



Garrett County Public Schools

Local Consolidated ESSA Program Application Fiscal Year 2025

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Final Attestation

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

By signing this document, I assure that:

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

To be signed by the Superintendent of Schools

Sign

Date

Print

GARRETT COUNTY PUBLIC SCHOOLS

**770 Dennett Road
Oakland, MD 21550:**

MSDE

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

Sign

Mary L. Gable

Date

2-24-2025

Print

Mary L. Gable

Maryland State Department of Education Local Consolidated ESSA Programs Application

Overview

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

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

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

Submission, File Saving, and Naming Conventions

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

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

Completing the Application

Using this Application

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

Compiling the Consolidated Application

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

Nonparticipation in a Title Program

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

Budget & Budget Narrative

As part of this application, LEAs must provide a budget narrative for each Title program in which they are participating. In addition to this, LEAs must also submit a complete and signed C-1-25 along with this application for each Title program. Please use the following naming convention for all C-1-25s: LEA_TitleProgram_C125 (ex. Allegany_Title IIA_C125) and upload as PDF documents to the appropriate SharePoint folder..

Appendices

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

Program Contacts

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

lolessaconsolidated.msde@maryland.gov

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

Equitable Services

Barbara Scherr

410-767-0291

barbara.scherr@maryland.gov

Title I

Shanna Edmond

410-767-0047

shanna.edmond@maryland.gov

School Improvement

Timothy Norfleet

410-767-0300

timothy.norfleet@maryland.gov

Title II & Teacher Induction

Dr. Elise Brown

410-767-0503

elise.brown@maryland.gov

Title II & Teacher Induction

Jennifer Wojcik

410-767-0574

jennifer.wojcik@maryland.gov

Title III

Dr. Teresa Timmons-Parrott

410-767-6756

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Title III

Ilhye Yoon

410-767-0714

ilhye.yoon@maryland.gov

Title IV

Donald Corbin

410-767-0792

donald.corbin@maryland.gov

Title V

Renee Neely

410-767-0294

renee.neely@maryland.gov

Educational Equity & Gifted and Talented

Anthony Vargas

410-767-0114

anthony.vargas@maryland.gov

Fine Arts

Lizzie Devereux

410-767-1036

elizabeth.devereux@maryland.gov



Executive Summary

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

The mission of Garrett County Public Schools, in partnership with our community, is to inspire and foster student growth by providing rigorous instruction and real-world learning opportunities, sustaining a culture of excellence, offering research-based supports for diverse learning needs, and preparing our students for life in an ever-changing world. The ESSA Consolidated Plan outlines system-wide goals, objectives, and evidenced based strategies that GCPS will implement aligned with 2023-2024 Blueprint Implementation Plan submission to improve opportunities and learning outcomes for all students as we work towards achieving our mission. In developing the ESSA Consolidated Strategic Plan, extensive data review and research was conducted to assist in targeting improvement efforts that are evidenced based in order to position GCPS in reaching the rigorous targets established.

Overall achievement, as measured by the Maryland Comprehensive Assessment Program (MCAP), indicates that GCPS and the State of Maryland maintained relatively stable proficiency rates in both English Language Arts (ELA) and Mathematics during the 2023-2024 school year. However, GCPS has several noteworthy areas of growth, particularly in ELA, where there were year-over-year increases in proficiency rates for grades 4, 5, 7, and 8. Notably, fewer than 10% of students across all grade bands fell into the beginning learner proficiency category for ELA. Among the highlights, Grantsville Elementary reported a 5% increase in ELA proficiency, while Yough Glades Elementary saw a 6.2% rise. Remarkably, Friendsville Elementary demonstrated a 19% gain in ELA proficiency from 2022 to 2024, and Rt. 40 Elementary achieved a 17.5% increase during the same period.

In Mathematics, GCPS also showed growth, with increased proficiency rates in grades 4, 5, 7, and Algebra. Specifically, there was a 5.2% increase in grade 5 math proficiency and a 5.3% increase in grade 7 math proficiency. Accident Elementary, Crellin Elementary, and Friendsville Elementary reported year-over-year math proficiency increases of 7.3%, 8.9%, and 6.7%, respectively. From 2022 to 2024, Friendsville Elementary achieved a significant 20.7% increase in math performance, while Crellin Elementary saw an impressive 25.4% increase. GCPS has also made progress in reducing the percentage of students classified as beginning learners across all grade bands. Additionally, GCPS reported a kindergarten readiness proficiency rate of 54%, reflecting a 1% year-over-year increase. Notably, GCPS was one of only eight districts in Maryland where kindergarteners demonstrated greater readiness compared to their peers prior to the COVID-19 pandemic. Furthermore, the district achieved a commendable graduation rate of 90.77%. These achievements underscore GCPS's commitment to continuous improvement and the effective implementation of its educational strategies.

Despite the positive growth highlighted above, GCPS recognizes a significant need for continued advancement in English Language Arts (ELA) and Mathematics to ensure that all students are on track to meet the College and Career Readiness Standards by the end of their tenth-grade year. This need is particularly pressing given that overall county performance growth has remained relatively flat. Additionally, there is ongoing work required to ensure that proficiency levels are met across all student groups, particularly among economically disadvantaged students and those with special needs, who continue to show lower performance compared to their peers.

As a result of a comprehensive needs assessment, GCPS has identified ELA and Mathematics as critical areas for further development, aiming to ensure that all learners meet or exceed proficiency standards. In alignment with this assessment and the expectations of the State Board of Education, GCPS has established the following goals:

Math:

Goal #1: GCPS will increase the percentage of students achieving math proficiency in the grade 3-8 grade band as measured by the Math MCAP from 28.7% to 33.7% by the end of the 24-25 school year.

Goal #2: GCPS will increase the proficiency rates of the economically disadvantaged student group from 19% to 26% and the special education student group from 8.5% to 15.5% within the 3-8 grade band by the end of the 24-25 school year.

English Language Arts:

Goal #1: GCPS will increase the percentage of students achieving ELA proficiency in all grades as measured by the MCAP from 50.1% to 55.1% by the end of the 24-25 school year.

Goal #2: GCPS will increase proficiency rates of the economically disadvantaged student group from 38.3% to 45.3% and the special education student group from 11% to 18% by the end of the 24-25 school year.

Root Cause Analysis and Evidenced Based Strategies

Based on a comprehensive root cause analysis highlighting the need for a more robust support system for students across all grade levels, GCPS has strategically developed and initiated the implementation of a Multi-Tiered System of Supports (MTSS) grounded in practices from the American Institutes for Research. This initiative is part of a three-year strategic plan aligned with the Blueprint for educational improvement. Throughout the development of this plan, GCPS actively sought and incorporated stakeholder feedback, which revealed that explicit instruction in both core and supplemental settings, along with increased student engagement, were critical areas requiring attention. In the first year of implementation, GCPS is prioritizing a strong cycle of continuous improvement and providing professional learning focused on the What Works Clearinghouse's evidence-based strategy of explicit instruction for core and supplemental instruction.

To support this goal, GCPS has crafted a professional learning plan that aligns with the cycle of improvement. This plan leverages cross-county and school-based professional learning communities to foster collaboration around explicit instruction and student engagement. It also provides opportunities for educators to engage in collaborative planning using a lesson study protocol that emphasizes explicit instruction, student engagement, and culturally responsive practices. Progress is monitored through professional learning surveys that assess the relevance of content and teachers' confidence in implementation, as well as through walkthrough tools aligned with the focus on explicit instruction. Through ongoing data analysis and discussions around root causes, GCPS identified the necessity of establishing clear expectations for the use of computerized instruction, specifically with i-Ready My Path, to enhance student engagement and explicit instruction. Consequently, GCPS has set guidelines to support teachers in the strategic and balanced use of this resource, preventing its overuse.

After thorough consideration and collaboration with stakeholders, GCPS has decided to revise the high school math sequence for the 2024-2025 school year to geometry, Algebra I, and Algebra II. This change aligns with the district's preventative focus and provides a more robust support pathway, ensuring ample opportunities for supplemental instruction prior to the Algebra I MCAP assessment. Additionally, this shift enhances the accelerated pathway for middle school students, allowing them to master all eighth-grade math standards before progressing to high school mathematics during their eighth grade year.

New this year, GCPS has also designated all eight elementary schools as Title I schools, enabling them to receive supplemental funding in accordance with federal guidelines. This decision coincides with the identification of the district's top five Title I schools as Community Schools based on Blueprint guidelines. This strategic shift ensures that all elementary schools are equipped with the resources necessary to support every learner in achieving grade-level expectations.

Finally, GCPS remains committed to offering ongoing professional development for teachers, particularly in Science of Reading



training aligned with the district's ELA Comprehensive Plan ([Attachment: Garrett_Executive Summary_#1-Comprehensive Literacy Plan](#)). The district also actively participates in all MSDE math professional learning opportunities as part of its Math Comprehensive Plan ([Attachment: Garrett_Executive Summary_#2- Comprehensive Mathematics Plan](#)). Through these opportunities, GCPS is well positioned to support teachers and students in realizing greater academic success.

Key Personnel and Steering Committees

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

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

Title I, Part A

Key Personnel

Name	Title	Responsibilities	Percentage Time (for personnel paid with Title grant funds)
Dr. Nicole Miller	Chief Academic Officer	Oversight of Federal Grants	10%
Mrs. Dawna Ashby	Director of Elementary Education	Oversight of Title I Staffing	15%
Mrs. Janet Gregory	Coordinator of Title I Programs	Oversight and Implementation of Title I Grant	50%
Mrs. Tonya Sanders-Manges	Administrative Assistant for Title I	Monitoring of Title I spending	10%

Steering Committee

Name	Title	Organization Affiliation
Dr. Jane Wildesen	Director of Human Resources	GCPS
Mrs. Angela Flanigan	Manager of Human Resources	GCPS
Ms. Gloria Smith	Director of Finance	GCPS
Mrs. Amanda Mattingly	Parent Panel Participant	Parent

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

School Improvement			
Key Personnel			
Name	Title	Responsibilities	Percentage Time (for personnel paid with Title grant funds)
N/A			
Steering Committee			
Name	Title	Organization Affiliation	
N/A			
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.			

Title I, Part C			
Key Personnel			
Name	Title	Responsibilities	Time Devoted
N/A			

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

Title I, Part D, Subpart 2

Key Personnel

Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee

Name	Title	Organization Affiliation
N/A		

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

Title II, Part A

Key Personnel

Name	Title	Responsibilities	Time Devoted
Dr. Nicole Miller	Chief Academic Officer	Serve as Title II Coordinator	10% of 242 days

Steering Committee

Name	Title	Organization Affiliation
Maxine Riley/PDS School Committee Meetings and P20	Professional Development School and	FSU
GCPS Professional Development Committee	Teachers/Administration/Staff	GCPS
Blueprint Work Groups/Committee Meetings/and Parent/Staff Focus Groups	Parents/Teachers/Support Staff/Administration/Partners	GCPS

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

Title III, Part A, English Language Acquisition

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

Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee

Name	Title	Organization Affiliation
N/A		

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

Title IV, Part A

Key Personnel

Name	Title	Responsibilities	Time Devoted
John Hummel	Director of Student Services	Oversee and manage the Title IV grant and all things Student Services for GCPS	5%

Steering Committee

Name	Title	Organization Affiliation
Garrett County Health Department		Key partner to the Student Services Department
Parent Panel Participants		Committee of parents that meet quarterly throughout the school year in order to provide feedback for various programs.

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

Title V, Part B

Key Personnel

Name	Title	Responsibilities	Time Devoted
N/A			

Steering Committee

Name	Title	Organization Affiliation
N/A		

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

Extent of Need

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

Summary of Needs Assessment(s)

The instructional LEAD team conducted a comprehensive needs assessment utilizing a variety of academic and non-academic data sources, including the 2024 MCAP scores and historical MCAP data, local performance data, kindergarten readiness data, the Maryland School Survey, attendance records, behavioral data, teacher observations and evaluations, CTE data, AP scores, and feedback from parent and staff surveys. Additionally, focus group and committee data related to Blueprint plan development, Title I, and professional development were considered. In August 2024, the LEAD team facilitated a county-wide school improvement data day, where system administrators collaborated with building principals to conduct a SWOT analysis as part of the assessment process. A professional development needs survey was also administered in the spring of 2024. Insights from the professional development committee, based on survey analysis and feedback specific to Blueprint priorities, significantly informed the professional learning plan for the 2024-2025 school year. Throughout the 2023-2024 school year and into the summer months, GCPS held a series of stakeholder meetings to gather additional input, which was integrated into the needs assessment review. This comprehensive review also informed our Title I, Title II, and Title IV grant programs. Furthermore, individual schools conducted their own Comprehensive Needs Assessments as part of the School Improvement Process, with all schools identifying Math and ELA as key areas of focus.

The relevant findings from the district-wide comprehensive needs assessment are summarized in the attached charts:

Garrett_Extent of Need_#1 - Tables 1.1 and 1.2 2024 MCAP Data;

A historical analysis was completed specific to MCAP scores and showed the four grade levels in English Language Arts increased proficiency year over year including grades: 4, 5, 7, and 8. When comparing ELA performance over the past several years, GCPS has experienced growth from 39.6% proficient in 2019 to 49% proficient in the 2023-2024 school year. While this is a positive gain, it equates to flat performance in comparison to last year for the grades 3-8 grade band. In ELA Grade 10, GCPS has experienced growth from 40.1% proficient in 2019 to 56.3% proficient in the 2023-2024 school year. Again, while a positive gain has been made historically, this is a decrease in achievement by 8% year over year. These results demonstrate a critical need to focus on explicit core ELA instruction aligned to the science of reading as well as a robust supplemental instruction model to support all learners.

A similar analysis was completed specific to MCAP scores in math and it revealed that four grade levels had increased achievement rates year over year including grades 4, 5, 7, and Algebra. However, when comparing math performance over the past several years, GCPS has relatively flat achievement rates. GCPS acknowledges that there have not been the significant gains we had planned for, which has deepened our commitment to place a high priority on mathematics. With the adoption of updated high quality math instructional materials, professional learning, and a strategic focus on Multi-Tiered Systems of

Support including filling gaps in universal screeners, GCPS is well positioned to increase performance moving forward.

See attachment for Data from iReady used in our Needs Assessment - [Garrett_Extent of Need_#2 - Tables 1.3 and 1.4 iReady BOY Data](#)

Kindergarten Readiness Assessment (KRA) Data Fall of 2023:

GCPS had 245 kindergarten students who completed the KRA in the fall of 2023. The results show that 54% of incoming students demonstrated readiness for kindergarten. 33% scored in the approaching readiness range and only 13% scored in the emerging readiness range. While this is 10% above the Maryland readiness level, it is only a 1% increase year over year in readiness for kindergarten. Additionally, student groups were reviewed and showed that 64% of students classified as not direct certification scored at demonstrating readiness whereas 45% of students classified as direct certification scored at demonstrating readiness. Also, 58% of students classified as without disabilities scored at the demonstrating readiness level, whereas 21% of students classified with disabilities scored at the demonstrating level. The average domain score was the lowest in ELA and math with a scale score of 269 and 269 respectively.

See Attachment for Data from ELA IMSE Spring 2024 Data - [Garrett_Extent of Need #3 - Table 1.5 ELA IMSE Spring 2024](#)

ELA Walk Through Percent of School Level Fidelity Data specific to the use of High Quality Instructional Materials (HQIM): Instructional coaches and administrators collected walk through implementation data specific to the use of HQIM in ELA throughout the year. The end of year data showed that on average 77% of teachers in all schools were using the correct process and materials with 20% of teachers partially using the correct process/materials and 2% of teachers using incorrect process/materials. Additional components of the walk through tool were analyzed that demonstrated 76% of instruction was whole group, 16% small group, and 8% individual. Moreover, 86% of instruction was teacher directed, 5% student directed, and 9% mixed. 8% mentioned partner work, 6% mentioned turn and talk, 6% mentioned differentiation. While this was a limited pool of walkthrough's and considered a snapshot in time, it is data that has informed our strategic focus on the evidenced based practice of explicit instruction emphasizing student engagement and differentiation.

I-Ready My Path Data Analysis

Due to qualitative and observational data that suggested the possibility of over reliance on computerized instruction, the LEAD team completed a deep dive into the use of this instructional tool specific to core and supplemental instruction. This revealed that 45% of students exceeded the recommended usage in the My Path program. There were 7 schools with more than 20% of students exceeding the recommended usage and 3 schools with more than 50% of students exceeding the recommended usage. Overall, schools ranged in the percentage of users exceeding recommended minutes from 12% to 74% of students. This data informed the intentional decision to establish expectations around the strategic use of this tool to support students. This has been tied into our emphasis on explicit engaging instruction for core and supplemental instruction knowing that the more intensive the learning need the more important it is to have explicit instruction from a qualified professional. This aligns with our system's core belief that our teachers have the greatest impact on student achievement.

Title I Survey Family Data

During the Fall 2023 school year, the Title I office facilitated their annual parent survey to identify priorities and needs from parents perspective. The results of that survey revealed that reading, math, and writing strategies were of highest importance

with 49.6% identifying reading, 49.6% identifying math, and 31.9% identifying writing strategies. It should be noted that we will

with 61.7% identifying reading, 17.0% identifying math, and 21.7% identifying writing strategies. It should be noted that we will be completing another survey by Thanksgiving 2024 in all of our elementary schools since we have shifted from five Title I elementary schools to all of our elementary schools qualifying for Title I.

The two areas of importance described above align with our systems focus on ELA and math. Additionally, these areas were prioritized by each of our schools (all elementary- Title I and secondary) for individual school improvement based on a thorough needs assessment. These areas were given a thorough review once prioritized to investigate the root cause. Underlying contributing causes were examined in order to determine the district level approach to address these areas of focus.

In addition to the data for specific student performance, data was reviewed through an equity lens in order to determine any specific area of focus as deemed appropriate. In doing so, academic gaps for students in the student groups of economically disadvantaged and special education were identified as disproportionately larger than those students who were not in those groups.

In addition to the above data, which supports our Title I initiatives, we have included additional data below that also supports the system wide focus areas as well as our other title programs.

Attachment: [Garrett_Extent of Need_#4_Table 1.6 Number of New Teachers](#)

Teacher Observation/ Evaluation Data

In reviewing observational and evaluation statistics, there are several instructional areas that stand out as needs for some of the GCPS instructional staff. They include:

- Setting instructional outcomes
- Designing coherent instruction including plans to differentiate instruction based on the students and instructional outcomes
- Designing and implementing informal assessments
- Using questioning and discussion techniques to promote higher level thinking
- Engages students in meaningful learning

The identified areas above demonstrate a need for an effective mentor/mentee and have informed our induction program and professional learning guide for the 24-25 school year.

Teacher Qualification Data

GCPS analyzed staff qualifications as part of the system's needs assessment. GCPS has 7 teachers on a conditional license. There is no concentration of teachers on conditional licenses at any given school. GCPS has 3 teachers on temporary licenses. Again, no concentration was found at any given school.

Professional Development Survey and Plan

During the 2023-2024 school year, GCPS completed a comprehensive needs assessment around professional learning needs consisting of a comprehensive survey to all staff, system level data analysis, professional development committee work sessions, Blueprint committee work sessions, and focus group discussions. The comprehensive survey included questions specific to the mentor/mentee program and new teacher induction program. Nearly 200 staff members from diverse roles and schools provided valuable feedback, with additional qualitative insights gathered through the work groups and data cited above. This collective input played a crucial role in shaping the Garrett County Public Schools Professional Development Plan (Attachment:

Garrett_Extent of Need_#5_GCPS Professional Development Catalog-2024-25.

GCPS aligned professional learning with staff feedback by incorporating the following areas into the 2024-2025 Professional Development Plan.

- Focus on pedagogy, content, and standards
- Multi-tiered System of Supports with emphasis on Explicit Instruction and Engagement
- Providing learning supports for High Quality Instructional Materials
- Continuing supports for NBC
- Supporting struggling learners
- Increasing focus on the best location for each professional learning opportunity
- Providing supports for student behavior
- Increasing emphasis on collaboration through PLC's (school based and district wide)
- Reimagining BEST class for new teachers including differentiated supports
- Continue strong mentoring program, while analyzing ways to make it stronger

Based on the feedback gathered, three priority areas were identified as part of the including the areas below.

