 2.85
 Return Receipt (electronic) \$
 Certified Mail Restricted Delivery \$
 Adult Signature Required \$
 Adult Signature Restricted Delivery \$
 Postage \$ 1.50
 Total Postage and Fees \$ 6.90

Postmark Here

Sent to Head of School, Nancy Mugele
 Street and Apt. No., or PO Box No. KENT SCHOOL
 6788 Wilkins Lane
 City, State, ZIP+4® Chestertown MD 21620

PS Form 3806, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
108 BOUNDARY AVENUE
CROFTON, MARYLAND 21111

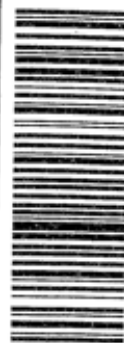
Michael Butler

Principal Joseph Baugher
 Chestertown Christian Academy
 401 Morgneec Road
 Chestertown, MD 21620



SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete Items 1, 2, and 3. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature X <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p> <p>B. Received by (Printed Name)</p> <p>C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>Principal Joseph Baugher Chestertown Christian Academy 401 Morgneec Road Chestertown MD 21620</p>	
<p>9590 9402 4369 8190 2578 35</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7019 0160 0000 2440 2413</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express® <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail™ <input checked="" type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Certified Mail Restricted Delivery <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> Insured Mail <input type="checkbox"/> Mail Restricted Delivery</p>
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Extra Services & Fees (check box, add fee as appropriate)	
<input checked="" type="checkbox"/> Return Receipt (hardcopy)	\$ 2.95
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$
Postage	\$.50
Total Postage and Fees	\$ 6.90

Sent to Principal Joseph Baugher, Chestertown Christian Academy
 Street and Apt. No., or PO Box No.
 401 Morgneec Road
 City, State, ZIP+4®
 Chestertown MD 21620

PS Form 3800, April 2015 PSN 7530-02-000-8047 See Reverse for Instructions

COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
608 BOUNDARY AVENUE
K HALL, MARYLAND 21661

Ichae Butler



Ms. Holli Mathison
 Friendship Montessori School
 PO Box 6
 Worton, MD 21678

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>Ms. Holli Mathison Friendship Montessori PO Box 6 Worton MD 21678</p> <p>9590 9402 4369 8190 2578 66</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express® <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail™ <input checked="" type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Certified Mail Restricted Delivery <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> Registered Mail Restricted Delivery (RMS)</p>
<p>2. Article Number (Transfer from service label)</p> <p>7019 0160 0000 2440 2390</p>	

PS Form 3811, July 2015 PSN 7530-02-000-9053

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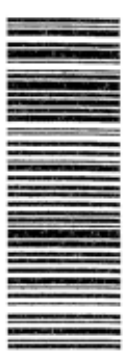
OFFICIAL USE

<p>Certified Mail Fee \$ <u>3.55</u></p> <p>Extra Services & Fees (check box, add fees as appropriate)</p> <p><input checked="" type="checkbox"/> Return Receipt (hardcopy) \$ <u>2.85</u></p> <p><input type="checkbox"/> Return Receipt (electronic) \$ _____</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$ _____</p> <p><input type="checkbox"/> Adult Signature Required \$ _____</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$ _____</p> <p>Postage \$ <u>1.50</u></p> <p>Total Postage and Fees \$ <u>6.90</u></p>	<p>Postmark Here</p>
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Sent To Holli Mathison, Friendship Montessori
 Street and Apt. No. or PO Box No. PO Box 6
 City, State, ZIP+4® Worton MD 21678

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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 7019 0160 0000 2440 2390

NT COUNTY PUBLIC SCHOOLS
 ADMINISTRATIVE OFFICES
 5608 BOUNDARY AVENUE
 ROCK HALL, MARYLAND 21661

Miracle Butler

Pastor David Byrkit
 Chester River Adventist School
 305 N. Kent Street
 Chestertown, MD 21620



SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete Items 1, 2, and 3. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>Pastor David Byrkit Chester River Adventist Sch. 305 N Kent Street Chestertown MD 21620</p>	
<p>9590 9402 4369 8190 2578 11</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express® <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail™ <input checked="" type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Certified Mail Restricted Delivery <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> Mail Restricted Delivery <input type="checkbox"/></p>
<p>2. Article Number (Transfer from service label)</p> <p>7019 0160 0000 2440 2437</p>	
PS Form 3811, July 2015 PSN 7530-02-000-9053	Domestic Return Receipt

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only	
For delivery information, visit our website at www.usps.com ®.	
OFFICIAL USE	
<p>Certified Mail Fee \$ 3.55</p> <p>Extra Services & Fees (check box, add fee as appropriate)</p> <p><input type="checkbox"/> Return Receipt (hardcopy) \$ 2.85</p> <p><input type="checkbox"/> Return Receipt (electronic) \$</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$</p> <p><input type="checkbox"/> Adult Signature Required \$</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$</p> <p>Postage \$ 1.50</p> <p>Total Postage and Fees \$ 6.90</p>	<p>Postmark Here</p>
<p>Sent to Pastor David Byrkit, Chester River Adventist School Street and Apt. No., or PO Box No. 305 N. Kent Street City, State, ZIP+4® Chestertown MD 21620</p>	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

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Maryland State Department of Education
 Federal Programs Under ESSA
 Intent to Participate Form



Please complete the following Intent to Participate form and submit to:
 Michael Butler (mbutler@kent.k12.md.us)
 Kent County Public School
 Title I Coordinator
 5608 Boundary Avenue
 Rock Hall, MD 21662

Name of Non-Public School/Address:

Name:	Chestertown Christian Academy
Address:	401 Maroon Rd Chestertown, MD 21620

The school's business model is: Non-profit For-profit (not eligible for equitable services)

Non-Public School Representative:

Name:	THOMAS HUDSON	Title:	Principal
Phone:	410 778 5855	Email:	

- We **do not** intend to participate in any equitable services programs for the school year of **2021-2022**.
 (please sign form below)
- We intend to participate in the following **2021-2022** equitable services programs identified below: (please sign form below)
- Title I-A Title I-C Title II-A Title III-A Title IV-A Title IV-B (21st CCLC)

Complete (current) Grades/Enrollment at Non-Public School:

PK		2		5		8		11	
K		3		6		9		12	
1		4		7		10			

Signatures:

LEA Representative Signature:	<i>Richard E. Butler</i>	Date:	
Private School Representative Signature:	<i>Thomas R. Hudson</i>	Date:	1-29-21

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purpose.



Kent County Public Schools

Growing a Community of Leaders

TO: Principal Joseph Baugher, Chestertown Christian Academy

FROM: Michaele E. Butler, Title I Coordinator

DATE: January 21, 2021

RE: Non-Public Schools' Participation in Federal Grants for 2021-2022

The Kent County Public School District receives grant funding through a variety of Federal and State entitlement programs each year. These grants provide possible funding for local non-public school systems in order to implement programs aimed at improving student achievement for eligible students through several program initiatives. You may be familiar with one or more of these grant programs.

Students and staff from non-public schools may be entitled to participate in the Title I/ESSA "Improving Academic Skills" Grant, Title II-A "Systems of Support and Excellent Teaching and Learning Grant," as well as the Title IV, "Student Support and Academic Enrichment Grant." KCPS officials responsible for managing these programs would like to update you on how, after meeting specific federal and state requirements, funds may be earmarked for non-public schools. As in the past, should you opt not to participate, professional development opportunities for your staff will continue to be available during the 2021/2022 academic year independent of these grants at no charge.

We are scheduling a meeting on Tuesday, February 23, 2021 at 1:00 pm via Zoom. You are invited to attend and be updated on participation requirements and information about the programs. Please provide your email address on the bottom of this form to receive the Zoom invitation. The regulations and programs are little changed from previous years. Please RSVP to the meeting using the form at the bottom of this letter and return it no later than Friday, February 12, 2021. A self-addressed, stamped envelope is included for your convenience. If you have any questions regarding this meeting, please feel free to contact me at 410-714-3996. I look forward to your reply.