- Multi-Tiered System of Supports:

Over the summer, a diverse committee of teachers from all grade bands, building administrators, and central office staff dedicated several days to researching and reflecting on the school system's framework for core instruction and supplemental support. The committee's directive was to develop a three-year strategic plan to implement a high-quality Multi-Tiered System of Support (MTSS), with a focus on robust core instruction and additional support for students in need. As a result of this collaborative effort, the MTSS Playbook (Attachment: [Garrett_Extent of Need_#6_ MTSS Playbook](#)) was created to guide the first year of implementation. To ensure the successful execution of this priority, professional development will emphasize the cycle of continuous improvement and the MTSS process utilizing consistent protocols. The MTSS model is proactive and preventive, integrating instruction and interventions to support students' diverse needs. Central to this learning are the key components of MTSS:

- Screening: Regular assessments to identify students at risk, enabling timely interventions.
- Multi-Tiered Support: A three-tiered approach:
 - o Tier 1: Universal instruction for all students.
 - o Tier 2: Targeted interventions for those needing additional support.
 - o Tier 3: Intensive, individualized interventions for students with significant needs.
- Progress Monitoring: Continuous assessment of student progress to evaluate intervention effectiveness and guide instructional adjustments.
- Data-Based Decision Making: Leveraging data to inform instructional strategies, interventions, and resource allocation, ensuring that students receive the appropriate level of supports

- Explicit Instruction:

Based on the research completed by the MTSS committee over the summer, the team elevated explicit instruction as the first

evidenced based strategy to focus on countywide. Explicit instruction is a structured, evidence-based teaching strategy that breaks down complex skills into manageable steps. It promotes active student engagement through clear modeling, guided practice, and immediate feedback. Students are encouraged to think aloud and interact with peers, fostering deeper understanding and confidence. By ensuring active student participation, explicit instruction significantly improves both comprehension and mastery of the material. Additional information can be found in the MTSS Playbook.

● **Professional Learning Communities:**

To enhance the MTSS process and ensure high-quality instruction at all tiers, GCPS will strengthen both school-level and cross-district Professional Learning Communities (PLCs). This structure will promote increased collaboration, a focused approach to data-driven instruction, and collaborative planning aimed at refining explicit instruction and best practices. Through PLCs, staff will engage in the continuous improvement cycle outlined in the MTSS Playbook, facilitating professional dialogue on pedagogy and content to effectively meet the diverse needs of all students.

Finally, within the professional development survey conducted in the spring of 2024, the following data was identified specific to the mentor/mentee program and the new teacher induction program.

From a mentor perspective, the following percentage of respondents indicated they agree or strongly agree to the following statements:

- 88%- the mentor/mentee match was strong.
- 79%- the current structure meets the needs of new teachers.
- 85%-the relationship with my mentee beyond the requirements of the program positively impacts me.
- 79%- of the respondents indicated they agreed or strongly agreed with the following statement: the district supported me as a mentor.

From a mentee perspective, the following percentages of respondents indicated they agree or strongly agree to the following statements:

- 78%- the mentor/mentee match was strong.
- 76%- the teacher induction program and mentor support increases my effectiveness as an educator.
- 81%- the relationship with my mentee beyond the requirements of the program positively impacts me.
- 76%- the support and professional development provided by the teacher induction program benefits me.
- 76% the teacher induction program provides opportunities that positively impacts my satisfaction as an educator.

Based on qualitative data from the comprehensive survey and work groups, GCPS has reimaged our New Teacher Orientation program, also known as BEST Class ([Attachment: Garrett_Extent of Need_#7_BEST Class Agenda 2024](#)). Prior to the school year starting, GCPS offered a three day training focused on equipping new staff members with essential knowledge for a successful start. This revamped program focused on the critical content needed to begin the year. Sessions were tailored to address specific needs of new employees, including those in special education, student support services, and Community

School Specialists with a focus on differentiated support based on feedback. Further BEST sessions are scheduled throughout the school year to address critical topics for success, provide opportunities for peer observation, and incorporate new teacher feedback. These sessions will combine targeted content presentations with opportunities for peer observation and reflection, ensuring continuous professional growth.

Additional details specific to areas of the needs assessment that are directly tied to Title IV can be found in the Title IV needs assessment section below.

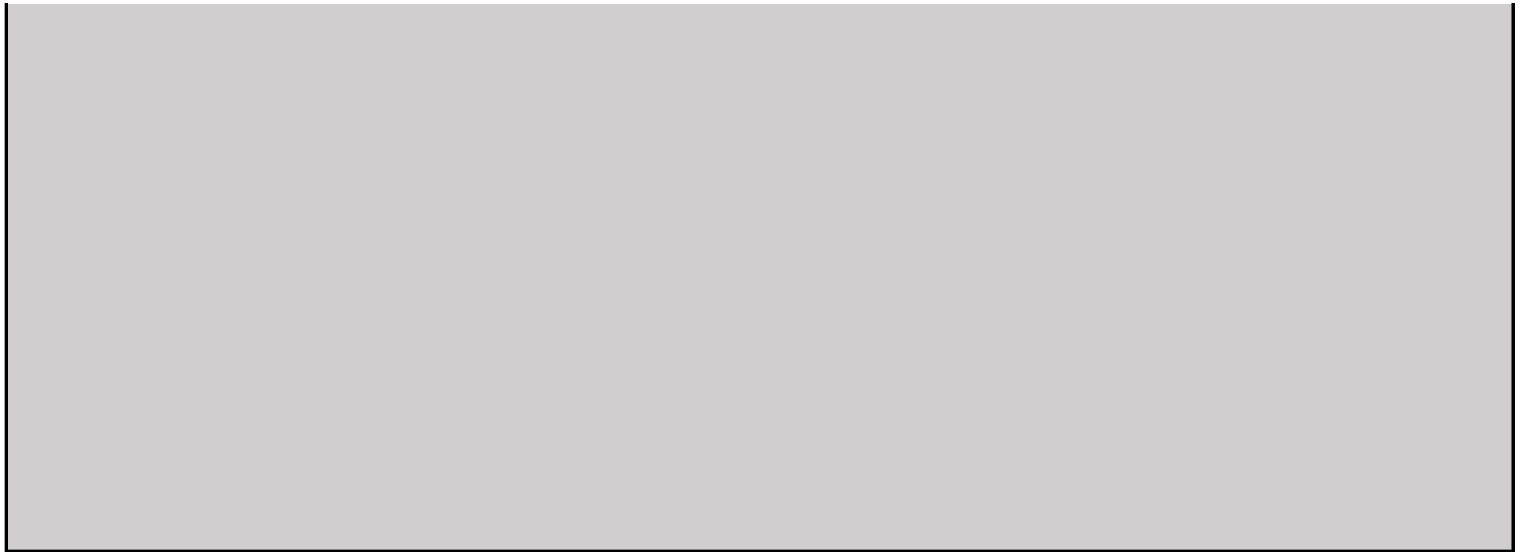
Based on the above needs assessment, GCPS has prioritized English Language Arts and math achievement throughout this plan, while also recognizing that whole student supports are critical to student success. As such, the system focus is largely around implementing year one of a three year plan centered around the newly developed GCPS Cycle of Improvement and Multi-Tiered System of Support. This year, GCPS is emphasizing the evidence based strategy of explicit instruction, while prioritizing student engagement. A thorough review of the historical MTSS framework was conducted, which lifted up several areas of need including a focus on secondary grades as well as resource gaps such as a high school screener and secondary intervention resources.

As such, the system has adopted several resources to support the implementation of core and supplemental instruction including: Common Lit English Screener at High School, i-Ready screener for Algebra, Success Maker Intervention HQIM aligned with Math Core HQIM, and the Panorama platform that will allow staff to efficiently document supports. Additionally, GCPS will be in year 1 of implementing a behavior screener as part of our MTSS framework. As part of this initiative, several county-wide protocols were developed to support teachers in implementing the process for all tiers of instruction. GCPS also entered into a five year contract with Envision (Savvas) for high quality math materials at all grade levels. To support teachers in implementing the Cycle of Improvement and MTSS framework, a strategic professional learning plan was developed for this school year. As a part of this initiative, GCPS has also established clear expectations regarding computerized instruction to ensure greater opportunities for direct explicit instruction from the teacher.

GCPS also made a significant shift in the secondary math sequence in an effort to be proactive and better align with our MTSS framework. As such, students will take geometry, Algebra I, and then Algebra II. This shift has allowed the system to re-imagine the accelerated math model for middle grades ensuring that all students receive the full math 8 course progression. This model also allows for ample support and interventions for students prior to taking the Algebra I assessment for CCR readiness. This decision was informed by teachers and administrators with a clear focus on building student's confidence and growth in math.

GCPS has worked diligently over the last several years to make the shift to the Science of Reading at the elementary level, which is evidenced in our data above. The system is continuing to support this by advertising the state initiatives in this area and continuing an opportunity for teachers to complete LETRS- volume 2 training next summer for those interested in completing the entire course. GCPS is further exploring opportunities to increase Science of Reading training at the upper grades including secondary as part of our three year Blueprint Strategic Plan and MTSS Framework at the secondary level.

Furthermore, based on data and root cause analysis, GCPS has designated all eight elementary schools as Title I schools, enabling them to receive supplemental funding in accordance with federal guidelines. This decision coincides with the identification of the district's top five Title I schools as Community Schools based on Blueprint guidelines. This strategic shift ensures that all elementary schools are equipped with the resources necessary to support every learner in achieving grade-level expectations.



Title I, Part A

Title I, Part A relies on the comprehensive needs assessment conducted annually by individual schools for the purpose of the School Improvement Plan. Each school in Garrett County (Title I and non Title I) is required to conduct a comprehensive needs assessment each year in order to identify specific areas of need, complete a root cause analysis of those needs, identify evidence based strategies to address those needs and develop a plan of implementation as well as a monitoring process/schedule. GCPS kicked off this process at our Back-to-School A&S Meeting in August 2024 where key school level and district level personnel convened to review and discuss available data reports. Additionally, the districts MTSS Playbook was reviewed with school level administrators. This was a collaborative event that supported the concept of professional learning communities. School level administrators reviewed their own data as well as the data from other schools. Discussion occurred specific to areas of strength as well as area of need.

An overarching theme emerged during this collaborative day. Every school in Garrett County identified both Math and English/Language Arts as areas of need. Each school drilled down to specific needs for each of those areas to develop their School Improvement Goals.

Information specific to the needs assessments completed at Title I schools can be found on the school improvement plan itself. Those plans can be viewed on the school's website which can be access by going to our district website <http://www.gcps.net> and selecting a school.

Title I, Part C

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

N/A

Title I, Part D, Subpart 2

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

N/A

Title II, Part A

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

During the 2023-2024 school year, GCPS completed a comprehensive assessment around professional learning needs consisting of a comprehensive survey to all staff, system level data analysis, professional development committee work sessions, Blueprint committee work sessions, and focus group discussions. The comprehensive survey included questions specific to the mentor/mentee program and new teacher induction program. Nearly 200 staff members from diverse roles and schools provided valuable feedback, with additional qualitative insights gathered through the work groups and data cited above. This collective input played a crucial role in shaping the Garrett County Public Schools Professional Development Plan ([Attached: Garrett_Extent of Need_#8_GCPS Professional Development Catalog-2024-25](#)). Additionally, the instructional LEAD team conducted a district-wide comprehensive needs assessment using diverse academic and non-academic data sources including, but not limited to: teacher observation/evaluation data, teacher qualification data, staff survey data, and professional development data. The professional development survey conducted during the spring of 2024 and work groups aligned with professional learning and our Blueprint strategic plan provided key insights into the development of our professional learning plan. Within the professional development survey, the following data was identified specific to the mentor/mentee program and the new teacher induction program, which are relevant to the Title II program application.

From a mentor perspective, the following percentage of respondents indicated they agree or strongly agree to the following statements:

88%- the mentor/mentee match was strong.

79%- the current structure meets the needs of new teachers.

85%-the relationship with my mentee beyond the requirements of the program positively impacts me.

79%- the district supported me as a mentor.

From a mentee perspective, the following percentages of respondents indicated they agree or strongly agree to the following statements:

78%- the mentor/mentee match was strong.

76%- the teacher induction program and mentor support increases my effectiveness as an educator.

81%- the relationship with my mentee beyond the requirements of the program positively impacts me.

76%- the support and professional development provided by the teacher induction program benefits me.

76% the teacher induction program provides opportunities that positively impacts my satisfaction as an educator.

Additionally, critical professional learning needs identified within the needs assessment included a focus on pedagogy, content, and standards as well as reimagining BEST class for new teachers including differentiated supports and continuing a strong mentoring program, while analyzing ways to make it stronger.

Based on the comprehensive needs assessment conducted, GCPS has elevated the following goals within our Blueprint Strategic Plan aligned with identified critical professional learning needs:

1. The evidence of teachers using high quality instructional material and resources to deliver explicit instruction in 100% of

math and literacy classrooms and within all tiers of the Multi-Tiered System of support model.

2. Increase by 10% the number of teachers that feel confident in providing evidence-based instruction via staff survey.

3. Increase the # of effective teachers by leveraging elements of the Career Ladder

4. 100% of new and returning teachers and staff, across all PK3-12 schools/programs, have the appropriate credentials over a three year period.

5. Show a 5% increase of new teachers retained over a 3-year period.

To meet these needs elevated through the needs assessment and to reach the intended outcomes of our strategic plan, GCPS priorities within the Title IIA program include implementing a more robust New Teacher Induction program that better aligns with the new teacher needs as described in the summary comprehensive needs section, continue supporting new teachers with high quality mentoring, and providing teachers with opportunities for quality job-embedded professional learning aligned to content and pedagogy using the GCPS Cycle of Improvement. These priorities directly align with critical needs as evidenced above as we work towards realizing our Blueprint strategic plan outcomes listed above.

Title III, Part A, English Language Acquisition

N/A

Title IV, Part A

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

Annually, Garrett County Public Schools leadership teams, Directors and Supervisors along with the LEAD team, work with stakeholders to help determine the needs of the school system. Over the past year this work included surveying students, parents, community members and staff members and holding meetings with different stakeholder groups. The data and information collected has driven the work of the Title IV-A grants as well as other grants and Federal funding sources.

- Blueprint Strategic Plan Update & Board Focus Group 8.13.24 (Garrett_Extent of Need_Attach #9)

- Equity Advisory Board Update 7.9.24 (Garrett_Extent of Need_Attach# 10)
- Behavioral Health Screener and Multi-Tiered System of Support Platform 6.11.24 (Garrett_Extent of Need_Attach #11)
- Strategic Planning Focus Group (Garrett_Extent of Need_Attach #12)
- GCPS Attendance Data (Garrett_Extent of Need_Attach #13)
- GCPS School Climate Data (Garrett_Extent of Need_Attach #14)
- GCPS Dropout Rate (Garrett_Extent of Need_Attach #15)
- GCPS Behavioral Health Data Points (Garrett_Extent of Need_Attach #16)
- GCPS Tiered Student Support (Garrett_Extent of Need_Attach #17)
- GCPS Student Discipline Data (Garrett_Extent of Need_Attach #18)
- Garrett County Health Department Behavioral Health Date (Garrett_Extent of need_Attach #19)

Based on the data and feedback received, GCPS plans on addressing the following areas through Title IV:

1. Mental Health Needs,
2. Behavioral Health Needs,
3. Options for Career/College/Test prep and guidance

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

Guiding Questions	LEA Response
<p>What local needs have stakeholders identified through an equity lens?</p>	<p>Ensure a welcoming and inclusive environment focused on engaging relationships for all students.</p> <p>Recognize the diverse experiences students have had throughout the pandemic.</p> <p>Identify and respond to specific student needs by ensuring appropriate classroom support, intervention, and recovery programs for all students.</p> <p>Recognize the social-emotional needs of students and provide appropriate support to all students as an essential component of learning.</p> <p>Embrace differences amongst students and our community as assets that strengthen learning experiences.</p> <p>Welcome and engage families as essential partners in their child's learning.</p> <p>Provide all students with access to the resources they need to reach high levels of learning.</p> <p>Utilize evidence-based interventions and resources to deliver high-quality instruction to all students while providing differentiated learning opportunities specific to identified student needs.</p> <p>Focus on moving students forward with grade-level instruction while quickly identifying and addressing learning gaps with appropriate support.</p> <p>Ensure that extended learning opportunities such as tutoring, after school programs, and summer programs meet the needs of the whole child.</p>
<p>Which student groups are the most challenging to serve?</p>	<p>Students who qualify for special education or 504 plans.</p> <p>Students learning English as a second language.</p> <p>Students requiring additional accommodations to access learning.</p> <p>Students diagnosed with emotional disorders</p> <p>Students traumatized by the events of the pandemic, increased mental health and physical health needs.</p> <p>Students identified for gifted & talented services.</p>
	<p>Students who qualify for special education, students learning English as a second language, and students</p>

What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	Learning English as a second language, and students requiring additional accommodations to access learning have historically been identified as being the most difficult to serve. This has remained true and is even more obvious since returning from the pandemic. In addition, students diagnosed with emotional and mental disorders, along with those traumatized by the events of the pandemic are increasing and causing concerns due to the lack of service provider in the area. The number of students struggling in these areas only increases year to year. Gifted & Talented students were also identified as being difficult to serve due to the lack of direct resources available in the GCPS model to meet their needs.
How does the LEA prioritize addressing needs when multiple significant needs are identified?	Due to the current environment and the different sources of funding available, the Superintendent's Directors and Supervisors, plus the LEAD team, meet regularly to look at the prioritized needs and how to meet those needs in alignment with the requirements and timelines of each funding source. Based on our needs assessments, the position of Licensed School Social Worker will help to ensure that our highest need students and our students' overall well-being will be supported. The implementation of a evidenced-based behavioral health screener will also help to address our identified needs and groups that historically have been difficult to serve.

Title V, Part B

N/A

Evidence of Impact

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

Title I, Part A

For Title I Part A, the Evidence of Impact will be seen/addressed through the School Improvement Plan of each Title I School. Each school is required to select evidence based strategies to address specific needs identified in the Comprehensive Needs Assessment. Once the needs assessment identifies those areas where additional support is needed, a thorough root cause analysis is conducted to further identify the appropriate evidence based strategies. Principals and school improvement teams closely monitor the implementation and progress of these strategies. Adjustments are made as data/evidence indicates.

The LEA supports the implementation of evidence based strategies through the review at the beginning of the year, the middle of the year, and the end of the year of the School Improvement Plans for each school. County content specialists conduct classroom visits to ensure fidelity of implementation of the chosen evidence based strategies. They also attend various content PLCs and Team meetings providing professional development on evidence based strategies as needed/requested. GCPS also utilizes several classroom walk-through tools for the purpose of collecting data on the level of implementation of various strategies.

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

Title II, Part A

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

N/A - According to Jenn Wojcik

Title III, Part A, English Language Acquisition

N/A

Title V, Part B

N/A

Evaluation and Dissemination

Title I, Part A

EVALUATION PLAN

Describe the evaluation plan.

The Evaluation of the Title I plan takes place through the school improvement process. Each school in Garrett County develops a school improvement plan unique to the specific and identifiable needs of that school. Specific SMART Goals are developed and actionable steps toward those goals are established. Additionally, each school is required to progress monitor those goals regularly and provide a formative evaluation on the School Improvement Plan at mid-year and a summative evaluation at the end of the year.

Additionally, the Lead Team for GCPS reviews each School Improvement Plan at the beginning of the year and completes a rubric for feedback. Principals are asked to update any needed areas based on the feedback, and then meet with the Lead Team for an open discussion about their individual plan. At mid- and end-of year, the plan is updated for each school and additional documents with referenced data are attached/included. The Lead Team, along with the principal for each school, again meet for an open discussion about the progress being made and the steps being taken to make adjustments as progress monitoring requires.

EVALUATION TIMELINE

Add more rows as necessary.

What is the data and how will it be collected?	Person Responsible?	Timeline?
Formative Data Specific to SMART goals at school level	School Principals	January/February of each school year
Summative Data Specific to SMART goals at school level	School Principals	May/June of each school year

DISSEMINATION PLAN

Describe the dissemination plan.

Dissemination of the school improvement plans occurs upon the initial establishment of the plan (October). A formative update is published shortly after the middle of the school year, and a summative update is published at the end of the school year. All school improvement plans must be posted to school websites by late October. Plans are "live," and as such will automatically update when formative and summative information is added.