Sincerely,

Michaele E. Butler

Michaele E. Butler
Title I Coordinator

^{JRH}
₂₋₉₋₂₁ I will attend the Titles meeting scheduled on February 23, 2021, at 1:00 P.M. Send the Zoom invite to the following email address: tombudson2451@gmail.com

I am unable to attend and will not be participating in the Federal programs listed above

Signature: JRHudson Institution CCA Date 1-29-21



Book	KCPS Policies
Section	I - INSTRUCTION
Title	Title I Complaint Policy
Code	IB
Status	Active
Adopted	August 6, 2012

The No Child Left Behind Act of 2001 (NCLB), section 9304, requires the adoption of a policy and written procedure for the receipt and resolution of complaints alleging violations of Title I, Part A program administration. The Board of Education directs the Administration to develop written procedures and a distribution process for complaints alleging violations of Title I, Part A administration.

- If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.
- Reporting forms may be obtained in the school's main office, counselor's office, and other locations determined by the school. A student, parent, close adult relative, school staff member, or school administrator may submit the form. A student may request assistance from a staff member to complete the form if the student wishes.
- Each school will devise ways in which the reporting forms may be submitted to school administration.
- *Bullying, Harassment, or Intimidation Reporting Forms* may also be obtained electronically from the school system's website or a school's website and may be submitted by a student, parent or guardian, close relative, or staff member to school administration.
- *Bullying, Harassment, or Intimidation Report Forms* will be included in the beginning of the year packets for students and their parents.
- Information obtained from the *Bullying, Harassment, or Intimidation Report Forms* shall be recorded for data collection, storage, and submission according to the requirements of Education Article & 7-424, Annotated Code of Maryland.
- Student Support Services shall provide summary information for individual schools and the school system obtained from the *Bullying, Harassment, or Intimidation Report Forms* to their schools.
- Mr. Walter Salée and/or Mr. Michael Ford are employees of the Maryland State Department of Education who are familiar with these procedures. They may be reached at 410-767-0031, or by email at miford@msde.state.md.us

Availability and Use of the *Bullying, Harassment, and Intimidation Reporting Forms*

- Schools will inform staff about the availability of the form for their use during opening-of-school meetings and then periodically throughout the school year.
- Schools will inform students about the availability of the form and its use during orientation sessions in classes during the first week of school.
- Forms will be included in the beginning of the year packet for students and their parents.
- A description about the availability of the form and its use will be published in each school's student/parent handbook, calendar handbook, and in its Code of Conduct.
- A description about the availability of the form and its use will be published on Kent County Public Schools' main website and will include the capability of downloading the form.
- Forms will be available in all schools in the main office and counselor's office.
- A student may request assistance from a staff member to complete the form at school if the student wishes.

GANGS, GANG ACTIVITY, OR OTHER SIMILAR ILLEGAL BEHAVIORS

The Board of Education of Kent County fully supports the development and implementation of a safe and nurturing school environment. Gangs and gang activity disrupt this environment. Thus, the Board prohibits any gang activity and any similar destructive or illegal group behavior on school property, on school buses, and at school-sponsored functions.

The Board also prohibits reprisal or retaliation against individuals who report gang activity or individuals who are victims, witnesses, bystanders, or have reliable information about gang activity and similar destructive or illegal group behavior. All responses to these types of behaviors will comply with Maryland law, KCPS Procedure 600-89, and the KCPS Student Code of Conduct.

VIOLATIONS OF TITLE I, PART A PROGRAM ADMINISTRATION POLICY AND PROCEDURE

Title I Complaint Policy

The No Child Left Behind Act of 2001 (NCLB), section 9304, requires the adoption of a policy and written procedure for the receipt and resolution of complaints alleging violations of Title I, Part A.

program administration. The Board of Education directs the Administration to develop written procedures and a distribution process for complaints alleging violations of Title I, Part A administration.

Title I Complaint Procedure

In order to implement Kent County Public Schools' Complaint Policy in a consistent manner, the following procedures shall be followed:

A. Definitions

1. **Complaint-** A written statement alleging that Kent County Public Schools or one of its sub-grantees has violated a state or federal statute or regulation that applies to a program supported by federal funds. A complaint includes a request for review of a decision of a sub-grantee, but does not include a request for a due process hearing.
2. **Sub-grantee-** A recipient of Federal funds administered by the Kent County Public Schools.
3. **Resolution-** The final decision by the Kent County Public Schools as to whether or not the violation alleged in the complaint has occurred and any actions deemed necessary to remedy a violation.

B. Filing a Complaint

1. An organization or an individual may file a complaint with the Kent County Public Schools.
2. The complaint shall be in writing and signed by the individual complainant or by an official of the complaining organization.
3. Each complaint shall contain:
 - a. A statement that Kent County Public Schools violated a requirement of a federal or state statute or regulation that apply to a program, and
 - b. The facts upon which the statement is based.
4. The complaint may include a request to review a decision of a sub-grantee.
5. Complainants whose allegations fail to meet the requirements are to be notified that they must comply with the requirements in order for the complaint to receive full investigation.

C. Receipt of Complaint

1. Complaints shall be received by the Superintendent.
2. **Initial Processing**
 - a. All complaints shall be logged in, in writing, with the following information:
 - i. Identifying the complaint
 - ii. Supplying the date upon which the complaint was filed; and
 - iii. Noting whether the complaint is against the Kent County Public Schools, a local school, or both
 - a) Within 10 days of a receipt of complaint, the Superintendent or designee shall notify the complainant in writing of:
 - iv. The date of receipt of the complaint
 - v. The date by which the complainant will be notified of the resolution, i.e. 60 calendar days from the date of receipt of the complaint; and
 - vi. The intent of the Kent County Public Schools to fully investigate the complaint
 - b. Each school named in a complaint shall receive a copy of this acknowledgement letter as well as a copy of the complaint.
 3. **Investigation of Complaints**
 - a. The designated staff shall review and investigate the complaint.
 - i. Where necessary, an independent on-site investigation shall be conducted.
 - ii. If the Superintendent determines that exceptional circumstances warrant an extension of time in excess of 60 days to investigate and resolve the complaint, the complainant shall be so informed in writing with inclusion of the extended deadline date. Exceptional circumstances may include, but are not limited to, the complexity of the issues raised in the complaint or the unavailability of key personnel.

- b. Upon completion of the investigation, the designated staff shall report the findings to the Superintendent as appropriate.
4. Resolution of a Complaint
- a. The Superintendent shall inform the parties in writing of the Kent County Public Schools resolution of the complaint and include:
- i. The final decision as to the action which will be taken, if any, in response to the complaint; and
 - ii. Notice of the right of either party to request that the MSDE review the final decision of the Kent County Public Schools
- b. After the resolution letter is sent, the Superintendent or designee shall note on the complaint log the date of the letter, and whether or not any further action is required.

WEBSITE RESOURCES

- Kent County Public Schools** www.kent.k12.md.us
- Learn about KCPS education programs
 - Keep current with news releases and Board minutes and agendas
 - Find contact telephone numbers and e-mail address information for teachers and principals
 - Learn about approved curriculum
 - Check school menus
 - Review current sport schedules
 - See the school system's calendar
 - Check school closing or delay information
 - Check report card and interim report dates
 - See latest school news and newsletters
- Maryland Parent Teachers Association** www.mdpta.org
- Learn about programs for parents
- Maryland School Performance Report** www.marylandpublicschools.org
- Research Maryland School Assessment (MSA) results for each county and each school
 - Explore data trends on enrollment, attendance, student mobility, test exemption, special services, and disaggregated performance data
- Maryland State Department of Education** www.msde.state.md.us
- Learn about state education programs
 - Keep current with news releases and Board agendas
 - Find contact information for local and state personnel
 - Link to other Maryland education sites
- School Improvement in Maryland** www.mdk12.org
- Learn how to organize school improvement teams
 - Test yourself with prototype high school assessment questions
 - Compare your school's scores to schools with similar rates of poverty, mobility, and special education services

WHERE DO I GO IF I HAVE QUESTIONS ABOUT

Always call the school first and then contact the staff at the Central Office of the school system if you have further questions or concerns.