School Improvement

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title I, Part C

EVALUATION PLAN

Describe the evaluation plan.

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

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title I, Part D, Subpart 2

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title III, Part A, English Language Acquisition

EVALUATION PLAN

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Title V, Part B

EVALUATION PLAN

Describe the evaluation plan.

N/A

EVALUATION TIMELINE

Add more rows as necessary.

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

DISSEMINATION PLAN

Describe the dissemination plan.

N/A

Budget Narratives

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

Title I, Part A

J. Fiscal (Part One)

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

Detailed Budget Description Guidelines

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

School Improvement

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

Title I, Part C

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

Title I, Part D, Subpart 2

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

Title II, Part A

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

Title III, Part A, English Language Acquisition

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

Title IV, Part A

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

Title V, Part B

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

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

Title I, Part C				
Line Item	Calculation	Requested for current fiscal year	Carryover from prior fiscal year	Total
Salaries & Wages (list separately for each position)				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Contractual Services				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Other Charges				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Equipment				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ -

Title I, Part D, Subpart 2				
Detailed Budget Description *Indicate expenses that are for At-Risk students	Calculation	Title I, Part D requested amount	Other funds source and amount	Total
Salaries & Wages (list separately for each position)				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Contractual Services				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Other Charges				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Equipment				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ -

Title II, Part A				
Line Item	Calculation	Requested	In-Kind	Total
Salaries & Wages (list separately for each position)				
2.2.1 Instruction/Staff Development	18 teachers x 5 hours x 4 days x \$35	OGAP Math Proportional Reasoning Training	Cost of Trainer	\$ 12,600
2.2.1 Instruction/Staff Development	120 Teachers x 2 days x \$135 (sub)	OGAP Cycle of Improvement/MTSS Framework Collaborative Training Opportunities	% of Elementary and Secondary Supervisor salary to provide instructional support	\$ 32,400
3.3.1 Instruction/Staff Development	73 mentors x \$800 per contract	Mentor Contracts	% of coordinator and administrative assistant salary to coordinate program.	\$ 58,400
3.3.1 Instruction/Staff Development	73 mentors x 1.5 hours x \$35	Mentor Training	% of coordinator and administrative assistant salary to coordinate program.	\$ 3,833
3.1.1 Instruction/Staff Development	25 teachers x 2 days x \$135 a day (sub)	2 days New Teacher Induction Subs for Participants and Presenters	% of coordinator and administrative assistant salary to coordinate program.	\$ 6,750
3.1.1. Instruction/Staff Development	73 Teachers x 1.5 Hours x \$35 x 2 Trainings	Mentor/Mentee bi-yearly training	% of coordinator and administrative assistant salary to coordinate program.	\$7,665
3.3.1 Instruction/Staff Development	25 teachers x 5 hours x 3 days x \$35.00	3 days New Teacher Induction Stipends for Participants and Presenters	% of coordinator and administrative assistant salary to coordinate program.	\$ 13,125
Section Total				\$ 134,773
Contractual Services				
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Supplies & Materials				
2.2.1 Instruction/Staff Development	18 teachers x \$40	Books for OGAP		\$ 720

3.1.1 Instruction/Staff Development	120 teachers x \$4.5	Supplies for New Teacher Training		\$ 540
				\$ -
				\$ -
				\$ -
Section Total				\$ 1,260
Other Charges				
Fixed Charges	134,773 x .0822	FICA/WC		\$ 11,078
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ 11,078
Equipment				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Transfers				
Indirect Costs	\$151,935.99/1.0328* 0.0328	Support Grant Monitoring		\$ 4,825
Equitable Services	97 students x \$46.74			\$ 4,534
				\$ -
				\$ -
				\$ -
Section Total				\$ 9,359
Grand Total				\$ 156,470

Title II Parts A, Section 4

Administrative Costs

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 for the performance of the project. Position(s) may also monitor expenditures including the private school base.

If the LEA is using Title II, Part A funds for Administrative Costs, use the chart below to itemize costs incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures. Add rows, as needed.

Line Item	Description	Public School Costs
	Total Administrative Costs:	0

Title III, Part A, English Language Acquisition						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
Required Strategy #1						
		N/A				\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Required Strategy #2						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
		N/A				\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Required Strategy #3						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
		N/A				\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Authorized Optional Strategy #4						
Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
		N/A				\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -

Section Total	\$ -
---------------	------

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

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

Title IV, Part A						
Content Area #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
Salaries & Wages (list separately for each position)						
Student Personnel Services		Well Rounded Activity #1	207-00-01			\$ 20,243
Student Personnel Services		Safe and Healthy Activity #1	207-00-01			\$ 20,243
						\$ -
						\$ -
						\$ -
Section Total						\$ 40,486
Other Charges						
						\$ -
Student Personnel Services		Safe and Healthy Activity #2	207-00-002	Funding for implementation of a behavioral health screener		\$ 17,500
Student Personnel Services		Technology Activity #1	207-00-02	Funding to cover training for the online behavioral health screener		\$ 5,000
						\$ -
						\$ -
Section Total						\$ 22,500
Indirect Costs						
						\$ -
Administration/Business Support/Transfers		Indirect Costs	201-22-08	Indirect Costs		\$ 2,913
Fixed Charges/Other Charges		FICA, Pension, Health, WC	212-xx-04	FICA, Pension, Health, WC		\$ 22,834
						\$ -
						\$ -
Section Total						\$ 25,747
Equipment						
						\$ -
						\$ -
						\$ -
						\$ -
Section Total						\$ -
Transfers						
						\$ -
Instruction/Transfers		Equitable Services Cost	xxx-0708	Equitable Services Cost		\$ 2,737

				\$ -
				\$ -
				\$ -
Section Total				\$ 2,737
Contractual Services				
				\$ -
				\$ -
Gifted and Talented Program	Well Rounded Activity #2	205-04-02	Albert AP Test Prep Program	\$ 2,995
				\$ -
				\$ -
Section Total				\$ 2,995
Supplies & Materials				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Section Total				\$ -
Grand Total				\$ 94,465

Title V, Part B	
Activity	Amount
Activities authorized under Title I, Part A	\$ N/A
Activities authorized under Title II, Part A	\$
Activities authorized under Title III, Part A	\$
Activities authorized under Title IV, Part A	\$
Parent Involvement Activities	\$
Total	\$ -

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

Indirect Costs				
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
			Section Total	\$ -
			Grand Total	\$ -

[Shortcut to
Application Index](#)

[Shortcut to
Instructions](#)

Appendices

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

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

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

General Application Requirements

[Grant Recipient Assurances](#)

[Signed GEPA Section 427 Form](#)

Educational Equity

Signed Educational Equity Regulation
Attestation

LEA's Approved Educational Equity
Policy

Equitable Services

Equitable Services Report Attestation

Affirmation of Consultation Title I

Affirmation of Consultation Title VIII

Complaint Procedures

Title I, Part A

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

Appendix A: Attestation

Appendix B: Staff Credentials -
Teachers Certification Status &Appendix E: Schoolwide - Early Learning/
Head Start MOUAppendix I: Parent and Family
Engagement - District-level PFE PlanAppendix J: Parent and Family
Engagement - Tool to evaluate PFE PlanAppendix K: Support for Foster Care
Students - Foster Care MOUAppendix L: Fiscal - Skipped School letter
with approval from MSDE

Appendix M: Fiscal Tables (uploaded in Microsoft

Appendix N: Fiscal – Title I funded
District-level Job DescriptionsAppendix O: Homeless Education: Liaison
Cost and Excess TransportationAppendix P: Excess Foster Care
Transportation CostAppendix Q: Progress Monitoring
Addendum- Progress Monitoring ChartsAppendix R: Follow up from Annual
Program Review (if applicable)

Other

Other

School Improvement

Appendix A: Optional budget narrative
worksheet

Appendix B: C-12-5 MSDE Budget Form

Appendix C: Job descriptions for
positions funded with grant fundsAppendix D: Contracts for any
contractual servicesAppendix E: MOUs for external partners
providing services directly to studentsAppendix F: MSDE-approved
Improvement Plans for each CSI schoolAppendix G: LEA-approved improvement plans for
ATSI schools receiving an allocation of funds

Title I, Part C

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

Letters of Commitment

Resumes of Key Personnel

Title I, Part D, Subpart 2

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

Attestation

Facility profiles

Professional Development Plan

Monitoring Plan

Transition Plan Template

Resumes of Key Personnel

Job Description for New Positions

Works Cited

MOUs, MOAs. Partnership
Agreement from project partners

Title II, Part A

[Signed C-1-25 MSDE Budget Form](#)Comprehensive Induction and
Mentoring Compliance ReportSupporting Documents (i.e. data,
charts, graphs)

Title III, Part A

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

Signed Section 3115(A) Attestation

Title IV, Part A

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

Title V, Part B

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

Blueprint for Maryland's Future

Refer to the Grant Information Guide for additional information.

Correlation with the Blueprint

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

Educational Equity

The GCPS equity initiatives are directly related to the following areas of the system's approved Blueprint plan:

Pillar 2, 2.1.5: Recruit and support high-quality and diverse teachers to meet workforce needs

Alignment: Supporting new and experienced teachers through the New Teacher Induction Program, Mentoring Program, and Professional Learning Opportunities.

Pillar 3, Objective 2 (ELA/Math): Keeping students on-track to meet CCR. 3.2.1: Ensuring students are progressing towards meeting CCR; Provide intensive intervention services to students who are not progressing towards CCR by the end of the 10th grade.

Alignment: Priority on Cycle of Improvement and MTSS framework focused on explicit instruction and student engagement. Job-embedded professional learning specific to content and pedagogy. Ensuring high quality co-teaching and specially designed instruction to meet the needs of students with special needs.

Pillar 3, Objective 1 (ELA): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate.

Alignment: Priority on Cycle of Improvement and MTSS framework focused on explicit instruction and student engagement. Ensuring high quality co-teaching and specially designed instruction to meet the needs of students with special needs.

Pillar 3, Objective 1(Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate.

Alignment: Priority on Cycle of Improvement and MTSS framework focused on explicit instruction and student engagement. Job-embedded professional learning specific to content and pedagogy (OGAP secondary math/Sped). Ensuring high quality co-teaching and specially designed instruction to meet the needs of students with special needs.

Pillar 1: Objective 3: Early Childhood Education; Expand family Supports - Title I, Part A supports this pillar by supporting the parent and family engagement of students in schools with a high concentration of poverty.

Alignment: Title I, Part A aligns to Pillar 1 by engaging families to be equal partners in the education of their children.

Parent/Family Engagement activities are planned often with Judy Center Partnerships and intended to build/strengthen the capacity of parents as equal partners.

Pillar 3: Objective 2 (ELA & Math) - College and Career Readiness; Keep students on track to meet CCR - College and Career Readiness begins well before high school.

Alignment: Title I supports, and aligns with this Pillar by providing intervention support to students who are failing, or in danger of falling behind. Keeping students on track in elementary school supports the eventual trajectory of being CCR.

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households - Title I provides support to students who live in a district with a high concentration of poverty.

Alignment: Title I funds are used to support students who are failing or in danger of falling behind. Each of our Title I Schools is a schoolwide program. This provides the flexibility of serving any students in those schools who need help to achieve at grade level. GCPS has a detailed MTSS process that provides the opportunity for documentation that is then used by teachers, principals, teams and district leaders to evaluate the effectiveness of the program and make adjustments as needed.

Pillar 4: Objective 2 - Improve the education of English Learner

Alignment: Title I supports the improvement of education of English Learners by monitoring the delivery of services and deliberate communication with families, to the extent practicable, in a language that they understand. While GCPS currently has very few EL students, through Title I, we are able to monitor not only the application of services and communication, but also ensure human resources are deployed as needed. This occurs through collaboration between the Title I office and the office of Special Programs.

Pillar 4, Objective 5: Enhance student health services - Title I support behavioral health for schools with a high concentration of poverty.

Alignment: The alignment of Title I to Pillar 4 occurs in the support of behavior support staff and a social worker position for schools as identified through school improvement efforts.

School Improvement

N/A



Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

Title II, Part A

Pillar 2, Objective 1- Recruit and support high quality and diverse teachers to meet workforce needs. Alignment: Supporting new/non-tenured teachers through Teacher Induction and Mentor/Mentee Program. Pillar 3, Objective 1: Students shall have equitable opportunities to become college and career ready (CCR) and shall meet CCR at an equal rate. Alignment: The professional learning aligned with content/pedagogy as part of the GCPS Cycle of Improvement and OGAP Proportional Reasoning will strengthen core and supplemental instruction in order to support students being on grade level and progressing towards CCR.

Title III, Part A, English Language Acquisition

N/A

Title IV, Part A

Licensed School Social Worker - Pillar 4: Enhance and expand behavioral health supports

Behavioral Health Screener - Pillar 4: Developing and implementing a standardized screening to identify students with behavioral health services needs using an evidence-based measurement approach.

Albert AP Test Prep Program - Pillar 2: LEAs develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade and Each high school offers options to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials

Title V, Part B

N/A

Fine Arts

The Maryland Blueprint has opened up many opportunities for staff and students. In Pillar 1 we start building the foundational skills for our early learning by exposing them to fine arts. In PK they are able to develop fine motor skills from drawing and painting. The Blueprint will expand professional development opportunities for arts educators, in alignment with Pillar 2 of the Blueprint to create high-quality fine art teachers and leaders. The Blueprint will ensure that professional development for teachers will be aligned with evidence-based research and promote social-emotional learning as appropriate. Garrett County uses Fine Arts in various ways to meet the social and emotional needs of our students. Staff have been trained in SEL to support students. GCPS is working in PLCs and with MTSS expanding access to quality instruction. This encourages collaboration between fine arts teachers and other teachers in other subjects. They are able to share best practices and support students access content. Pillar 3 creates opportunities for fine arts teachers. GCPS encourages fine arts teachers with initiatives to earn a National Board Certification to increase their salary by \$10,000. These teachers will be able to in return serve and teach in low-performing schools. The Blueprint will expand student access to high-quality course offerings in the arts, in alignment with Pillar 3 of the Blueprint around College and Career Readiness. This will increase student pathways in the arts that support student engagement and a positive school climate, also in alignment with Pillar 3 of the Blueprint around College and Career Readiness. GCPS offers Dual Enrollment Programs with the high schools to allow students to take college level fine arts courses. Teachers and students will have opportunities in our education system to expand learning as we know it. In Pillar 4 we focus on supporting the whole child. With our SEL Dance the arts play a crucial role in providing an opportunity for them to self express and explore their personal creative side. Pillar 4 supports our students to receive a comprehensive education no matter if they are economically or socially disadvantaged. It brings equity in educational opportunities. GCPS works with other agencies to ensure all students have access to materials and instruments regardless of their financial barriers. The Blueprint broadens resources so that all students have opportunities to participate.

Gifted and Talented

Pillar 1: Early Childhood

In the early-elementary grades (PK & K), students receive targeted instruction in Primary Thinking Skills including perceptiveness, communicativeness, inquisitiveness, and persistence. Students participate in whole-class learning activities without formal identification.

Pillar 2: High Quality and Diverse Teachers and Leaders

GCPS has returned to a Point of Contact model for the PK-8 Gifted and Talented program. Building level personnel are supporting the enrichment programs in the K-8 grade levels. All teachers are working through the Multi-Tiered System of Support to increase performance on grade level standards and received training on differentiation for Tier 1 instruction for gifted students. The high school content teachers offer honors and AP courses that students may elect as well as AP and college level courses. CTE teachers are hired with offerings for those gifted in areas beyond the core content. The teaching staff represent the culture of GCPS students. As GCPS develops the Career Ladder portion of the Blueprint, considerations will be given to the GT program and teacher positions that can support the GT program and services.

Pillar 3: College and Career Readiness

GCPS has submitted a Comprehensive Literacy and Comprehensive Math plan that addresses all learners meeting proficiency and growth. A fluid professional development plan has been devised through the professional learning committee and feedback from surveys. County PD opportunities are focused on implementing a strong Tier 1 instructional model with a focus on

explicit instruction and differentiation to meet the needs of all students. A professional development on Universal Design of Instruction will be delivered to principals in January in a train the trainer model. In May, a survey will be sent to staff to support forward planning needs for professional development. The GT curriculum includes programs at all levels. Grades K- 2 receive Primary Talent Development lessons that target specific thinking skills including perceptiveness, persistence, inquisitiveness, creativity, resourcefulness, and leadership. Gifted services in grades 3-5 comprise small group instruction of identified students to support the development of specific aptitudes including learned thinking skills. This instruction includes both enrichment and acceleration while accentuating student interests and academic abilities. In grades 6-8, students are provided course work in honors courses for core content areas. Programs such as First Lego League, National History Day, Student Council, Science Fair, and advanced placement courses support the gifted program. The district has been working to create specific accelerated pathways beginning in the middle grades. Presently, our honors students are placed in an accelerated math course in grade 7 and take Algebra 1 in 8th grade while the rest of our students take Algebra 1 in grade 9 followed by Geometry in grade 10. After several meetings with representatives from middle school and high school math departments, the decision was made to change our course progression to allow more time for students to develop their skills in algebraic thinking. For the 2024-2025 school year, honors students will take the Geometry course in 8th grade and Algebra 1 in 9th grade. This means the majority of our students will take Geometry in grade 9 and Algebra 1 in grade 10. During the summer, secondary math teachers will work to integrate algebraic thinking and opportunities for reasoning and modeling into the Geometry course. This decision allows for the continued acceleration of our most capable students while allowing more time for students not yet ready to meet algebra expectations to strengthen their skills. GCPS is continuing to build capacity with students in other content areas, offering dual enrollment and AP courses to students in ninth and tenth grade. As the grade band alignment continues to adjust in the secondary buildings, more consideration is being given to increased opportunities to accelerate students in achieving College and Career Readiness. Students in grades PK-6 are accelerated on an individual basis following the GCPS JEBB Early Entrance Policy and Procedure. Attachment: [Garrett_Blueprint_#1 - Early Entrance Policy & Procedure](#) Primary Talent Development lessons are delivered to all students in grades PK-2 to enrich and build gifts and talented. Identified students in grades 3-8 receive differentiated supports and enriching pullout services to continue to accelerate their growth. In addition, students are provided an opportunity to enroll in classes at Frostburg State University through the Bobcat Academy for dual enrollment during their senior year. Students gifted in areas other than core academics participate in apprenticeships in specific CTE areas through local business partnerships. GCPS has implemented i-Ready in grades K-8 as the diagnostic screener given three times a year to monitor the progress of students and their learning growth. The HQIMs in the high schools include a universal screener to support the analysis of student identification and placement. The identification process for GT includes consideration of these scores, class grades, teacher and parent input as well as MCAP distinguished scores. All students in grades 2 and 6 also take the CogAT as a screener for areas of giftedness. GCPS currently has identified 9.2% of the population as gifted students. Of the current population, there are 0% dual identified as GT and SPED and a disparity of economically disadvantage student identified as gifted with 48% of the total population identified as economically disadvantaged and only 31% of the total gifted population economically disadvantaged. GCPS is investigating professional development and collaboration opportunities to support strategic planning in cultural responsiveness of our GT programs and equity of services. GCPS incorporates parent involvement in the process for identifying gifted students and their progress. Scores on the various assessments are shared, a parent referral is advertised in April, and quarterly progress reports are shared for identified students. If students are enrolled in an secondary course, there are also midterms shared.

Pillar 4: More Resources to Ensure All Students Are Successful

GCPS currently has less than 10 English Language Learners. Services are provided to the students and families to support their learning. Due to an identified need to consider dually identified students in SPED and economically disadvantaged students

identified for GT services, GCPS is investigating professional development and collaboration opportunities to support strategic planning in cultural responsiveness of our GT programs and equity of services.

Pillar 5: Governance and Accountability

The Blueprint Coordinator is responsible for monitoring the implementation of GCPS' plan with the support of the Local Accountability Coordinator and Director of Finance. Each pillar lead will also play an integral role. Executive Committee meetings will be held quarterly with the intent to monitor the initial plan while developing the Phase 2 plan due in March 2024. GCPS will leverage internal controls/reports and communication avenues that are currently in place including but not limited to monthly meetings for Director's and Supervisor's Meeting, LEAD, A&S, Board, PLC and SchoolLevel interactions. Emphasis will be placed on student data through PowerSchool platform and budget monitoring through the Tyler-Munis platform.