Athletic Programs and Eligibility at KCHS

- Athletic Director at 410-778-1394
- Sports Schedules at www.ViewMySchedule.com

Attendance

- School Counselor or School Secretary
- School Administrator
- Supervisor of Student Services

Board of Education, Minutes, and Policies

- Board Office at 410-778-1595
- See posting on website www.kent.k12.md.us

timeline for securing signatures.

E.1

KCPS Written Process for Participation of Children in Private Schools

**Kent County Public Schools
Equitable Services Timeline & Process 2021-2022**

October 2021	Obtain a complete list of MSDE approved non-public schools and church schools within Kent County
January 2022	Mail invitations via USPS to all MSDE approved non-public schools for the February consultation meeting at which information regarding the SY 2021-2022 Title I program will be shared
January 2022	Conduct follow-up communication including phone calls and emails to non-public schools officials who did not respond to invitations
February 2022	Conduct consultation meeting with all MSDE approved non-public school officials for a presentation of Title I and other germane Federal Grant Programs
April-May 2022	<p>If there are non-public schools that indicate interest:</p> <ul style="list-style-type: none"> •Conduct follow-up consultations with those schools •Match addresses of private school students from low-income families to participating public school attendance areas. •Determine the multiple, educationally related selection criteria •Based on consultations, design services that meet participants' needs.
May 2022	If there are participating non-public schools:

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	<ul style="list-style-type: none"> •Provide Title I equitable services affirmation form for signature •Discuss implementation and score of Title I services.
July-September 2022	<p>If there are participating non-public schools:</p> <ul style="list-style-type: none"> •Finalize equitable services for identified students •Begin services for those students •Initiate professional development activities based on the consultation agreement if appropriate.
September 2021-ongoing	Hold on-going consultations and quarterly planning meetings
October 2022	Begin the initial consultation cycle for SY 2022

Each Winter, KCPS will send the following invitation to each of the Kent County Non-Public Schools:



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
 Rock Hall, Maryland 21661
 Phone 410-778-1595
 Fax 410-778-6193

Address to Each of the 5 Kent Co Non-Public Schools:

FROM: Michael E. Butler, Title I Coordinator
 DATE: January 21, 2021
 RE: Non-Public Schools' Participation in Federal Grants for 2021-2022

The Kent County Public School District receives grant funding through a variety of Federal and State entitlement programs each year. These grants provide possible funding for local non-public school systems in order to implement programs aimed at improving student achievement for eligible students through several program initiatives. You may be familiar with one or more of these grant programs.

Students and staff from non-public schools may be entitled to participate in the Title I/ESSA "Improving Academic Skills" Grant, Title II-A "Systems of Support and Excellent Teaching and Learning Grant," as well as the Title IV, "Student Support and Academic Enrichment Grant." KCPS officials responsible for managing these programs would like to update you on how, after meeting specific federal and state

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requirements, funds may be earmarked for non-public schools. As in the past, should you opt not to participate, professional development opportunities for your staff will continue to be available during the 2021/2022 academic year independent of these grants at no charge.

We are scheduling a meeting on Tuesday, February 23, 2021 at 1:00pm via Zoom. You are invited to attend and be updated on participation requirements and information about the programs. Please provide your email address on the bottom of this form to receive the Zoom invitation. The regulations and programs are little changed from previous years. Please RSVP to the meeting using the form at the bottom of this letter and return it no later than Friday, February 12. A self-addressed, stamped envelope is included for your convenience. If you have any questions regarding this meeting, please feel free to contact me at 410-714-3996. I look forward to your reply.

Sincerely,



Michael E. Butler

Title I Coordinator

Kent County Public Schools

_____ I will attend the Titles meeting scheduled on February 23 at 1:00 P.M. Send the Zoom invite to the following email address:

_____ I am unable to attend and will not be participating in the Federal programs listed above

Signature _____ Institution _____ Date _____

N/A

- (a) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:
 - (i) ordering and storing of materials and equipment for use in the program provided to private school children
 - (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
- (b) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated

F. Homeless

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
 - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
 - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.

**Appendix G: Title I, Part A
2021-2022 MSDE Grant Program Managers**

Supervisor and School System	Program	School System	Name	E-mail
Shanna Edmonds				
ANNE ARUNDEL COUNTY FREDERICK COUNTY	Title I, Part A	Anne Arundel	Melissa Surgeon	melissa.surgeon@maryland.gov
		Frederick		
		Charles		
		Dorchester		
		Somerset		
		Wicomico		
		Worcester		
		CHARLES COUNTY		
Harford				
Garrett				
Harford				
Howard				
Queen Anne's				
Charles	Hazar Biddle		hazar.biddle@maryland.gov	
Migrant Education	Charles	Tiffany Knight	tiffany.knight@maryland.gov	
Gail Dickson				
CALVERT COUNTY	Title I, Part A	Allegany	Luke Millon	luke.dillon@maryland.gov
		Cecil		
		Washington		
		Baltimore		
MONTGOMERY COUNTY	Title I, Part A	Caroline	Barbara Scherr	barbara.scherr@maryland.gov
		Garrett		
		Talbot		
ST.MARY'S COUNTY	Title I, Part A	Prince George's	Tricia Crafton	patricia.crafton@maryland.gov
		Kent County		
		The SEED School		
		Baltimore City		

	Early Literacy	St. Mary's	Devorah Nathan	devorah.nathan@maryland.gov
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Appendix H – SY 2020-2021 Network for Equity and Excellence in Education

Local School System	Name	E-mail
Allegany County	John Logsdon, Jr.	John.logsdonjr@acpsmd.org
Allegany County	Sarah Welsh	Sarah.welsh@acpsmd.org
Anne Arundel County	Lorenzo Hughes	lhughes@aacps.org
Anne Arundel	Meisha Walker	mtwalker@aacps.org
Baltimore City	Tracey Durant	tldurant@bcps.k12.md.us
Baltimore County	Jennifer Audlin	jaudlin@bcps.org
Calvert County	Sandy Walker	walkers@calvertnet.k12.md.us
Caroline County	Nicole Fisher	fisher.nicole@ccpsstaff.org
Carroll County	Judith Jones	jijones@carrollk12.org
Cecil County	James Zimmerman	jzimmer@ccps.org
Charles County	Kimberly Hairston	khairston@ccboe.com
Dorchester County	Regina Teat	teatr@dcpsmd.org
Frederick County	Toby Heusser	Tobin.Heusser@fcps.org
Frederick County	Eric Louers-Phillips	Eric.Phillips@fcps.org
Garrett County	Brooks Elliot	brooks.elliott@garrettcounty schools.org
Harford County	Paula Stanton	paula.stanton@hcps.org
Howard County	Kevin Gilbert	kevin_gilbert@hcpss.org
Howard County	Razia Kosi	razia_kosi@hcpss.org
Kent County	Angela Holocker	aholocker@kent.k12.md.us
Montgomery County	Troy Boddy	Troy_Boddy@mcpsmd.org
Prince George's County	David Reese, Jr.	david.rease@pgcps.org
Prince George's County	Jerenz Campbell	jcampbel@pgcps.org
Queen Anne's County	Matt Evans	matt.evans@qacps.org
St. Mary's County	Adrienne Dillahunt	amdillahunt@smcps.org
St. Mary's County	Kelly Hall	kmhall@smcps.org
St. Mary's County	Wauchille Adams	wdadams@smcps.org
St. Mary's County	Charlottis Woodley	cmwoodley@smcps.org
Somerset County	Tom Davis	tdavis@somerset.k12.md.us
Somerset County	Tracey Cottman	tcottman@somerset.k12.md.us
Talbot County	Helga Einhorn	heinhorn@talbotschools.org
Washington County	Allison Smith	SmithAll@wcps.k12.md.us
Wicomico County	Ruby Brown	rubrown@wcboe.org
Worcester County	Michael Browne	MLBrowne@worcesterk12.org