Teacher Induction

Pillar 2, Objective 1- Recruit and support high quality and diverse teachers to meet workforce needs. Alignment: Supporting new and experienced teachers through Teacher Induction and Mentor/Mentee Programs. 2.3.2 Implement comprehensive in-service educator training. Alignment: Providing all new teachers with a comprehensive New Teacher Induction Program that meets the needs of our teachers.

Educational Equity

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

Implementing the Equity Policy

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

GCPS has prioritized educational equity throughout the development of the ESSA Consolidated Strategic Plan. The school system and individual schools conducted an in-depth analysis of student data to support the needs assessment for the system and individual school improvement plans. This process informed the goals and initiatives of each school's plan and the school system's plan as a whole. As evidenced in the needs assessment, the system still has significant room for improvement in overall achievement of all students, especially those students who are economically disadvantaged and those receiving special education services. The specific MCAP data related to economically disadvantaged and special education student groups are shown in the attach tables. ([Garrett_Educational Equity_#1_Tables 1.7 and 1.8 2024 MCAP Data for ED and Sp Ed](#))

To address equity, GCPS strives to provide equitable access to high quality instructional materials and effective teachers. When curriculum materials are adopted, the committee completes a comprehensive review to ensure accessibility for all student groups to ensure student achievement growth. Moreover, all school system procedures are reviewed from an equity lens to ensure all student needs are met and addressed. Aligned with the Comprehensive Literacy & Math Plans as well as the GCPS MTSS Cycle of Improvement, GCPS is beginning to implement a Culturally Responsive and Equity Framework. See Attachment: ([Garrett_Educational Equity_#2_Culturally Responsive and Equity Framework](#)) as a key component to the instructional process. GCPS continues to strive to create success for each student while eliminating achievement and opportunity gaps through rigorous instruction and appropriate educational resources to ensure all students reach their highest potential. As such, GCPS has several equity centered initiatives embedded within this plan to address the variances in student performance shown above.

1. With the release of disaggregated data from Maryland State Department of Education, GCPS prioritized and strengthened our school improvement plan process for schools to support the development of goals, objectives, strategies of equitable practice in each school, and methods for measuring effectiveness through our year long school improvement process. This included launching the implementation of a three year strategic plan aligned with our Blueprint Implementation plan centered around the GCPS Cycle of Improvement and MTSS framework. Embedded into this work is an emphasis on Universal Design for Instruction and a Culturally Responsive Instruction and Equity Framework. In August, we launched the process by holding a system wide data day where all instructional leaders came together to analyze data and complete a SWOT analysis for each school and the

system. During this process, professional learning was provided specific to the instructional initiatives within the GCPS Cycle of Improvement. GCPS prioritized district wide and individual school level disaggregated data to systematically analyze trends, identify gaps, and equitable solutions in order to inform school level and district decision-making. As the system implements and monitors school and system plans, these items will remain central to the year-long process. Additionally, the school system will continuously reflect on the three year implementation of the Cycle of Improvement and make adjustments as needed to meet the learning needs of all students. The timeline for the school improvement process is shown in the attached table:

(Garrett_Educational Equity_#3_Table 1.9 School Improvement Timeline)

2. Based on the analysis of data and student needs, GCPS has made the strategic decision to identify all elementary schools as Title I (historically only five have been identified) to ensure additional support for students in need at each school with the goal of narrowing the achievement gap. This decision is coupled with the implementation of five elementary community schools, which include the five highest ranked Title I schools. This allows the system to provide additional supplemental support in order to meet all student needs.

3. GCPS continues to provide the access and opportunity for all students to successfully read on grade level by the end of grade 2. To support this initiative, GCPS is continuing to provide a cohort model for teachers to complete LETRS volume 2 of the Science of Reading Training. This high quality professional development is supporting a large-scale pedagogical shift to the science of reading while also ensuring that all students have equitable access to effective teachers who are highly skilled and trained in evidenced based literacy practices. This is coupled with opportunities to complete MSDE Science of Reading Training as evidenced in the GCPS Professional Learning Plan.

4. Aligned with the GCPS Blueprint Implementation Plan, GCPS has expanded opportunities for three year old income eligible students to participate in high quality full day programming with GCPS. This year, we expanded programming to include student seats at five elementary schools rather than the previous two, by implementing innovative solutions to ensure early intervention for those who need it the most while prioritizing access to the student's home school.

5. Working collaboratively with a county-wide MTSS committee, GCPS has launched year one of a three year plan focused on the GCPS Cycle of Improvement and MTSS Framework with an emphasis on middle and high school grades to address the variances in student achievement and ensure all students have opportunities to achieve at high levels. To support this initiative, a robust professional learning plan has been developed to support learning in evidence based strategies such as explicit instruction and pre-teaching. This initiative prioritizes students who are not on track to reaching CCR including those who are economically disadvantaged and students with disabilities. As a part of this initiative, secondary screeners and instructional materials have been purchased to support the implementation of supplemental instruction. Additionally, new this year, a behavioral screener will be implemented. GCPS is also launching the Panorama platform to support the implementation of this initiative.

6. The Superintendent has established an Equity Committee in alignment with the GCPS policy and procedure. This group has been meeting regularly to develop committee knowledge around equity and gather baseline data around equity within Garrett County Public Schools. This committee is providing feedback on the Culturally Responsive and Equity Framework and will be providing recommendations to the Superintendent for future consideration around equity related matters.

Equity Initiatives

Describe how the evidenced-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of each program listed below. For any program in the which the LEA does not participate, type 'Not Applicable'.

Title I, Part A**Equity Initiatives:**

Garrett County Public Schools is committed to fostering a learning environment where all students, regardless of background, have equitable access to rigorous instruction and comprehensive supports. Utilizing a Multi-Tiered System of Supports (MTSS), we aim to identify and address academic, behavioral, and social-emotional needs, ensuring that each student can thrive. Our focus on data-driven decision-making and individualized supports underscores our dedication to removing barriers and closing opportunity gaps.

Recognizing the unique challenges faced by Title I schools, GCPS has implemented targeted initiatives to support students in these schools. Through additional staff allocations, we ensure that Title I schools receive specialized support, including intervention teachers, assistants, coaches, and social workers, to address the needs of students effectively. These resources, combined with our commitment to professional development and community collaboration, empower GCPS to support all students, with particular attention to marginalized groups and access to effective, credentialed educators.

School Improvement

N/A

Title I, Part C

N/A

Title I, Part D, Subpart 2

N/A

Title II, Part A

Student Group Data Analysis (Math and ELA)

GCPS is committed to eliminating gaps in performance between student groups to ensure all students are performing on grade level or higher. Based on a review of the 2024 MCAP data and preliminary iReady data, GCPS has identified the following student groups as areas of focus due to identified performance gaps in both ELA and Math: students with disabilities and students who are economically disadvantaged. These gaps are being addressed in a variety of ways:

1. Through Title II funding, we are supporting the newest teachers in the areas of explicit instruction, student engagement, and content pedagogy in order to enable them to work efficiently with these student groups during core and supplemental instruction times.
2. Through the use of Title I funds and Community School funds, additional academic intervention teachers and/or supplemental programs are provided to the schools with the highest concentrations of poverty to address and mitigate achievement gaps. New this year, all elementary schools are identified as Title I to ensure all students experiencing poverty have access to necessary supports.
3. GCPS is implementing a tutoring grant to provide supplemental support to targeted students who are falling behind during the fall semester 2024.
4. GCPS is in year one of a three year strategic plan to enhance our MTSS framework focused on ensuring all students are making progress towards CCR. This year, professional learning is focused on a cycle of improvement along with explicit instruction and student engagement. Utilizing the MTSS framework, GCPS will prioritize students with disabilities and students identified as economically disadvantaged to support students in reaching grade level standards or higher.

Title III, Part A, English Language Acquisition

Title III, Part A, English Language Acquisition

N/A

Title IV, Part A

The Council for Social Work Education released the 2022 Educational Policy and Accreditation Standards (EPAS) which affirms and strengthens the enduring commitment of social work education to principles of anti-racism, diversity, equity, and inclusion. GCPS's Social Workers need to earn CEU's in this area every time they renew their license. <https://www.cswe.org/centers-initiatives/center-for-diversity/> The Role of SEB Screening in Supporting Equity: Equity-centered MTSS focuses on the whole child operating within the broader sociopolitical and ecological context, and emphasizes comprehensive and integrated service delivery (Sullivan et al., 2021a; Sullivan et al., 2022). To this end, it is critical that Social, Emotional, and Behavioral (SEB) screening functions in the same manner. It is essential that screening efforts are planned and implemented within a broader context of comprehensive and integrated student supports, such as equity centered MTSS (see also Sullivan et al., 2022). <https://files.eric.ed.gov/fulltext/ED623059.pdf>

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

https://secure-media.collegeboard.org/digitalServices/pdf/excelerator/AP-Equity-and-Access_IB_June-2012_FINAL.pdf

Title V, Part B

N/A

Fine Arts

Staff will work to ensure equitable access to all students and families. Garrett County Public Schools will provide students with more opportunities for engagement and learning in the arts. GCPS will work with outside agencies and partners to ensure that all students have access to instruments, music, and other materials regardless of financial status. Teachers with the support of counselors and parents will work together to identify barriers and develop plans to ensure equitable access to all participants. Teachers will accommodate a variety of different learning styles to encourage participation and enhance instruction. Students may be identified as early as birth and receive support to overcome barriers. GCPS can use funds and resources to reduce the use of discipline practices and address barriers to creating equitable participation for all of our students. In the summer, GCPS supports Social and Emotional Learning (SEL) through a dance program to promote student well-being and self-expression. These dance initiatives encourage collaboration, build resilience, and foster a sense of community among students who need support, addressing their emotional and social needs. Staff will work in the arts to ensure accessibility and eliminate barriers of facilities and programs for students and staff in the fine arts.

GCPS will continue to increase student access to high-quality arts education instruction and experiences by removing barriers that students face due to financial need, special education or Multilingual Learners classifications, or any other struggling learners.

Gifted and Talented

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

In order to provide equitable services, all students are screened using formal assessments and criteria for Gifted and Talented identification. Multiple assessments are considered, all of which are conducted in an unbiased manner in order to support the identified students. The teachers are trained in the administration and use of the assessment data. The team determining eligibility uses a predetermined process that is reviewed every three years in a peer review model applied by MSDE and annually by the GCPS team. The application of the Donna Ford Equity Index has revealed an inequity in the students receiving Special Education services and identified under the economically disadvantaged subgroups. The representation index for Special Education students was 13.27% and the economically disadvantaged group was 58.05%. The Hispanic population's Representation Index was 123.17% and the Caucasian population was 98.97%. Students of two or more races had a Representation Index of 107.46%. All other racial sub-populations were less than 1%. GCPS will be working with teachers to improve and increase the delivery of Primary Talent Development lessons and differentiation in the core Tier 1 instruction to address the needs of students while cultivating the gifts and talents of these underserved populations. See the Action Steps in the Gifted and Talented tab.

Teacher Induction

We evaluate the New Teacher Induction program by analyzing teacher retention by cohort as well as the results of professional learning surveys focused on assessing content relevancy, the ability of the candidate to implement new learning in their classroom, and the confidence level of the candidate implementing new skills. These surveys also provide an opportunity for candidates to share celebrations and areas of improvement as well as topics that they want to learn more about or have an opportunity to explore. Candidates also are given an opportunity to provide summative feedback on the program during the end of year professional learning survey. We also analyze the results of observations and evaluations for non-tenured teachers to help inform future professional learning needs.

In regards to New Teacher Retention, GCPS has achieved the following retention rates by cohort:

Year 4 Cohort (Tenured): 76%

Year 3 Cohort: 71%

Year 2 Cohort: 88%

New Teacher Cohort: 28 Teachers (100%)

The average retention rate for teachers years 2-4 is 77%. We are seeing a positive trend in retaining our Year 2 cohort this year. Additionally, we have seen a decline in new teachers from 42 to 28 from FY22 to FY25. Aligned with the MSDE, GCPS' goal is to increase our retention rate of new teachers by 5% over the next three years. By maintaining a high level of retention of new teachers, students will be exposed to increasingly experienced teachers who are becoming acclimated to GCPS and therefore, will receive a more cohesive and comprehensive education.

Through the design and implementation of the New Teacher Induction Program, GCPS uses an equity lens by providing professional learning opportunities that enhance candidate's understanding of best practices to support equity. Training incorporates the fundamental belief that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize each students' academic and career success, and social/emotional wellbeing, while also ensuring supports to meet the diverse learning needs of students. Of note, we incorporate a content session on "Celebrating Differences", "Restorative Practices", "Social Emotional Learning" and "Trauma Informed Approaches". The New Teacher Induction program and mentor support provides opportunities for participants to be trained on how to disaggregate student data to inform teaching and learning. Additionally, the school system is in year 1 of launching a robust Multi-Tiered System of support that incorporates a culturally responsive lens aligned with the system's Comprehensive Literacy and Math plans. New teachers will have opportunities to learn and engage in cycle's of improvement around this work throughout the year.

Analysis of Accountability Measures

Provide the equity goals that are the current focus of the LEA. Define the objectives to be achieved as interim steps within the fiscal year that will support the LEA in achieving the overall goal. List the strategies that will be implemented in order to reach

the objectives. Identify the data-driven methods that will be used to measure progress toward fulfilling each objective. State the timeline in which the LEA intends to begin efforts and achieve the stated objective. Additional goals and/or objectives can be added by copying the table or row and inserting the copied cells.

Goal #1

Through the implementation of professional learning and a coaching model, Garrett County Public Schools will increase Specially Designed Instruction (SDI) in the areas of instructional accommodations (baseline 65%), supplementary aids and services (baseline 56%), and modifications (baseline 76%) by at least 10% in each area, as measured by SDI fidelity checks completed between September 2024 through June 2026 in order to close the achievement gap and achieve annual targets. This goal was selected based on a root cause analysis specific to the identified achievement gap in performance between special education and non-special education students noted above and within the Comprehensive Needs Assessment. Based on the data, GCPS determined that: 1. Co-teaching and support personnel are relative strengths when implementing SDI based on walk-through data from the 2023-2024 school year. 2. GCPS has established a process for implementing school-based PD on co-teaching and fidelity checks, but needs additional time to implement with fidelity at all schools. 3. Robust professional development has been provided to support the increase of high-incidence disabilities, however, ongoing job-embedded coaching is needed to reach fidelity of implementation. 4. Increased focus on inclusion and co-teaching settings is needed.

Objectives	Strategies	Methods for Measuring Progress	Timeline
Provide ongoing job-embedded professional development and coaching in evidence based strategies specific to Specially Designed Instruction to support effective instruction in inclusion setting to meet individual student needs.	1. Provide annual refresher training to special education teachers on best practices in the co-teaching models, along with Specially Designed Instruction. 2. Provide explicit training to special education teachers on what instructional accommodations, supplementary aids and services, and modifications should look like in the inclusion setting. 3. Provide refresher training to administrators on high-quality SDI to look for when completing walk-throughs. 4. Implement formal observations during inclusion settings. 5. Provide targeted school-based	The SDI Coach and Director of Special Education will collect and analyze data on fidelity checks using the walk through tool created for Specially Designed Instruction. This data will be utilized to determine the level of implementation of evidenced based practices learned and will inform additional professional development needs, changes to schedules, IEP modifications, and administrative conversations. Quarterly meetings will be held to analyze the data and develop plans of support for staff	Timeline: September 2024 through June 2025. Professional development sessions and fidelity checks/observations will occur throughout the school year. Quarterly meetings will be scheduled with Special Educators and IEP coordinators each nine weeks. Follow up coaching will occur based on fidelity checks and follow up meetings

	<p>PD in the co-teaching models for general education teachers at all schools.</p> <p>6. Implement fidelity checks for special education and general education teachers in co-teaching settings focused on evidence based practices in co-teaching, accommodations, supplementary aids and services, modifications, and support services.</p> <p>7. Provide follow up coaching based on areas of need in the fidelity checks via the SDI Instructional Coach.</p> <p>8. Share fidelity check data with administrators, as well as county-based benchmark data.</p> <p>9. Continue to provide SDI/Collaborative planning days for special education teachers.</p> <p>10. Conduct quarterly data dives with special education teachers and IEP Coordinators to identify needs and make adjustments.</p> <p>11. Provide disability-specific feedback and coaching.</p> <p>12. Provide additional resources and professional development in the area of mathematics.</p>		

Goal #2			
Objectives	Strategies	Methods for Measuring Progress	Timeline

Goal #3			
Objectives	Strategies	Methods for Measuring Progress	Timeline

Goal #4			
Objectives	Strategies	Methods for Measuring Progress	Timeline

Analysis of Accountability Measures

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

An analysis of year over year data comparison is provided below to highlight some successes and challenges related to closing the achievement gaps identified above.

ELA MCAP Year Over Year Comparisons:

While there is room for considerable growth, year over year data does show an increase in proficiency in ELA for students with disabilities by 3%. This increase is promising although there is still much work to be accomplished. GCPS experienced a decrease in proficiency for ELA for the 504/ADA student group from 34% to 26.7%. Additionally, economically disadvantaged student performance remained stable year over year as did the FARMS student group.

Math MCAP Year Over Year Comparisons: In the area of math, GCPS also realized a growth in proficiency of 3.5% for students with disabilities while students identified as 504/ADA demonstrated a decrease year over year from 15% to 11%. Additionally, while the economically disadvantaged student group remained stable in proficiency rate, there was a 5% gain from Level 1 (Beginning Learner) to Level 2 (Developing Learner). The proficiency rate for the student group identified as FARMS decreased from 21% proficient to 19.7%.

2023-2024 Specially Designed Instruction Fidelity Check Data

Pull- Out Services

Co-teaching: 72% fidelity

Instructional Accommodations: 67% fidelity

Supplementary Aids and Services: 76% fidelity

Modifications: 76% fidelity

Support Personnel: 64% fidelity

Inclusion Services

Co-teaching: 82% fidelity

Instructional Accommodations: 65% fidelity

Supplementary Aids and Services: 56% fidelity

Modifications: 65% fidelity

Support Personnel (100% fidelity)

GCPS has continued to increase proficiency rates in ELA and Math for special education to move towards the goal of gap reduction. GCPS has also implemented a SDI coach, professional learning, co-teaching PD, and fidelity checks to ensure high-quality specially designed instruction is happening in all inclusive classrooms. The SDI Fidelity check results showed a strength in co-teaching and support personnel. However, data showed a need for additional support in implementing best-practices for SDI. As such, in order for proficiency rates to continue to increase for students with disabilities, GCPS needs to put a stronger focus on the SDI being delivered in the inclusion setting. This includes implementing professional learning and fidelity checks with the general education and special education teachers as a team to ensure teachers feel confident in the strategies they are using with students in the classroom that best meet the student's needs. Based on this analysis from last year, GCPS has built capacity in special education teachers but needs to continue professional development, coaching, and modeling for general education teachers in collaboration with special education teachers. As such, additional time to implement and support best practices in the inclusion setting with fidelity including job-embedded coaching is needed

Successes:

GCPS provides a robust onboarding process and training for all staff
GCPS provides ongoing coaching and support from the SDI Coach for all special education teachers
GCPS provides targeted professional development at the school level
GCPS provides quarterly check-in meetings with IEP Coordinators to review data and best practices
GCPS has maintained a low student-staff ratio to ensure high-quality services
GCPS provides special education teachers with a shared Google Folder to support procedural items
GCPS provides MSDE created guides and TAB's to reinforce training.

Challenges/Barriers:

Recruiting highly qualified individuals to fill vacant positions and special education turnover rates
Pulling special education teachers out of the classrooms for PD is challenging, especially with sub shortages
Time and human resources to reach all general education teachers with job embedded professional development specific to Specially Designed Instruction

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

Federal Program FY25 Allocations and Equitable Services Proportionate Share

Type N/A where not applicable.

Programs	Total Grant Allocation	Total Proportionate Share for Equitable Services
Title I, Part A Improving Basic Programs Operated by Local Educational Agencies	\$ 1,284,122.00	\$ 17,978.00
Title I, Part C Education of Migratory Children	N/A	
Title II, Part A Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders	\$ 156,470.00	\$ 4,534.00
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	N/A	
Title IV, Part A Student Support and Academic Enrichment Grants	\$ 94,465.00	\$ 2,737.00

Assurances

The LEA must respond to each section to include all participating federal programs:

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

Responses can be provided in the cell or as an appendix.