Appendix I – Contact information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Local ESSA Consolidated Strategic Plan Requirements	Michelle Daley	410-767-0359	michelle.daley@maryland.gov
Title I, Part A- Improving Basic Programs	Paula Harris	410-767-0321	paulam.harris@maryland.gov
Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Melissa Surgeon	410-767-0300	melissa.surgeon@maryland.gov
Title II, Part A - Preparing, Training and Recruiting High-Quality Teachers and Principals	Cecilia Roe	410-767-0574	cecilia.roe@maryland.gov
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-0714	ilhye.yoon@maryland.gov
	Heather Sauers	410-767-0871	Heather.sauers@maryland.gov
Title IV, Part A Student Support and Academic Enrichment Grants	Jonathan Turner	410-767-0288	Jonathan.turner@maryland.gov
Fine Arts	Lillian Jacobs		lillian.jacobson1@maryland.gov
	Alysia Lee	410-767-0352	alysia.lee@maryland.gov
Equitable Services	Barbara Scherr	410-767-0291	barbara.scherr@maryland.gov
Special Education Programs	Anne Wheeler	410-767-0254	anne.wheeler@maryland.gov
Finance Requirements	Donna Gunning	410-767-0757	donna.gunning@maryland.gov
Every Student Succeeds Act (ESSA)	Mary Gable	410-767-0275	mary.gable@maryland.gov

**Appendix J – General Submission Procedures
Posting and Submission Procedures**

The 2021 Local ESSA Consolidated Strategic Plan is shared with the local school system points of contact via Google Drive. The Local ESSA Consolidated Strategic Plan submission procedures include two submission options: Google Drive **OR** hard copy via U.S. mail.

General Submission Procedures

Date	2021 Submission Procedures
<p>October 15 DRAFT SUBMISSION</p>	<p><u>ELECTRONIC SUBMISSION</u>- Using Google Drive, local school systems may submit their 2021 Local ESSA Consolidated Strategic Plan. This electronic submission should include the plan and the Excel workbooks containing Finance, and Data sections. <u>The Local ESSA Consolidated Strategic Plan document should be submitted in PDF format. Excel workbooks should be submitted in Excel format.</u></p> <p>Google Drive Submission Submit the Local ESSA Consolidated Strategic Plan using the local school system’s designated folder Google Drive.</p> <p><u>The Local ESSA Consolidated Strategic should be submitted the plan in PDF format (in its entirety).</u> The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format.</p> <p>Signatures are not required for the draft October 15, 2021 submissions.</p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send two hardcopies, one original and one copy. Hard copies should be double-sided and three-hole-punched: <u>Local ESSA Consolidated Strategic Plan, Finance Sections, and Data Sections.</u> ▪ Avoid sending documents in binders.

**November 15
FINAL
SUBMISSION**

Google Drive Submission

Submit the Local ESSA Consolidated Strategic Plan using the local school system's designated folder on Google Drive.

- **The Local ESSA Consolidated Strategic Plan should be submitted in PDF format (in its entirety).** The Excel workbook containing the Finance and Data Section worksheets should be submitted as **separate documents in Excel format**. Each signed C125 should be attached at the end of each grant application.