Assurance 1: Affirmation of Consultation Forms

The LEA has uploaded all signed and dated Affirmation of Consultation Forms as an appendix for each participating private school across all federal programs that include the results of agreement and, if applicable, reason for disagreement. (Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A)

Please respond either yes, no, or not applicable below.

Yes

Assurance 2: Equitable Services Provisions

The LEA ensures it adheres to all provisions:

Please respond either yes, no, or not applicable below.

• Eligible private school children and educators are provided with services or other benefits that are equitable to those provided to eligible public-school children and educators.	YES
• Funds do not supplant what the private school would otherwise provide without federal funds.	YES
• Services are secular, neutral, and non-ideological.	YES
• Participating private schools, church exempt school, and publicly funded nonpublic schools are not-for profit elementary and secondary schools and identified on the MSDE Nonpublic School Webpage.	YES
(Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A) ESEA Section 1117 and 8501	YES

Participation of Children Enrolled in Nonpublic Schools

1. Annual Invitational Meeting

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

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

ESEA Section 1117(b)(5) and 8501(c)(1)

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

Procedures for Invitation to Consult on Federal Programs

1. The Coordinator of Title I Programs is responsible for inviting private school officials, and ongoing consultation, to provide equitable participation to students in private schools within Garrett County. The consultation process will begin in November/December of the year prior in order to implement. In consultation with any participating private schools, a timeline will be determined to establish the necessary steps to prepare for delivery of Title I, Title II and Title IV services.

2. The Title I Administrative Assistant will review the list of Nonpublic Entities, as published by MSDE. Upon determination of schools within the district, the Title I Administrative Assistant will send out a letter via US mail or email communication as appropriate in a virtual setting, drafted by the Coordinator of Title I Programs, inviting equitable private school participation from said schools. Any letters sent by US mail are to be sent out certified mail, and will include a self-addressed, stamped envelope for return mailing of responses. As responses are returned, the Title I Administrative Assistant will review and advise the Coordinator of Title I Programs of participation. All correspondence is then saved in the Title I folder.

Ordering, Distribution, and Storage of Materials for Non-Public Schools

1. The Administrative Assistant responsible for each Title program will order and store all materials and/or equipment being provided for private schools for use in

2. Ongoing Timely and Meaningful Consultation

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

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

ESEA Section 1117(a)(3)(A), (b)(3) and 8501(a)(3)(A), (c)(3)

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

Ongoing Timely and Meaningful Consultation Process for Federal Programs

Garrett County Public Schools (GCPS) is committed to maintaining a collaborative relationship with private schools participating in federal programs. This process, designed to ensure ongoing, timely, and meaningful consultation, applies universally to Title I, Title II, and Title IV programs under the ESSA consolidated application.

1. Initial Annual Consultation Meeting

- At the beginning of each school year, GCPS will hold a consultation meeting with representatives from each participating private school. This meeting will cover program eligibility, funding allocations, needs assessments, and allowable services across Title I, Title II, and Title IV programs.

	<ul style="list-style-type: none"> - The discussion will focus on understanding the needs of private school students and tailoring services under each program accordingly. <p>2. Regular Check-ins and Ongoing Communication</p> <ul style="list-style-type: none"> - GCPS will establish quarterly check-in meetings, either virtually or in person, with private school representatives. These sessions will assess progress, monitor service effectiveness, and address any adjustments needed to support students under each federal program. - Open lines of communication will be maintained via email, phone, and other agreed-upon methods, enabling timely responses to emerging needs or updates across Title I, Title II, and Title IV. <p>3. Documentation and Record-Keeping</p> <ul style="list-style-type: none"> - GCPS will document all meetings and communications, recording meeting agendas, attendance, and key discussion points. This documentation will be reviewed annually to evaluate the effectiveness of consultation and identify areas for improvement. <p>4. Annual Program Evaluation</p> <ul style="list-style-type: none"> - At the end of each school year, GCPS and private school representatives will jointly evaluate the services provided under Title I, Title II, and Title IV to assess outcomes and effectiveness. Private school feedback will guide any program adjustments for the following year. <p>5. Adjustment and Continuous Improvement</p> <ul style="list-style-type: none"> - Based on feedback and data, GCPS will make necessary adjustments to services or consultation practices, ensuring that this process remains relevant, responsive, and focused on maximizing support for private school students in each federal program. <p>This universal process ensures consistent, transparent, and responsive collaboration with private schools across all federal programs under ESSA.</p>
<p>3. Consultation Timeline</p> <p>Provide the LEA's ongoing consultation timeline for each participating federal program serving private schools.</p>	<p>Please provide the timeline for each participating program. If using a universal timeline across programs, please indicate. The LEA's timeline(s) may be uploaded as an appendix.</p> <p>Attachment : Garrett_Equitable Services #1 - Timeline for Consultation</p>

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A	
<p>4. Local Control</p> <p>Provide the written process for how the LEA's oversight, monitors, supervises, and evaluates the effectiveness for each participating federal program serving private school students including how the LEA maintains control of program funds as well as title to all materials, distribution of equipment, and property purchased with Federal funds.</p> <p>Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A</p> <p>ESEA Section 1117(d)(1) and ESEA section 8501(d)(1)</p>	<p>Please provide the process for each participating program. If using a universal process across programs, please indicate. The LEA's process(es) may be uploaded as an appendix.</p> <p>Oversight, Monitoring, and Evaluation Process for Federal Programs Serving Private School Students</p> <p>Garrett County Public Schools (GCPS) is responsible for managing federal programs that support eligible private school students under Title I, Title II, and Title IV of ESSA. This process outlines GCPS's approach to oversight, monitoring, supervision, and evaluation to ensure program effectiveness and compliance, as well as proper control over funds, materials, equipment, and property purchased with federal funds.</p> <p>1. Program Oversight and Monitoring</p> <ul style="list-style-type: none"> -Appointment of Equitable Services Point of Contact: GCPS will assign a Point of Contact for each federal program (Title I, Title II, and Title IV) to oversee implementation and ensure compliance with federal regulations in participating private schools. -Quarterly Monitoring Visits: GCPS staff will conduct quarterly on-site or virtual monitoring visits to private schools to review program activities, verify appropriate use of resources, and ensure services are delivered as agreed. -Monthly Progress Reports: Private school partners will submit monthly progress reports detailing program activities, student engagement, and any issues encountered. GCPS coordinators will review these reports and provide feedback or support as needed. - Ongoing Consultation and Communication: GCPS will maintain open communication with private school representatives, offering technical assistance and addressing any compliance issues promptly. <p>2. Supervision of Program Services</p> <ul style="list-style-type: none"> -Direct Supervision of Federally-Funded Services: GCPS will supervise all services provided through federal funds, ensuring that they align with program goals and requirements. GCPS staff will coordinate with private school personnel to monitor attendance, participation, and effectiveness of services.

3. Evaluation of Program Effectiveness

-Annual Program Evaluation: At the end of each school year, GCPS will conduct a comprehensive evaluation of each federal program's impact on private school students. This evaluation will use multiple data sources, including academic progress measures, feedback from private school staff, and program participation records.

-Feedback from Private School Partners: GCPS will solicit feedback from private school representatives to assess program effectiveness and identify areas for improvement. Evaluation findings will inform program adjustments for the following year to ensure continuous improvement.

4. Control of Program Funds and Federal Property

-Direct Management of Funds: GCPS will retain control of all program funds. Funds will not be distributed directly to private schools but will instead be managed by GCPS to provide services, materials, and resources as agreed upon in consultation meetings.

-Purchasing and Title Retention of Materials and Equipment: All instructional materials, equipment, and supplies purchased with federal funds will be procured by GCPS, and title to these items will remain with GCPS. These resources will be designated exclusively for the use of private school students participating in the program and will be clearly labeled as property of GCPS.

-Distribution and Collection of Equipment: GCPS will distribute any federally funded equipment to private schools for use under the federal programs and will collect the equipment when it is no longer needed for the program, or if it is repurposed for other students in GCPS, to ensure continued oversight and control.

-Inventory and Record-Keeping: GCPS will maintain a detailed inventory of all materials and equipment purchased with federal funds, including item descriptions, serial numbers, purchase dates, and usage locations. Inventory records will be updated annually and reconciled to ensure compliance with federal requirements.

This process ensures that GCPS maintains clear and consistent oversight, retains control of federal funds, and safeguards all federally purchased materials and equipment. Through structured monitoring and evaluation, GCPS can ensure that federal programs effectively support private school students in alignment with ESSA requirements.

<p>5. Complaint Procedure/Dispute Resolution Process</p> <p>Provide the LEA's complaint procedures/dispute resolution process that includes private school officials have the right to file a formal written complaint with the SEA for all covered programs.</p> <p>Title I-A, Title I-C, Title II-A, Title III-A, & Title IV-A</p>	<p>Please provide the process for each participating program. If using a universal process across programs, please indicate The LEA's process(es) may be uploaded as an appendix.</p> <p>The Complaint Process for Private School Officials</p> <p>Under Title I II, & IV, a local education agency (LEA) is required to provide to eligible private school children, their teachers, and their families services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. Private school officials have recourse through the complaint process if they do not believe their eligible children, teachers, or families are receiving equitable services.</p> <p>Aspects of the complaint process that the private school officials should know:</p> <ul style="list-style-type: none"> • A private school official has a right to complain to the state educational agency (SEA) that the LEA did not engage in a timely and meaningful consultation process or did not give due consideration to the views of the private school officials. • Any dispute regarding the accuracy of low-income data for private school students also can be the subject of a complaint. • The SEA is required to have complaint procedures in place as required by Sec. 34 CFR 299.10–12. Included in these procedures is a reasonable time by which the SEA must respond in writing to the complaint. • No later than 30 days following the written response by the SEA, or in the event the SEA fails to resolve the complaint within a reasonable period of time, the private school official may appeal the decision of the SEA to the secretary of the U.S. Department of Education. Such appeal must be accompanied by a copy of the SEA's written response, if available, and a complete statement of the reasons supporting the appeal. • The secretary must complete an investigation of the complaint and resolve the appeal within 120 days after receipt of the appeal.

<p>6. Title I, Part A: Delivery of Services</p> <p>An LEA may deliver services in one or more the following ways:</p> <ul style="list-style-type: none"> • Provide services directly to eligible private school students • Enter into a third-party contract to provide services to eligible private school students • Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures. 	<p>Please respond either yes, no, or not applicable below.</p> <p>Yes</p> <p>n/a</p> <p>n/a</p>
<p>7. Title II-A ONLY, as applicable:</p> <p>Written process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan.</p> <p>ESEA Section 2103(b)(3)(E)</p>	<p>If your LEA does not provide Title II services to private school students, please mark with an "NA"</p> <p>Garrett County Public Schools is committed to the equitable distribution of services to students in eligible private schools who elect to participate in the identified grants. In order to accomplish this, the Equitable Services Point of Contact for GCPS is responsible for inviting private schools to attend a consultation meeting in December/January of each school year for participating in the following school year. Once an Intent to Participate form is signed, GCPS begins the timely and meaningful consultation through a series of meetings designed to identify needs and address concerns. These on-going consultation meetings are set up as needed/requested by either the Equitable Services POC for GCPS, or as requested by the private school administrator(s). Close communication is maintained throughout the grant application process as well as during the grant period. If questions or concerns arise, these are typically addressed through consultation. However, each school participating in Equitable Services receives a copy of the complaint process as part of our consultation. In this document, private school officials are given information on how to lodge a formal complaint if the need would arise as indicated in number 5 of this section. The process that Garrett County Public Schools use to provide equitable participation to students in private schools is defined in detail in our Timeline for LEA Consultation with Private School Officials. This document makes reference to Title I programming, however, the Equitable Services Point of Contact is also the Coordinator of Title I, and as such collaborates with the offices of Title II and Title IV in the timely and meaningful consultation with private schools. Also,</p>

	GCPS uses the included Title II Needs Assessment and Professional Development Plan template to have private schools who participate in Title II Equitable Services communicate their findings of a needs assessment and a Professional Development Plan. This template is sent to the Equitable Services POC for preliminary review and is ultimately approved by the Title II Grant Manager (Attachment: Garrett_Equitable Services_#2 - Title II Needs Assessment & PD Plan Template).
8. Title III-A ONLY, as applicable: Written process for providing equitable services to ELs in nonpublic schools <ul style="list-style-type: none"> • What is the grade level or area of services agreed upon? • How and in what location are services to ELs in nonpublic schools delivered? <i>*Also, indicate in the table below each nonpublic school that is receiving services to ELs.</i>	If your LEA does not provide Title III services to private school students, please mark with an "NA" N/A

Title I, Part A

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

Private School Name	Number of Students	School Allocation
Calvary Christian Academy - Garrett Campus	128	\$17,978

Total	128	\$17,978

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

Title I, Part C

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

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

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

Title II, Part A

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

Private School Name	Number of Students	School Allocation
Calvary Christian Academy - Garrett Campus	97	\$ 4,534.00
Total	97	\$ 4,534.00

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

Title III, Part A

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

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

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

Title IV, Part A

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

Private School Name	Number of Students	School Allocation
Calvary Christian Academy - Garrett Campus	97	\$ 2,737.00

Total	97	\$ 2,737.00
*Insert additional rows as needed by selecting the cells to be copied, pressing Ctrl + C, right clicking, selecting 'Insert Copied Cells' in the dropdown, and selecting 'Shift Cells Down' in the pop up window.		

Title I Part A, A-D Teachers & Staff

A. Staff Credentials and Certification

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

The LEA ensures that all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.
1112(c)(6)

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

Yes

No

	✓
--	---

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

1112(c)(6) and 34 CFR 200.58.

Number and Percentage of	Number #	Percent %
Title I teachers not meeting certification requirements	0	0%
Title I paraprofessionals not meeting requirements	1	2%
<p>Process for Ensuring All Staff Meet Licensure/Credential Requirements</p> <p>Garrett County Public Schools (GCPS) is committed to ensuring that all teachers and paraprofessionals meet the necessary certification, licensure, and credentialing requirements as defined by the Maryland State Department of Education (MSDE). This process outlines the steps GCPS will take to support teachers and paraprofessionals in becoming properly certified/licensed or credentialed.</p> <p>1. Identification of Non-Certified or Non-Credentialed Staff</p> <p>Teacher Certification/Licensure:</p> <ul style="list-style-type: none"> • Regular Review of Certification Status: GCPS Human Resources will conduct periodic reviews of all teachers' certification/licensure status to identify those who are teaching out-of-certification or are in danger of losing certification (e.g., expired certifications). • Hiring Review: During the hiring process, all teaching candidates' certifications 		

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

1112(c)(6)

and licensure will be verified. Candidates who do not meet certification requirements will not be prioritized in the hiring process unless they are on an approved conditional certification path.

Paraprofessional Credentialing:

- **Credential Verification:** GCPS will review the credentials of all paraprofessionals annually to ensure they meet state and local standards for working with students, including qualification under the Elementary and Secondary Education Act (ESEA).

2.5 Support and Development Plan for Certification/Licensure and Credentialing

Once non-certified teachers or non-credentialed paraprofessionals are identified, GCPS will implement a structured support plan to assist them in achieving the necessary qualifications:

For Teachers:

- **Individualized Certification Plan:** GCPS will create an individualized plan for each non-certified teacher, outlining the steps required to obtain certification. This plan will include deadlines, coursework, exams, and professional development needed to meet the certification requirements.

- **Conditional Certification Pathway:** Teachers on conditional certification will receive clear timelines and guidance to complete necessary coursework and exams. GCPS will closely monitor their progress and provide reminders about upcoming deadlines.

For Paraprofessionals:

- **Notification and Monitoring:** Paraprofessionals who are not properly credentialed will be notified by the Human Resources Department. HR will clearly identify the specific requirements needed to be properly credentialed along with the timeline for completing those requirements.

3.1 Monitoring and Accountability

GCPS will implement a system for monitoring the progress of teachers and paraprofessionals working toward certification or credentialing:

- **Progress Tracking:** The Human Resources Department will maintain records for each teacher and paraprofessional who is working toward certification or credentialing. Progress will be reviewed quarterly with the Coordinator of Title I to ensure timely completion of all necessary requirements.

- **Non-Compliance Follow-Up:** Staff members who do not make satisfactory progress toward meeting certification or credentialing requirements may be subject to employment restrictions or reassignment in accordance with state guidelines. GCPS will work closely with these individuals to develop an alternative plan if appropriate.

4.1 Compliance and Reporting

GCPS will ensure full compliance with all state and federal regulations concerning teacher and paraprofessional qualifications:

- **State Reporting:** GCPS will report the certification status of all teachers and paraprofessionals to the Maryland State Department of Education (MSDE) as required. This includes providing updates on staff working toward certification or credentialing.
- **Title I Compliance:** GCPS will adhere to the requirements of the Title I program to ensure that all teachers and paraprofessionals in Title I schools meet the appropriate qualifications. If teachers or paraprofessionals in Title I schools are found to be non-compliant, GCPS will take immediate steps to address the issue.
- **Parent Notification:** In accordance with federal regulations, GCPS will notify parents if their child is being taught for four or more consecutive weeks by a teacher who does not meet the certification or licensure requirements.

5.3 Continuous Improvement

GCPS will evaluate the effectiveness of its certification and credentialing processes at least annually:

- **Annual Review:** The Human Resources Department will collaborate with the Coordinator of Title I to conduct an annual review of teacher and paraprofessional certification/credentialing processes to identify areas for improvement and ensure all staff remain in compliance.
- **Adjustment of Support Programs:** Based on the results of the annual review, along with any staff feedback received, GCPS will make adjustments to the professional development, mentoring, and support programs offered to teachers and paraprofessionals pursuing certification or credentialing.

Conclusion:

GCPS is dedicated to ensuring that all teachers and paraprofessionals meet the necessary certification, licensure, and credentialing requirements. Through individualized support, monitoring, and collaboration with higher education institutions, GCPS will ensure that all staff members are qualified to provide high-quality education and support to its students.

YES

The LEA assures it has a written process for addressing any disparities that may occur.

1112(b)(2)

Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.					
The LEA ensures to annually notify parents:					
1. That they may request information regarding the professional qualifications of their child's teacher and of paraprofessionals who provide instructional services.	<table><tr><td>Yes</td><td>No</td></tr><tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2. If their child has been assigned to a teacher or substitute for more than four consecutive weeks who does not meet Maryland's certification or licensure requirements at the assigned grade level, a timely notice will be provided to parents.	<table><tr><td>Yes</td><td>No</td></tr><tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
3. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the of the state academic assessments required under this part.	<table><tr><td>Yes</td><td>No</td></tr><tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
1112(e)(1)(A-B)					

B. Schoolwide Programs

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

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.				
<p>Is the LEA consolidating funds for Schoolwide Programs? 1114(a)(1)(A)</p> <p>If so, provide the specific programs that are being consolidated. 1114(a)(1)(A)</p>	<table border="1"> <thead> <tr> <th data-bbox="729 512 863 554">Yes</th> <th data-bbox="863 512 1000 554">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="729 554 863 596"></td> <td data-bbox="863 554 1000 596">✓</td> </tr> </tbody> </table> <p>N/A</p>	Yes	No		✓
Yes	No				
	✓				
	<p>Garrett County Public Schools (GCPS) coordinates financial resources to support the development and implementation of Schoolwide Programs in Title I schools, even when it does not consolidate funds under the Title I program. The district ensures that multiple funding sources work together to meet the needs of students, especially those in high-poverty schools, by aligning resources with identified school priorities.</p> <p>1. Comprehensive Needs Assessment</p> <p>Each Title I school conducts a comprehensive needs assessment to identify areas where additional support is required. This process includes a detailed analysis of:</p> <ul style="list-style-type: none"> - Student performance data, including standardized test scores, formative assessments, and subgroup performance. - Resource gaps, such as technology needs, instructional materials, and staffing. - Professional development needs for staff. <p>The results of this assessment drive the development of the Schoolwide Program, allowing GCPS to target financial resources effectively.</p> <p>2. Alignment of Federal, State, and Local Funds</p> <p>GCPS uses a coordinated approach to align funding from various sources to support Schoolwide Programs. Though Title I funds are not consolidated, GCPS ensures that all available resources are leveraged to meet the identified needs. This coordination includes:</p>				

If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop Schoolwide Programs.
1114(b)(5)

Title I Funds: Used to support instructional programs, interventions, and other initiatives targeting at-risk students in high-poverty schools. Title I funds are directed toward programs that improve academic outcomes and close achievement gaps.

Title II Funds: Title II funds are utilized to provide professional development for teachers with a focus on instructional improvement and leadership capacity-building in Title I schools. For the SY24-25 Training on the GCPS Cycle of Improvement/MTSS Framework will be priority. Additionally, we will focus on supporting our non-tenured teachers in an effort to retain staff.

State and Local Funds: GCPS supplements federal funding with state and local resources to cover basic educational services, staffing, infrastructure, and other essential programs. These funds are carefully aligned with Title I objectives to ensure seamless support for Schoolwide Programs.

Other Federal Programs: GCPS may also coordinate additional federal funding streams such as Title IV (Student Support and Academic Enrichment Grants) or Special Education funds (IDEA) to provide supplemental services to students in need.

3. Collaborative Planning and Budgeting

GCPS ensures that school leaders, district administrators, and key stakeholders collaborate to develop budgets that align resources with Schoolwide Program goals. This process involves:

-Cross-Department Coordination: The district's finance, instructional, and human resources departments work together to ensure that funds from different sources are allocated in a way that supports the overall goals of the Schoolwide Program. Budget decisions are made with a focus on maximizing the impact of available resources without duplication of effort.

-Strategic Resource Allocation: GCPS uses the results of each school's comprehensive needs assessment to strategically allocate financial resources. Schools are encouraged to direct funds toward evidence-based practices that have been shown to improve student outcomes.

4. Monitoring and Accountability

GCPS regularly monitors the use of all financial resources to ensure they are

being used effectively to implement Schoolwide Programs. This monitoring includes:

- Ongoing Fiscal Oversight: The district's finance team reviews expenditures from all funding sources to ensure compliance with federal, state, and local regulations. This includes ensuring that Title I funds are spent in alignment with program requirements and the school's improvement plan.

Conclusion

Through a well-coordinated approach to financial resource allocation, GCPS ensures that Title I schools can develop and implement effective Schoolwide Programs without consolidating funds. By aligning Title I resources with state, local, and other federal funding sources, GCPS provides comprehensive support to students in high-poverty schools, helping to close achievement gaps and promote educational equity.

The LEA ensures it has a current agreement such as a Memorandum of Understanding (MOU) with local Head Start programs, which outlines and coordinates activities between the LEA and Head Start programs for children who will attend the LEA.

1119(a)(b)

Yes

No

✓

The LEA ensures that the SY 2024-2025 Schoolwide Program Plans includes the following components:

1. A Comprehensive Needs Assessment

Yes

No

✓

2. Schoolwide program reform strategies

Yes

No

✓

3. Parent, family, and stakeholder input

Yes

No

✓

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

Yes

No

✓

programs. 1114(b)(2-7) 34 CFR 200.26(a)					
The LEA ensures that it has a process for making the schoolwide program plan available to the LEA, parents, and the public. 1114(b)(4)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. 1114(b)(7)(A)(iii)(V)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
The LEA ensures it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans. 1114(b)(3)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
The LEA ensures that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies. 1112(b)(12)(A-B)	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
	<p>Reduction of the Overuse of Discipline Practices</p> <p>The Garrett County Public Schools have been involved with numerous preventative strategies to improve school climate and reduce disciplinary concerns. Each school participates with character education. All schools follow the same monthly character traits and address them during the school's morning news program. Elementary schools have classroom lessons about the monthly traits provided by elementary school counselors, and schools recognize students whose behavior reflects those respective character traits. Social-emotional learning and lessons are also provided through groups and classroom lessons.</p> <p>Elementary School Counselors also teach the Child Protection units from the Committee for Children which also includes instruction related to Bullying Prevention. Schools have participated with the Rachel's Challenge program, and at the secondary level Friends of Rachel's (FOR) clubs have been formed to</p>				

promote kindness and compassion in their school and communities. Both 8th and 9th grade students through the health curriculum are taught the Signs of Suicide lessons which address signs of depression and/or suicide, provides resources for intervention, and encourages students to seek help if they or another student display those signs. School Counselors, School Psychologists, School Social Workers and School Based Health Therapists are available at each school to provide therapy for referred students that have a mental health diagnosis.

Garrett County also focuses on the importance of career development and has employed two Career Counselors. Career lessons are part of all levels and during 5th grade, students experience "College and Me" which includes being on a college campus for four days, and an elementary Career Fair. The middle school has intensive career development lessons with a career portfolio developed in 6th, 7th and 8th grades. Eighth graders (and also 11th graders) participate in a life simulation activity, "The Real Deal;" in which students learn the importance of choices and decisions, the difficulty of managing money within a budget, the value of education and other responsibilities they must meet to have a successful life. All of these activities help to prepare the middle school student toward choosing their high school career pathway, and assists in providing motivation for success in school.

For five years, Garrett County has utilized Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) which looks at tiered intervention for deficits with academic and social and behavioral deficits. Essential skills were identified with tiered interventions for deficits, such as social re-teaching of a social skill. Teachers' also received training and materials remediation lessons in the Orton-Gillingham intervention program. GCPS has made progress with the use of the RTI model. Tiered interventions are documented and student progress is tracked in PowerSchool, a student information management system used to track interventions and student progress digitally. This year GCPS will also be implementing the online program "Panorama Education" which is designed to help schools act on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS & more.

Referral to the school's Student Services Team (SST) occurs for behavioral RTI at Tier 2. The SST team reviews the strategies that have been implemented and the data used to analyze the student's progress. The team then identifies the interventions and strategies to be used and data collection at Tier 2. Within the RTI model, behavior coaches provide services at the elementary and secondary levels for tiers 2 and Tier 3. They assist teachers in classroom management and universal strategies and they participate with the SST meetings, and assist with implementing interventions and collecting and tracking data. At Tier 3, the

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

1112" (11)

behavior coaches complete Functional Behavior Assessments and Behavior Intervention plans. Additionally, GCPS has had two cohorts of staff that work on obtaining the certification as Board Certified Behavior Analysts (BCBAs).

For over five years, all twelve schools are Positive Behavior Intervention and Supports (PBIS) schools which is an approach schools use to promote school safety and good behavior, teaching kids about behavior expectations and strategies with a focus on prevention, not punishment. Four schools have earned honors from the state on their PBIS implementation over the past five years, some annually. Behavior coaches, School Counselors and School Psychologists help to serve as PBIS coaches/leaders at their respective schools.

GCPS has two staff certified to be PBIS trainers, and with additional training with Mid-Atlantic which includes training in the use of the Tiered Fidelity Inventory (TFI) to assess the progress that each school was making with the implementation of the PBIS program. The TFI will now be completed annually so that each school will be able to measure their progress with implementation, and identify where additional training or guidance may be needed. Schools will also be provided with and trained in using PowerSchool data related to behavior and discipline to assist with the planning of interventions. It should be expected that over time school climates will improve, positive behaviors will increase and disciplinary referrals will decrease.

A number of Garrett County School Counselors, School Psychologists and Social Workers have had training in restorative practices and have used some of those interventions with students. With support of a grant, additional training will be provided to both administrative staff and Student Services staff. A plan for additional support in the implementation of Restorative Practices is also being developed. As part of the MTSS, this will provide additional interventions to address behaviors and relationships and will reduce suspensions. GCPS also implements and trains school teams in Nonviolent Crisis Prevention & Intervention Training (CPI) and Ukeru. CPI focuses on prevention and equips individuals with proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. The UKERU model is designed to focus on communicating effectively with clients and to diffuse stressful, escalating behaviors to help reduce the need for hands-on restraints.

The GCPSs are continually seeking resources to support its MTSS program and components so that additional support is available to the schools, and their students and staff, and their families as well as with the greater community. A focus on continual improvement of MTSS will help provide both the academic and social-emotional behavioral supports that students need to be successful.

and social-emotional-behavioral success that students need to be career and college ready, and successful as adults.

C. Targeted Assistance Programs

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

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.														
<p>The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. 1115(b)</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
Yes	No														
<input checked="" type="checkbox"/>	<input type="checkbox"/>														
<p>The LEA ensures Targeted Assistance Programs and plans include the following components:</p> <ol style="list-style-type: none"> 1. Use resources to help eligible children meet the state's challenging academic standards 2. Use methods and instructional strategies to strengthen the academic program of the school 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs 4. Provide professional development to school personnel who work with eligible children 5. Strategies to increase the involvement of parents of eligible children 6. If appropriate and applicable, coordinate with Federal, State, and local programs 7. Provide an accelerated, high-quality 	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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curriculum	
<p>How does the LEA ensure that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?</p> <p>1115(b)(G)(iii)</p>	<p>Ongoing Progress Monitoring and Program Revision Process for Targeted Assistance Title I Schools</p> <p>Garrett County Public Schools (GCPS) is committed to supporting the academic growth of students in Targeted Assistance Title I schools. To ensure students make progress toward academic goals, GCPS follows a structured process for continuous review and adjustment of Title I programs.</p> <ol style="list-style-type: none"> 1. Establishment of Academic Goals and Benchmarks <ul style="list-style-type: none"> - At the beginning of each school year, GCPS will set specific academic goals and benchmarks for students in Targeted Assistance Title I programs, based on identified needs and achievement data. - These goals will focus on core areas like literacy, math, and other subjects critical to student success. 2. Regular Progress Monitoring <ul style="list-style-type: none"> - GCPS staff will conduct regular progress monitoring for each participating student, using assessments such as formative tests, standardized measures, and classroom performance data. - Teachers will review student progress at least quarterly, with additional reviews as needed for students demonstrating limited progress. 3. Data-Driven Review Meetings <ul style="list-style-type: none"> - School-based teams will hold data review meetings at least quarterly to analyze student performance data. - During these meetings, teachers and Title I staff will discuss individual student progress, identify patterns, and assess the effectiveness of current instructional strategies and interventions. 4. Program Revision and Adjustment <ul style="list-style-type: none"> - Based on progress data and team discussions, GCPS will adjust instructional plans for students as needed. This may include implementing new instructional strategies, modifying group sizes, or increasing frequency of interventions. - GCPS will document all program revisions, ensuring that changes are aligned with student needs and Title I program goals. 5. Continuous Improvement and Feedback Loop

- GCPS will maintain an ongoing feedback loop with Title I teachers and staff, encouraging regular input to further enhance program effectiveness.

- Program revisions and student progress will be shared with parents and caregivers, ensuring they are informed and can support students at home.

Through consistent monitoring, data-driven reviews, and responsive program adjustments, GCPS ensures that students in Targeted Assistance Title I schools receive the support they need to make measurable academic gains.

D. Parent and Family Engagement

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

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

<p>Center. 1116 (g)</p>	
<p>Describe the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)</p>	<p>Process for Monitoring Parent and Family Engagement</p> <ol style="list-style-type: none"> 1. Typically, in late spring, schools meet with staff and parents to determine the needs and support needed to build capacity of parents and school staff around parent and family engagement for the upcoming school year. 2. Plans are designed with parent input that outline the parent and family engagement for the school year. 3. Once completed, the parent engagement plans are sent to the Coordinator of Title I Programs for review/evaluation. These plans are due to the Office of Title I by October 15th of each school year 4. Contents of both the school level parent and family engagement plans and home-school compacts are reviewed utilizing the Title I School Level Parent and Family Engagement Plan and School Parent Compact Checklist (Section 1116), to ensure that all criteria have been met. If this proves to be the case, then the plans are accepted. Should the school level plan and/or compact not meet the criteria, they are returned to the school by October 31st to be addressed in further detail. Final plans are due to the Office of Title I, and will be posted to school websites by November 15th. 5. At least quarterly with the monitoring visit (at the end of each grading period), the Coordinator of Title I Programs monitors the implementation of the school level plan and other parent engagement requirements including spending to make sure schools are compliant. During school visits, the agendas, sign-in sheets, and evaluations from events are reviewed. All documentation is appropriately filed and placed in the school Title I box/binder and maintained there. If meetings are held virtually, electronic sign-in and evaluations will be utilized. Copies are sent to the Title I office and placed in the County Title I folder.
<p>Describe how the LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.</p>	<p>Garrett County Public Schools (GCPS) is committed to fostering strong family partnerships to support student success. To ensure maximum impact from the PFE reservation, GCPS distributes 100% of the funds directly to the schools with priority given to high-need schools. GCPS designates high-need schools based on the percentage of student from low-income families, Academic Achievement Gaps, and where applicable, limited access to community resources. Funds are distributed to each school based on the level of need and in collaboration with the principal. GCPS collaborates with school leaders to develop effective family engagement strategies, providing ongoing support to ensure that PFE funds are used to address the unique needs of each school</p>

community.

Title I Part A, E-J Specific Student Populations

E. Participation of Children in Nonpublic Schools

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

F. Education for Homeless Children

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

Describe how the LEA ensures that Title I funds provide educationally related support services to children and youth experiencing homelessness in coordination with the McKinney-Vento Act. 1112(b)(6)
20 U.S.C. §6312(b)(6)

Education for Homeless/Foster Children and Youth/ Process for Dispensing Homeless Funding to Homeless Students

The Coordinator of Title I Programs will coordinate with the Director of Student Services, regarding the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act. Email communication will occur monthly from the Office of Student Services, to the Title I Office, regarding the Monthly Homeless Report. This report is compiled monthly by school level homeless liaisons (typically the school counselor) as a means of collecting the data on the number of homeless students. Any immediate needs that arise will be dealt with upon notification. All meetings between the Coordinator of Title I Programs and the Director of Student Services shall be documented with a sign-in sheet and agenda.

Garrett County Public Schools will reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools.

All school principals, from both Title I and Non-Title I schools, have access to the "HOPE Form." This form allows families that are homeless to request funds for items that will help the student attend school. Information collected on this confidential form includes the school, age/grade of student(s), specific needs of student, and contact information. Examples of items would be school supplies, clothing, shoes, tutoring, counseling services and school related fees. Funds will be determined in consultation between the Title I Office and the Homeless Coordinator in the July/August Collaboration meeting(s).

	<p>Once the HOPE form is complete, the principal, or their designee, will collaborate with the Coordinator of Title I Programs and then take the responsibility to obtain approved items and deliver them to the family. The principal will send the receipt for reimbursement to the Title I office along with a copy of the completed HOPE form. Reimbursement from the Title I funds will be made to the principal/designee according to the Board's Policy & Procedure DKCA Travel & Incidental Expenses. Reimbursements must be submitted to the Title I office within 30 days of the occurrence.</p>				
<p>The LEA ensures that the amount calculated for the reservation for children and youth experiencing homelessness is based on:</p> <ul style="list-style-type: none"> • A needs assessment or similar methodology; • A per-pupil amount that is reasonable based upon the identified needs; • The involvement of the McKinney-Vento homeless liaison in determining the amount of the reservation and how the reservation ultimately is spent; • How the services provided with the reservation are coordinated with services provided under the McKinney-Vento Act and other Title I services • The services that will be provided with the reservation, including services that are not ordinarily provided to other Title I students 	<p>Please indicate "Yes" or "No" by placing an X in the corresponding box.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Yes</th> <th style="padding: 5px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">✓</td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Yes	No	✓	
Yes	No				
✓					
<p>Describe the how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA).</p> <p>1113(c)(3)(A)(i) 20 U.S.C. §6313(c)(3)</p>	<p>Garrett County Public Schools will reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. In order to determine the amount that will be set aside for Homeless students, a review of prior expenditures takes place along with a review of any relevant community information that may impact families' living circumstances. The amount to set aside is determined in collaboration with the Director of Student Services who also serves as the Homeless liaison for the district.</p>				

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

Liaison Name	John Hummel		Liaison Title	Director of Student Services	
Shelter Name	Address	Shelter Contact	Phone	Email	Population Served
Dove Center	882 Memorial Drive Oakland, MD	Heather Hanline, Executive Director	301.334 .6255	dovecenter@verizon.net	Domestic Violence
Garrett County Community Action Center (GCCAC)	104 E. Center Street Oakland, MD 21550	April Sisler, Director of Service Coordination Division	301.334. 9431 ext.6115	asisler@garrettcac.org	Clients in need of community resources and referral, including homeless population
Garrett County Department of Human Servicesf	12578 Garrett Hwy Oakland, MD 21550	Alicia Streets, Director	301.533. 3000	garrettcountydhr@maryland.gov	Clients in need of community resources and referral, including homeless population

G. Support for Foster Care Students

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

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

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

1111(g)(1)(E)

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

Yes

No

✓

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

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

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

Yes

No

✓

Yes

No

Yes

No

H. English Learners

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

<p>Describe the written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.</p> <p>1112(e)(3)(A-B)</p>	<p>ENGLISH LANGUAGE (EL) LEARNERS and the ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM IN GCPS</p> <p>Mission Statement: To comply with requirements of Title III in the Every Student Succeeds Act of 2015 (Title III, ESSA, Sec. 3000), the English Language Learners Office of the Maryland State Department of Education works with the Garrett County Public Schools Office of Special Programs to ensure that GCPS establish, implement, and sustain high-quality language instruction educational programs to meet the needs of our EL learners.</p> <p>Belief Statement: EL students will meet the same challenging academic standards that is expected of all GCPS students while developing English language proficiency.</p> <p>The EL Identification Process Upon enrollment, school officials will ask the student's parents/guardians if a language other than English is spoken in the home through the use of a Home Language Survey (HLS). A potential EL student is someone who may have been born outside of the United States and/or:</p> <ul style="list-style-type: none"> • who communicates in a language other than English; or • whose family uses a primary language other than English in the home; and • whose English language proficiency falls within the range established by the State for an English language development program. <p>However, just because another language is spoken in the home or regularly used in other settings on its own, that is not an adequate basis for identifying a student as an EL. The Code of Maryland Regulations (COMAR) provides the criteria of the Home Language Survey (COMAR 13A.05.07.02) as well as the identifiers for an English Learner (COMAR 13a.05.07.03).</p> <p>Eligibility A student's eligibility for English-to-Speakers of Other Languages (ESOL) services is based on the English Language Proficiency (ELP) placement test. Garrett County Public Schools utilizes the Kindergarten W-APT and WIDA Screener</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>County Public Schools utilizes the Kindergarten W-APT and WIDA Screener Paper (for Grades 1-12) to identify English learners within the school district. Once identified, the parents/guardians of the EL student must be contacted for participation in the ESOL program:</p> <ul style="list-style-type: none"> • No later than 30 days after the beginning of the school year for students who enter at the start of the school year • Within the first two weeks of a student being placed in such a program if the student was not identified as an EL prior to the beginning of the school year. 				
<p>The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education</p> <p>1112(a)(3)(C)</p>	<p>Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.</p> <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<p>The LEA ensures it has a report card that is concise, presented in an understandable and uniform format, accessible to the public, and to the extent practicable, in a language that parents can understand.</p> <p>1112(e)(4)</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Title I Part A: Fiscal Assurances

J. Fiscal Assurances (Part One)

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

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.				
<p>The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.</p> <p>2 CFR 200.400</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No				
<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<p>The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds. 1118(b)</p>	<p>Example methodologies for equitable distribution of non-federal funds (Select one):</p> <p><input type="checkbox"/> Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)</p> <p><input type="checkbox"/> Distribution of non-Federal resources based on staffing and supplies</p> <p><input type="checkbox"/> The LEA has developed its own methodology that demonstrates the distribution of state and local funds are neutral of a school's Title I status.</p> <p>N/A - The district is not required to develop a methodology for supplement, not supplant because it has: (select item that applies)</p> <p><input type="checkbox"/> One school;</p> <p><input type="checkbox"/> Only Title I schools; or</p> <p><input checked="" type="checkbox"/> A grade span that contains: a single school, only non-Title I schools, or only Title I schools (i.e., no methodology is required for this grade</p>				

	span)	
The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The LEA ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners. 1010 (f)	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Auditor:		

Title I, Part A: Progress Monitoring

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

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

Does the LEA have any districtwide initiatives, focused on Reading/English Language Arts?	Please indicate "Yes" or "No" by placing an X in the corresponding						
	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td></td> <td>X</td> </tr> </table>				Yes	No	
Yes	No						
	X						
Districtwide, Evidence-Based Reading/English Language Arts Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)			
	N/A						

Area of Growth for Title I, Part A Needs assessment driven for Mathematics

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

Does the LEA have any districtwide initiatives,
focused on Mathematics?