School systems may use **one** of the following options to sign their 2021 Local ESSA Consolidated Strategic Plan and C125s. The required signed sections of the Local ESSA Consolidated Strategic Plan and C125s are accepted electronically using blue ink. The signing options are:

1. e-signature platform (e.g. Adobe Sign, DocuSign, etc.);
2. Email confirmation in lieu of an e-signature platform. If the local school system does not use an electronic signature platform, the signer must send an email to the MSDE grant POC indicating the appropriate person has approved the document); or
3. Manually sign required areas of the Local ESSA Consolidated Strategic Plan and C125s. If signed and scanned documents are not readily identifiable as an original signature, then electronic versions cannot be accepted.

Original signatures are required for the final November 15, 2021 submission.

Hardcopy

- Send two hardcopies, one original and one copy. Hard copies should be double-sided and three-hole-punched: **Local ESSA Consolidated Strategic Plan, Finance Sections, and Data Sections.**
- Avoid sending documents in binders.

The final submission of the Local ESSA Consolidated Strategic Plans must contain original signatures in all areas where required (see signature requirement above).

All Local ESSA Consolidated Strategic Plan hard copies and signed original C-125s should be sent via U.S. mail to:

Dr. Michelle Daley
Division of Student Support, Academic Enrichment, and Educational Policy
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201

Appendix K- Local ESSA Consolidated Strategic Plan Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Green	kim.green@acpsmd.org
Anne Arundel County	Gail McCrary	gpmccrary@aacps.org
Anne Arundel	Sheila McEwan	smcewan@aacps.org
Baltimore City	Kasey L. Mengel	kmengel@bcps.k12.md.us
Baltimore County	Eric Minus	eminus@bcps.org
Baltimore County	John Staley	jstaley@bcps.org
Baltimore County	Christine Faya	cfaya@bcps.org christinefaya@gmail.com
Calvert County	Susan Johnson	johnsons@calvertnet.k12.md.us
Calvert County	Susan Johnson	johnsons@calvertnet.k12.md.us
Caroline County	Lindsey McCormick	mccormick.lindsey@ccpsstaff.org
Carroll County	Jason Anderson	jaander@carrollk12.org
Carroll County	Michelle Caples	mdcaple@carrollk12.org
Carroll County	Drew Sexton	acsexto@carrollk12.org
Carroll County	Kendra Hart	kyhart@carrollk12.org
Cecil County	Wes Zimmerman	wzimmerman@ccps.org
Charles County	Amy Hollstein	ahollstein@ccboe.com
Dorchester County	Regina Teat	teatr@dcpsmd.org
Dorchester County	Michael Collins	collinsm@dcpsmd.org
Frederick County	Doreen Bass	doreen.bass@fcps.org
Frederick County	Natalie Gay	natalie.gay@fcps.org
Garrett County	Nicole Miller	nicole.miller@garrettcountyschools.org
Harford County	Sara Saacks	sara.Saacks@hcps.org
Howard County	Timothy Guy	tguy@hcpss.org
Kent County	Gina Jachimowicz	giachimowicz@kent.k12.md.us
Montgomery County	Judy Averbach	judith_g_averbach@mcpsmd.org
Montgomery County	Stacy Gray	stacy_e_gray@mcpsmd.org
Prince George's County	Veronica Harrison	veronica.harrison@pgcps.org
Queen Anne's County	Julie Forbes	julie.forbes@qacps.org
Queen Anne's County	Renee Wolff	renee.wolff@qacps.org
Somerset County	Tom Davis	tdavis@somerset.k12.md.us
Somerset County	Tracie Bartemy	tbartemy@somerset.k12.md.us
Somerset County	Jill Holland	jholland@somerset.k12.md.us
St. Mary's County	Jeffrey Maher	jamaher@smcps.org
Talbot County	Helga Einhorn	heinhorn@tcps.k12.md.us
Washington County	Gary Willow	WilloGar@wcps.k12.md.us
Washington County	Michele Jakoby	jakobmic@wcps.k12.md.us
Wicomico County	Bonnie Ennis	bennis@wcoe.org

Worcester County	Natalie Bennett	nlbennett@worcesterk12.org
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