Yes

No

X

Districtwide, Evidence-Based Mathematics Intervention Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)
	N/A			

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

Does the LEA have any districtwide initiatives, focused on School Quality and Success?	NO			
Districtwide, Evidence-Based School Quality and Student Success Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)
	N/A			

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

Does the LEA have any districtwide initiatives, focused on Parent and Family Engagement Activities?	NO			
Districtwide, Evidence-Based Parent and Family Engagement Strategies 8101(21)(A)	Measurable Goals with Baseline Data	What metric will be used and at what intervals? 1112(b)(1)(A-D)	List of Funding Sources to include Title I, Part A	How is this strategy in alignment with the district's needs assessment? (If Applicable) 1111(d)(1)(B)
	N/A			

School Improvement Assurances

	Please indicate "Yes" or "No" for each assurance by placing an X in the corresponding box.																												
<p>The LEA makes the following assurances for its use of SY 2024-2025 School Improvement funds:</p> <p>1. Each school receiving school improvement funds will receive all of the State and local funds it would have otherwise received.</p> <p>2. Each school receiving funds has completed a Comprehensive Needs Assessment.</p> <p>3. Each school receiving funds has an approved school improvement plan developed in partnership with stakeholders. (ATSI must be LEA approved; CSI must be MSDE approved).</p> <p>4. Funds will be used only for evidence-based practices, in accordance with the approved school improvement plans.</p> <p>5. Funds will be used only for programs and activities for CSI and ATSI schools.</p> <p>1003(e)(2); 1111(d)(1)(B); 1111(d)(2)(C)</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Yes</td> <td style="text-align: center; width: 50%;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> <tr><td colspan="2" style="height: 20px;"></td></tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> <tr><td colspan="2" style="height: 20px;"></td></tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> <tr><td colspan="2" style="height: 20px;"></td></tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> <tr><td colspan="2" style="height: 20px;"></td></tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> </table>	Yes	No	n/a				Yes	No	n/a				Yes	No	n/a				Yes	No	n/a				Yes	No	n/a	
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Yes	No																												
n/a																													
<p>The LEA ensures that it has a documented process for the approval of school improvement plans that are informed by all indicators on the state report card.</p> <p>1111(d)(1)(B); 1111(d)(2)(C)</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Yes</td> <td style="text-align: center; width: 50%;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> </table>	Yes	No	n/a																									
Yes	No																												
n/a																													
<p>The LEA assures that no more than 30% of funds will be reserved for district-managed initiatives.</p> <p>1003(e)</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Yes</td> <td style="text-align: center; width: 50%;">No</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">n/a</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> </table>	Yes	No	n/a																									
Yes	No																												
n/a																													
<p>The LEA assures that it has written processes</p>																													

The LEA assures that it has written processes for developing, implementing and monitoring school improvement plans.

1003(e)(1)

Yes

No

n/a

Evidence-based Strategies

Evidence-based Strategies:
This grant requires that all funds must be used to implement ESSA Level 1, 2 or 3 evidence-based strategies (ESSA 8101(21)(B)):

- A Level 1 (Strong) strategy is supported by one or more well-designed and well-implemented randomized control experimental studies
- A Level 2 (Moderate) strategy is supported by one or more well-designed and well-implemented quasi-experimental
- A Level 3 (Promising) strategy is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Evidence-based Strategies:
This grant requires that all funds must be used to implement ESSA Level 1, 2 or 3 evidence-based strategies (ESSA 8101(21)(B)):

- A Level 1 (Strong) strategy is supported by one or more well-designed and well-implemented randomized control experimental studies
- A Level 2 (Moderate) strategy is supported by one or more well-designed and well-implemented quasi-experimental
- A Level 3 (Promising) strategy is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

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This grant requires that all funds must be used to implement ESSA Level 1, 2 or 3 evidence-based strategies (ESSA 8101(21)(B)):
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 - A Level 2 (Moderate) strategy is supported by one or more well-designed and well-implemented quasi-experimental
 - A Level 3 (Promising) strategy is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Please list the evidence-based strategies funded with this grant.

[illegible]

[illegible]

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

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

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

N/A

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

N/A

3. A.) For any school in improvement status, please provide a description of the additional monitoring supports the school(s) receive for implementation of the school improvement plan.
B.) Describe the action the LEA will take if the improvement plan is unsuccessful after a number of years as determined by the LEA (for example: after 2 years of implementation).

N/A

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

N/A

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

N/A

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

N/A

School Allocations

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

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

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

N/A

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

N/A

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

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

School ID #	School Name	Grade Span	School Status	School Allocation Amount	Overarching Strategy 1	Overarching Strategy 2	Overarching Strategy 3
	N/A						

Title I, Part C

Participant Information

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

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

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

Goals and Measurable Outcomes			
Goal Area 1: School Readiness			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
	N/A		
Goal Area 2: Reading achievement			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
	N/A		
Goal Area 3: Math achievement			
Target Population	Goal Statement	Outcome Statement(s)	Timeline
	N/A		

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

Target Population	Goal Statement	Outcome Statement(s)	Timeline
	N/A		

Other Goal Areas

Target Population	Goal Statement	Outcome Statement(s)	Timeline
	N/A		

Service Delivery Plan

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

N/A

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

N/A

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

N/A

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

N/A

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

Training Topic	Expected Outcomes	Method	Intended Audience	Evaluation Plan	Data Source
N/A					

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

N/A

Partnership and Service Coordination		
Provide a list of organizations or partners that have cooperative agreements and/or provide services to the MEP using the table provided below in the application.		
Agency Name	Point of Contact Name and Phone Number	Services provided
	N/A	

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

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

N/A

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

N/A

Title I, Part D Subpart 2 Narratives

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

Goal Area 1: Improvement in reading achievement

Target Population	Goal Statement	Outcome Objective	Timeline
N/A			

Goal Area 2: Improvement in math achievement

Target Population	Goal Statement	Outcome Objective	Timeline
N/A			

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

Target Population	Goal Statement	Outcome Objective	Timeline
N/A			

At-Risk Students

The LEA will serve at-risk students ____yes ____no

If yes, see the Grant Information Guide for additional requirements, and check the categories of "at risk" students that the LEA will

at-risk of academic failure

has a drug or alcohol problem

is pregnant or is a parent

has previously come into contact with the juvenile justice system

is at least one year behind the expected grade level for the age of the individual

is a migrant or an immigrant

is multilingual

is a gang member

has previously dropped out of school

Plan of Operation

Section 1423(3-13)

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

N/A

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

N/A

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

N/A

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

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

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

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

N/A

Plan Worksheet		
<p>Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include:</p> <ul style="list-style-type: none">●Participation in technical assistance opportunities offered by MSDE.●Submission of required reports●Regularly monitoring the performance of the program during implementation●Startup activities●Assuring continuity and quality of the program during implementation●Regularly monitoring fiscal requirements on the uses and spend-down of funds●Submission of program evaluation data●Purchasing and distribution of program supplies, equipment, and materials●Professional development activities●Stakeholder and staff meetings		
Action Description	Beginning and End Dates	Person Responsible
N/A		

Title II, Part A, Section 1

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

Priority Areas

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

Priority Area 1

Reimagine the New Teacher Induction Program to provide a system of support to retain new and experienced teachers while improving instructional practices and increasing student achievement. The Title I office and Human Resources office monitor certification areas closely to ensure minority students and students who are economically disadvantaged have equitable access to excellent teachers. Based on the review of data, GCPS only has seven teachers on a conditional license and three on a temporary license awaiting full licensure. Only four teachers with conditional licenses are assigned to Title I schools, which comprises all of our elementary schools. There is no concentration of teachers with conditional licensing at any one school. Title IIA funds are utilized in order to prioritize the onboarding and support of new hires. By supporting this endeavor, we are creating a more cohesive structure for new teachers to become familiar with requirements and meet expectations relative to employment, high quality teaching, and licensure.

Priority Area 2

Continue to develop the leadership capacity of new teachers, mentors/coaches, and other critical personnel in GCPS through a high quality mentor program. As evidenced in priority area 1, GCPS has very few conditional/temporary licenses. However, we have had 85 new teachers in the past three years who need support in earning tenure. In order to increase our retention rate of new teachers, while also supporting their attainment of the proper credentials a strong mentoring program is needed.

Provide teachers with high quality professional learning focused on content and pedagogy thereby increasing

	Priority Area 3	teacher confidence in implementing evidenced based instruction to students while supporting struggling learners. By providing opportunities for teachers to collaboratively engage in the GCPS Cycle of Improvement and Multi-Tiered System of Support Framework (core and supplemental instruction), GCPS can build teacher capacity in content and pedagogy in order to meet all learner needs. Additionally, based on committee work, GCPS has identified gaps in the secondary MTSS framework that supports targeted professional learning in mathematics (OGAP proportional reasoning). By providing this content specific training to secondary math and special educators, GCPS will build teacher knowledge and capacity to meet the needs of all learners including those who struggle.
	Priority Area 4	
	Priority Area 5	

<p>Programmatic Goals and Outcomes</p> <p>List the programmatic goals and outcomes of the LEA Title II, Part A program. The goals and outcomes should be aligned to the priority areas identified by the needs assessment. They should also align to the overarching purpose of Title II, Part A (See the GIG for more information on programmatic goals and outcomes.)</p>	<p>Goal 1: Implement a comprehensive mentoring program for non-tenured teachers</p> <p>Outcomes:</p> <p>80% of candidates will favorable assess the quality of their mentors and support provided.</p> <p>80% of mentees will indicate that they continue to benefit from the relationship with their mentor beyond the formal program requirements.</p> <p>Goal 2: Re-imagine and enhance the Teacher Induction Program (BEST class)</p> <p>Outcomes</p> <p>80% of candidates will report content and activities as relevant to their roles and responsibilities.</p> <p>80% of candidates will report that they can apply what they learned in their classroom.</p> <p>80% of candidates will report that they are confident about their ability to implement new knowledge and skills into their classroom.</p> <p>80% of candidates will favorably assess the quality of the Teacher Induction Program and support provided.</p> <p>Goal 3: Provide job embedded professional learning opportunities aligned with the GCPS Cycle of Improvement around the implementation of evidenced based strategies and High Quality Instructional Materials to improve core and supplemental instruction.</p> <p>Outcomes:</p> <p>80% of candidates will report content and activities as relevant to their roles and responsibilities.</p> <p>80% of candidates will report that they can apply what they learned in their classroom to deliver high quality instruction in early literacy.</p> <p>80% of candidates will report that they are confident about their ability to implement the new knowledge and skills into their classroom.</p> <p>Goal 4: Enhance the skill set of secondary math and special educators by providing content specific training in OGAP proportional reasoning.</p> <p>Outcomes:</p> <p>80% of candidates will report content and activities as relevant to their roles and responsibilities.</p> <p>80% of candidates will report that they can apply what they learned in their classroom to deliver high quality instruction in early literacy.</p> <p>80% of candidates will report that they are confident about their ability to implement the new knowledge and skills into their classroom.</p>
<p>Plan of Operation</p>	<p>GCPS does not currently have any CSI or ATSI Schools. Based on the needs</p>

<p>CSI and ATSI Schools</p> <p>Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are at risk, including schools that are implementing comprehensive support and improvement (CSI) activities and additional targeted support and improvement (ATSI) activities.</p>	<p>assessment completed, Yough Glades Elementary, Rt. 40 Elementary, and Southern High School are our most at risk schools based on math and ELA performance. As a system, GCPS is providing greater technical support to each of these schools as we implement the school improvement plan process and professional learning plan for the system.</p>
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<p>Plan of Operation</p> <p>Consultation with Stakeholders</p> <p>Please provide a description of how the local education agency consults meaningfully with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II, Part A. The LEA must include all groups mentioned in statute in their description. The LEA should be able to provide evidence of consultation if requested by MSDE.</p>	<p>GCPS has consulted with stakeholders in a variety of ways including but not limited to:</p> <ul style="list-style-type: none"> All staff comprehensive survey Professional Development Committee and Work Group (includes members of Garrett County Educators Association) Blueprint Work Groups and/or Committees Staff and Parent focus groups aligned with Blueprint Strategic Plan (components focused on retention of quality teachers and supports for teachers) Frostburg University Committees <p>GCPS met with our internal professional development committee in February 2024 to review professional learning evaluation survey results mid-year and solicit feedback to align professional learning with Blueprint strategies. Later in the spring semester, the staff comprehensive survey was sent to all staff. Respondents to this survey included teachers, administrators, paraprofessionals, specialized instructional support (intervention teachers), and other school leaders. GCPS had approximately 180 responses directly from the survey. Additionally, a subset of the professional development committee met in April to analyze survey data and provide qualitative feedback specific to planning forward for the 24-25 school year. In addition to this work, the Pillar 2 Blueprint work group committee provided essential feedback specific to professional learning as we developed the career ladder for submission on July 1, 2024. This work group included members of Garrett County Educators Association, administrators, teachers, etc. Over the summer, GCPS conducted a series of focus groups with staff (teachers/support staff (IA's) present) and parents/community. These groups offered an opportunity to hear directly from staff and parents regarding successes and pain points relative to our draft Blueprint Strategic Plan, which prioritizes retaining high quality staff and providing the necessary support to build teacher confidence and capacity, which aligns directly with professional learning and new teacher support. GCPS also formed a Multi-Tiered System of Support Committee as part of our Blueprint Strategic Plan composed of teachers and administrators who were instrumental in building out key components of the professional learning plan for this school year. GCPS has also worked in close collaboration with Frostburg University to place eligible interns into our schools and provide the necessary support for success. GCPS has also participated in the FSU Partner School meetings, P20 meetings, and will be meeting with FSU in November about the new REACH TQP grant that will support the teacher pipeline in the area of special education. The Chief Academic Officer is the LEA Equity Point of Contact, Blueprint Coordinator, Professional Learning Contact, and Title II Grant Coordinator for Garrett County. As such, equity has been infused into all aspects of the stakeholder work and plan development as the</p>
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	<p>Chief Academic Officer either participated in or led each component.</p> <p>Additionally, throughout this year, GCPS is collecting detailed feedback from new teachers after each New Teacher Induction experience as well as after key professional development opportunities. The results inform future offerings and support. Mentors are also required to submit quarterly progress reports that provide insight specific to trends for future consideration. GCPS is also in the initial stages of implementing a non-evaluative walk-through tool to measure the fidelity of implementation of evidence based practice as described in the MTSS playbook (Attachment: Garrett_Title II Part A_#1 - GCPS MTSS Playbook)</p>
<p>Plan of Operation</p> <p>Continuous Improvement</p> <p>Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.</p>	<p>GCPS will use data from professional learning surveys as well as committee/work group feedback to continually update and improve activities supported by Title IIA. Surveys will be conducted throughout the BEST class. The results of the surveys will also be used to inform future topics and support for new teachers. Quarterly mentor sheets will be collected and reviewed to determine themes and possible areas of focus moving forward. GCPS has also continued a working group aligned with our Blueprint Strategic Plan priorities around high quality staffing. Within this work group, we will be analyzing current support and mentor programs for possible improvements as we build out level four of the career ladder. Data will be collected and monitored specific to the performance of new teachers and observation/evaluation results throughout the school year. GCPS will participate in Frostburg University Meetings throughout the year and incorporate feedback as appropriate into our Title IIA programs. Finally, student achievement data will be monitored through the school improvement process as well as at the district level.</p>

Title II, Part A, Section 2

Recruiting, Preparing and Training Effective Teachers and Principals

Provide a description of the activities in each section below.

Include and number the categories below in your responses.

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

Refer to the Grant Information Guide for additional information.

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

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

1.1.	Other Activities/ Initiatives Related to Section 1.1.	N/A
Total Title II, Part A Funds Allocated to Section 1.1	0	
1.2	Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.	N/A
Total Title II, Part A Funds Allocated to Section 1.2	0	
1.3	Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.	N/A
Total Title II, Part A Funds Allocated to Section 1.3	0	

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

Section/Item Number	U.S. Department of Education Allowable Activities	Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide. If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A
2.1.1	Help all students develop skills essential for learning readiness and academic success.	N/A
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	N/A
2.1.3	Engage parents, families, and community partners.	N/A
2.1.4	Integrate technology into curricula and instruction.	N/A
2.1.5	Provide opportunities for experiential learning through observation.	N/A
2.1.6	Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	N/A
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	N/A
2.1.	Other Activities/Initiatives Related to Section 2.1.	N/A
Total Title II, Part A Funds Allocated to Section 2.1	0	

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

Section/Item Number	U.S. Department of Education Allowable Activities	<p>Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.</p> <p>If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A</p>
		<p>a. Anticipated Goals & Outcomes: GCPS will build teacher confidence in implementing evidence based instructional practices using HQIM through collaborative learning opportunities around the GCPS Cycle of Improvement and Multi-Tiered Systems of Support (MTSS).</p> <p>b. Implementation plan: Over the summer of 2025, GCPS instructional leaders with input from the MTSS Committee will plan collaborative professional learning for teachers around the GCPS Cycle of Improvement and MTSS Framework. During the fall semester, there will be district wide opportunities for teachers to engage in professional learning around targeted evidenced based strategies in grade level/content teams to meet the needs of all learners. These training sessions will be in person and substitutes will be provided. Ongoing support will be provided through school based PLC's, curriculum/lesson study protocols and walk through tools.</p> <p>c. Alignment with challenging State academic standards: Garrett County Public Schools is committed to providing our students with rigorous academic programs based on the state academic standards for each content area. By providing training to teachers in evidence based teaching strategies, we are thereby supporting the implementation of differentiated instruction geared to individual student needs and aligned to challenging state academic standards.</p> <p>d. Intended Audience: Elementary Teachers, Special Educators, Secondary Math and ELA teachers.</p>

2.2.1

Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.

e. Specific timeline: July 2025-December 2025

f. Evidence Level: GCPS intends to select evidenced based instructional strategies that fall in Tier 1 and 2 (strong and moderate) evidence levels based on What Works Clearinghouse.

g. Brief plan for evaluation: The implementation of this strategy will be evaluated through a professional development survey where the candidate will report the relevance of content, ability to implement new learning, and confidence in implementing new knowledge and skills into their classroom. The results of this evaluation will provide insight specific to areas of future support needs as we monitor instructional practices through observations.

a. Anticipated Goals & Outcomes: By having our secondary and special education teachers properly trained in OGAP Proportional Reasoning, we anticipate teachers being able to implement new content knowledge and pedagogy to support student math learning.

b. Implementation plan: The GCPS Supervisor of Secondary Education participated in the Train the Trainer model and is currently certified to facilitate this learning opportunity. The training will occur over the summer 2025 and be in-person. This training will involve a 20 hour course covering an in depth understanding of the content and pedagogy associated with proportional reasoning. Secondary math and special education teachers who support math courses will be invited.

c. Alignment with challenging State academic standards: Garrett County Public Schools is committed to providing our students with rigorous academic programs based on the state academic standards for each content area. By providing training to teachers in research- based teaching strategies, we are thereby supporting the implementation of differentiated instruction geared to individual student needs and aligned to challenging state academic standards.

d. Intended Audience: Secondary Math and Special Education Teachers

e. Specific timeline: June 2025-August 2025

f. Evidence Level 4: Demonstrates a Rationale

		<p>g. Brief plan for evaluation: The implementation of this strategy will be evaluated through a professional development survey where the candidate will report the relevance of content, ability to implement new learning, and confidence in implementing new knowledge and skills into their classroom. The results of this evaluation will provide insight specific to areas of future support needs as we monitor instructional practices through observations.</p>
2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	N/A
2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	N/A
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	N/A

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

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

Section/Item Number	U.S. Department of Education Allowable Activities	<p>Provide a brief description of the activities in the section below. Please include all items referenced in the Grant Information Guide.</p> <p>If an LEA is not using Title II, Part A funds for one or more of the listed purposes, please write N/A</p>
		<p>Mentor/Mentee Program</p> <p>a. Anticipated Goals & Outcomes: To provide a year long mentoring program for first, second, and third year teachers. We are expecting the outcome of this activity to support our Blueprint Strategic Plan goal of increasing the percentage of new teachers retained by 5% over the next three years. We also expect that this strategy will increase our number of effective teachers.</p> <p>b. Implementation plan: First, second, and third- year teachers will be assigned a school - based mentor at the start of the school year. Mentor assignments and expectations will be communicated at the beginning of the school year. Mentors are expected to meet with their assigned new teacher for a minimum of 40 minutes each week and record areas of conversation/reflection on the mentor progress monitoring sheet that is submitted to the central office quarterly. These meetings may include discussions on upcoming events such as parent conferences, diagnostic assessments, conferences with principals about SLO's, planning, classroom management etc. During a teacher's first year, there will be planned opportunities for peer observation as well as co-teaching and/or observing of the mentor teacher. Thereafter, opportunities to observe colleagues to improve instruction will be provided, as necessary. Central office staff will monitor quarterly mentor sheet submissions and follow up as necessary with staff.</p> <p>c. Alignment with challenging State academic standards: GCPS is committed to providing our students with rigorous academic programs based on the state academic standards for each content area. By providing support to teachers who are non-tenured in our county, we are</p>

3.1.1

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

thereby supporting the implementation of differentiated instruction geared to individual student needs and aligned to challenging state standards.

d. Intended Audience: All first, second, or third year teachers who are non-tenured.

e. Specific timeline: August 20, 2024- January, 2026

f. Evidence Level 4: Demonstrates a Rationale

g. Brief plan for evaluation: Participants will submit quarterly timesheets that reflect the activities and discussions held during weekly meetings. GCPS will monitor the quality of activities through the timesheets and determine trends for further support. A survey will be administered in the spring semester for both mentors and mentees to provide quantitative and qualitative feedback specific to their experience and needs relative to the mentor/mentee program. GCPS will further analyze the retention rate for each cohort of teachers in order to evaluate the success of this program with the goal of increasing new teacher retention by 5% in the next three years.

New Teacher Orientation (BEST) class

a. Anticipated Goals & Outcomes: At the end of the candidates first year in GCPS and the completion of the yearlong BEST class, teachers will be able to apply new learning specific to district policy/procedure, school/district level supports/initiatives, and be familiar with GCPS instructional tools, materials, and resources to implement within their classroom.

b. Implementation plan: First year teachers to GCPS will attend a three day comprehensive training prior to the school year beginning. GCPS has prioritized the most essential topics to be covered prior to the year starting including content standards, instructional resources, lesson planning, accessing instructional platforms etc. GCPS will differentiate the support provided to ensure relevant content for all roles and responsibilities. Included in the three days will be time with each building level principal at the teacher's home school and time specifically planning for instruction and exploring instructional resources with the teacher's mentor. The BEST class will continue with an additional 2-3 days

BEST class will continue with an additional 20 days during the regular school year. Topics for these days will be driven based on survey data received at the end of the first portion of the BEST class. There will also be opportunities incorporated during the year to do peer observations and/or co-teach/observe with mentor teachers.

c. Alignment with challenging State academic standards: GCPS is committed to providing our students with rigorous academic programs based on the state academic standards for each content area. By providing support to teachers who are new to our county, we are thereby supporting the implementation of differentiated instruction geared to individual student needs and aligned to challenging state academic standards.

d. Intended Audience: All newly hired teachers to GCPS regardless of prior experience.

e. Specific timeline: August 20, 2024- January, 2026

f. Evidence Level 4: Demonstrates a Rationale

g. Brief plan for evaluation: Participants will be given a professional learning survey at the conclusion of each BEST class experience. The survey will be collecting feedback around how relevant the content is, the candidate's ability to apply the new content, and the confidence level of the candidate to implement new knowledge and skills into their classroom. There will be an opportunity for candidates to identify areas of interest and elevate topics for future learning. The results of these surveys will drive content for future training and retraining as necessary.



3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.	
3.1.3	Provide financial incentives for teachers and principals with a record of helping students achieve academic success.	
3.1.4	Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	

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

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

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

Title III, Part A, English Language Acquisition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title III, Part A, English Language Acquisition Grant Evaluation

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

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

Title IV, Part A Narratives

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

<p>Demonstration of Consultation: Describe how consultation with all stakeholders that may be located in the region served by the LEA, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart will occur and continue throughout the grant period.</p>	<p>The Superintendent's Directors and Supervisors along with the LEAD team meet regularly to determine the impact of the focus areas and any follow up that is needed.</p> <p>A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.</p> <p>Monthly Student Services Team (SST) meetings will monitor and record progress in the areas of Attendance, Behavior, Mental Health, Discipline and other areas of concern, need for GCPS students.</p> <p>Monthly Administrator and Supervisors meetings with principals, including PLC's, will also monitor in the areas of Attendance, Behavior, Mental Health, Discipline and other areas of concern, need for GCPS students.</p> <p>In addition, GCPS now meets periodically using various stakeholder groups including but not limited to the:</p> <ul style="list-style-type: none"> Title I/Elementary Parent Liaison Group Garrett County Educators Association (GCEA) Special Education Citizens Advisory Committee (SECAC) Garrett County Health Department Garrett County Student Council
<p>Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community.</p> <p>(ESEA section 4106 (c)(2)).</p>	<p>GCPS uses district wide website can include inform about activities along with school based webpages and social media.</p> <p>GCPS Blueprint and Strategic planning includes programs, strategies and activities aligned to the activities and goals of Title IV. It also includes information from a variety of stakeholder including parent and the GCPS community.</p> <p>The School Social Worker in these activities serve on a variety of school-based and community-based committees. The School Social Worker works with the local health department, DSS and DJS along with medical providers to provide case management services for their students. This could include collaboration on counseling, medicine management and family services like food, clothing and other basic needs.</p> <p>They also attend and participate with other community partners a variety of Professional Development activities.</p> <p>The implementation of the behavioral health screener will include training of all staff. After being trained, all schools will survey and track information on every</p>

	<p>student in the areas of attendance, academics, behavior and social emotional. Communication about the program and screener will be shared with parents at the county and school level. Parents will also have access to the information within the program.</p> <p>The Director of Secondary Education and the AP Teachers at both high schools will communicate with students and their families about the free access to the Albert AP Test Prep program. The communication can happen via school messenger, email, phone, social media or in-person meetings.</p>
Describe how the LEA will prioritize the distribution of funds in keeping with 4106(e)(2)	As determined by the LEA, distribution of funds will be prioritized to the schools with the greatest need.
Describe how the LEA will promote the involvement of parents and in the activity or program; [Section 4108](3)]	<p>GCPS will encourage strong involvement of parents in the activities described in Title IV by:</p> <ul style="list-style-type: none">sharing the activities on the GCPS and schools websitesSocial media that connects to parent to county and school happeningsHome visits and parent/teacher conferencesFamily nightsVolunteer opportunities in schools and on committeesSurveys or public comment to school and central office

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

Management Plan

Core Management Activities	Person Responsible	Date Completed
Well Rounded - Activity #1 - Licensed Social Worker	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Well Rounded - Activity #2 - Albert AP Test Prep Program	Director of Student Services, Director of Secondary Education, AP Teachers	2024-2025 School Year
Safe & Healthy - Activity #1 - Licensed Social Worker	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Safe & Healthy - Activity #2 - Behavioral Health Screener	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Technology - Activity #1 - Behavioral Health Screener	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Implementation Activities	Person Responsible	Date Completed
Well Rounded - Activity #1 - With the addition of a fifth Licensed Social Worker for GCPS, interventions and services will be increased for 2024-2025 compared to the last two years. They will be targeted to high-needs students in order to help improve their social, mental/behavioral health, and academic outcomes, and then followed by	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year

prevention activities to help promote school climate, school culture, teacher, student, and parent interactions, and parents' wellbeing.		
Well Rounded - Activity #2 - 100% of GCPS students enrolled in AP classes will access their Albert program a minimum of three times per course as reported by AP teachers.	Director of Student Services, Director of Secondary Education, AP Teachers	2024-2025 School Year
Safe & Healthy - Activity #1 - With the addition of a fifth Licensed Social Worker for GCPS, interventions and services will be increased for 2024-2025 compared to the last two years. They will be targeted to high-needs students in order to help improve their social, mental/behavioral health, and academic outcomes, and then followed by prevention activities to help promote school climate, school culture, teacher, student, and parent interactions, and parents' wellbeing.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Safe & Healthy - Activity #2 - GCPS will implement an evidenced-based Behavioral Health Screener, for the second semester. During the second semester, 100% of students will take at least one survey and be evaluated in areas like attendance, behavior, grades and social/emotional.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Technology - Activity #1 - GCPS will implement an evidenced-based Behavioral Health Screener, and through a train the trainer model, all GCPS schools will train required staff in the screener and how to utilize the areas evaluated with the program and begin to enhance the MTSS process.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year

Evaluation Activities	Person Responsible	Date Completed
Well Rounded - Activity #1: A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#6) has been developed to track quarterly progress on each specific outcome.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Well Rounded - Activity #2: A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.	Director of Student Services, Director of Secondary Education, AP Teachers	2024-2025 School Year
Safe & Healthy - Activity #1: A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Safe & Healthy- Activity #2: A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year
Technology - Activity #1: A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.	Director of Student Services, School Administration, Data Specialist, Social Workers and other Student Service staff	2024-2025 School Year

Needs Assessment

A comprehensive needs assessment in support of specific population and schools/programs served and related educational services must be completed every three years. Below provide the date of the most recent Title IV, Part needs assessment and include the needs assessment as an appendix to this application.

Date of Last Needs Assessment	10/12/2023
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Well Rounded Education

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

Activity 1

Title	Licensed Social Worker SEC. 4107. [20 U.S.C. 7117] ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES. (J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.
Activity Rationale	School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. https://www.socialworkers.org
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	The need for additional behavior and mental health support in our schools to work with studnets and their familes.
Federal Example Alignment	Training counselors
Select Level of Evidence	Level 1 - Strong Evidence
Level of Evidence Link or Citation	The School Social Work Association of America (SSWAA) recognizes that the heart of school social work is that every student, family, and community has value. School social workers provide services to meet the unique and diverse needs of every individual they encounter in culturally sensitive, equity-focused, and trauma-informed ways. Our School Social Work Practice Model centers around providing services that are evidence-based through the implementation of multi-tiered programs and practices, monitoring progress, and evaluating the effectiveness of services provided. https://www.sswaa.org/evidence-based-practice
Evaluation Methods	A FY25 Title IV Evaluation Tracking Sheet (Garrett Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.
Objective	With the addition of a fifth Licensed Social Worker for GCPS, interventions and services will be increased for 2024-2025 compared to the last two years. They will be targeted to high-needs students in order to help improve their social, mental/behavioral health, and academic outcomes, and then followed by prevention activities to help promote school climate, school culture, teacher,

	student, and parent interactions, and parents' wellbeing.
Measurable Goal	<p>Caseloads, log entries and other data points will be compared this school year versus to last two school years to show that more students are receiving support through the addition of this fifth social worker.</p> <p>With the addition of another School Social Worker, the overall student caseload that will receive services and case management will increase by 10% or more this school compared to last school year</p>
Milestone	<p>Services will be tracked in PowerSchool and other documentation by School Social Worker, School Administration and other Student Service Staff throughout the county for the 2024-2025 school year and evaluated on a quarterly basis. Progress and tracking towards 10% will be tracked by each Social Worker in PowerSchool, IEP services and personal notes. Final Summary will be listed on FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet)</p>
Implementation Timeline	Social Worker services will be implemented throughout the 2024-2025 school year.
Cost of Activity	\$20,243
Activity 2	
Title	<p>Albert AP Test Prep Program.</p> <p>SEC. 4107. [20 U.S.C. 7117] ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.</p> <p>(D) efforts to raise student academic achievement through accelerated learning programs described in section 4104(b)(3)(A)(i)(IV), such as—</p> <p>(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;</p>
Activity Rationale	<p>Albert is the only authentic, up-to-date practice resource that has all original questions and explanations for every AP® subject. Albert is the established industry leader in Advanced Placement®. With the largest library of standards-aligned and fully explained questions in the world, Albert thoroughly prepares students for their exams. https://www.albert.io/solutions-ap</p>
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	Aligns with the need to increase post-secondary opportunities tied to the needs assessment and with the blueprint and strategic plans.
Federal Example Alignment	Postsecondary Education
Select Level of Evidence	Level 1 - Strong Evidence

Select Level of Evidence	
Level of Evidence Link or Citation	Advanced placement (AP) courses are a great way for high school students to make sure they're fully prepared for college courses. Performing well in these courses and on corresponding exams can help you start college with credits already earned. As of 2020, more than 1.2 million high school graduates had taken at least one AP exam, according to the College Board. https://www.intelligent.com/best-ap-prep-courses-and-classes/
Evaluation Methods	A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on
Objective	To increase the knowledge the students need to achieve a passing/better school on their AP exams which in turn will help with the potential of earning college credits.
Measurable Goal	100% of GCPS students enrolled in AP classes will access their Albert program a minimum of three times per course as reported by AP teachers.
Milestone	By the end of the first quarter of AP classes, student will access the program at least two times. Access will be tracked quarterly.

Implementation Timeline	The 2024-2025 School Year
Cost of Activity	\$2,995
Activity 3	
Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	

Safe and Healthy Schools

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

Activity 1

Title	<p>Licensed Social Worker</p> <p>SEC. 4108. [20 U.S.C. 7118] ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS.</p> <p>(B) in accordance with sections 4001 and 4111—</p> <p>(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; and</p>
	School social workers shall conduct assessments of individuals, families and

Activity Rationale	systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. https://www.socialworkers.org
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	The need for additional behavior and mental health support in our schools to work with studnets and their families.
Federal Example Alignment	Mental H/Early ID
Select Level of Evidence	Level 1 - Strong Evidence
Level of Evidence Link or Citation	The School Social Work Association of America (SSWAA) recognizes that the heart of school social work is that every student, family, and community has value. School social workers provide services to meet the unique and diverse needs of every individual they encounter in culturally sensitive, equity-focused, and trauma-informed ways. Our School Social Work Practice Model centers around providing services that are evidence-based through the implementation of multi-tiered programs and practices, monitoring progress, and evaluating the effectiveness of services provided. https://www.sswaa.org/evidence-based-practice
Evaluation Methods	A FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on each specific outcome.
Objective	With the addition of a fifth Licensed Social Worker for GCPS, interventions and services will be increased for 2024-2025 compared to the last two years. They will be targeted to high-needs students in order to help improve their social, mental/behavioral health, and academic outcomes, and then followed by prevention activities to help promote school climate, school culture, teacher, student, and parent interactions, and parents' wellbeing.
Measurable Goal	Caseloads, log entries and other data points will be compared this school year versus to last two school years to show that more students are receiving support through the addition of this fifth social worker. With the addition of another School Social Worker, the overall student caseload that will receive services and case management will increase by 10% or more this school compared to last school year
Milestone	Services will be tracked in PowerSchool and other documentation by School Social Worker, School Administration and other Student Service Staff throughout the county for the 2024-2025 school year and evaluated on a quartely basis. Progress and tracking towards 10% will be tracked by each Social Worker in PowerSchool, IEP services and personal notes. Final Summary will be listed on FY25 Title IV Evaluation Tracking Sheet (Garrett_Title IV Part A_#1 - Evaluation Tracking Sheet)

Implementation Timeline	Social Worker services will be implemented throughout the 2024-2025 school year.
Cost of Activity	\$20,243
Activity 2	
Title	Behavioral Health Screener SEC. 4108. [20 U.S.C. 7118] ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS. (B) 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
Activity Rationale	The Panorama survey helps to gather information on key issues like school climate and safety, absenteeism, mental health, and provides schools with actionable feedback data.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	The need for additional behavior and mental health support in our schools to work with students and their families. The screener will allow for early identification and will enhance the MTSS process looking at the whole child.

Federal Example Alignment	Mental H/Early ID
Select Level of Evidence	Level 1 - Strong Evidence
Level of Evidence Link or Citation	School-based universal mental health screening provides important information about the emotional and behavioral health of students and school-level functioning and is recognized as an essential component of a multitiered school behavioral health framework. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350819/
Evaluation Methods	A FY25 Title IV Evaluation Tracking Sheet (Garrett Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on
Objective	GCPS will use an evidenced-based Behavioral Health Screener which will help to evaluate all students in areas like attendance, behavior, grades and social/emotional.
Measurable Goal	During the second semester, 100% of students will take at least one survey and be evaluated in areas like attendance, behavior, grades and social/emotional.
Milestone	GCPS will review the percentage of students who take the survey by the end of the third quarter.
Implementation Timeline	By the end of the 2024-2025 school year, GCPS will have the behavioral health screening program fully implemented.
Cost of Activity	\$17,500

Activity 3

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

Implementation Timeline	
Cost of Activity	

Effective Use of Technology

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

Activity 1

Title	Behavioral Health Screener SEC. 4109. [20 U.S.C. 7119] ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY. (1) 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;
Activity Rationale	The Panorama survey helps to gather information on key issues like school climate and safety, absenteeism, mental health, and provides schools with actionable feedback data.
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	The need for additional behavior and mental health support in our schools to work with students and their families. The screener will allow for early identification and will enhance the MTSS process looking at the whole child.
Federal Example Alignment	High-quality ED resources
Select Level of Evidence	Level 1 - Strong Evidence

Level of Evidence Link or Citation	School-based universal mental health screening provides important information about the emotional and behavioral health of students and school-level functioning and is recognized as an essential component of a multitiered school behavioral health framework. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350819/
Evaluation Methods	A FY25 Title IV Evaluation Tracking Sheet (Garrett Title IV Part A_#1 - Evaluation Tracking Sheet) has been developed to track quarterly progress on
Objective	GCPS will implement an evidenced-based Behavioral Health Screener, and through a train the trainer model.
Measurable Goal	All GCPS schools will train required staff in the screener and how to utilize the areas evaluated with the program and begin to enhance the MTSS process. All GCPS schools will evaluate data in the areas of attendance, academics, behavior and social emotional to determine tiered level of support and interventions. 100% of all tier two and tier three interventions, individual and group, will be documented, tracked and evaluated in Panorama starting the second semester.
Milestone	By the end of the first semester, all required staff will be trained in the behavioral health screener program. Further PD will happen throughout the year to enhance the implementation of the platform.
Implementation Timeline	By the end of the 2024-2025 school year, GCPS will have the behavioral health screening program fully implemented and all required staff trained.
Cost of Activity	\$5,000
Activity 2	
Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	

Milestone	
Implementation Timeline	
Cost of Activity	
Activity 3	
Title	
Activity Rationale	
How is this activity aligned with the Title IV needs assessment? SEC. 4106(d)	
Federal Example Alignment	
Select Level of Evidence	
Level of Evidence Link or Citation	
Evaluation Methods	
Objective	
Measurable Goal	
Milestone	
Implementation Timeline	
Cost of Activity	

Title V, Part B

GOALS, MEASURABLE OUTCOMES, AND EVALUATION MEASURES

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

ESSA Performance Goal	Measurable Outcome	Evaluation Measure
N/A		

PLAN OF OPERATION

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

Management Strategies (in chronological order)

Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization
N/A				

Implementation Strategies (in chronological order)

Title Program	Key Strategies	Timeline	Person Responsible	Title, Organization
N/A				

PLAN OF OPERATION NARRATIVE

AUTHORIZED AND PARENTAL INVOLVEMENT ACTIVITIES

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

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

EVALUATION PLAN

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

Activity	Goal
N/A	

EVALUATION PLAN NARRATIVE

Describe the evaluation plan process and methodology.

N/A

Programs in Fine Arts

Annual Implementation Goals

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

Dance

Goal	Objectives	Strategies	Methods for Measuring Progress
Dance I will be provided for the first time in the high school for the 2024-2025 school year.	Garrett County Public Schools will have a Dance I credit bearing fine arts course. The students will gain a cultural awareness as they are introduced to diverse dance forms, promoting appreciation for different cultures and histories.	The staff will recruit and gain student interest to take the course. Teachers will use various dance styles to help students develop technical skills and artistry.	Students will take Dance 1 and receive credit toward their fine arts courses. For the 2024-25 school year we have 25 students enrolled.
SEL Dance will and Dance I Class will be given the opportunity to perform at the Fine Arts Fair.	The class will create teamwork through group dances and projects, enhancing performance and collaboration skills.	The staff will have students use creativity and expression through choreography to explore their dance voices during Dance I and SEL.	Students will perform in a finale at the Fine Arts Fair in the Spring of 2025.

Media Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
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The GCPS art teachers will participate in professional development to expand their capacity and understanding of the media arts standards along with resources to integrate the media arts.	The art teachers will work together to develop a formal plan for media arts integration.	The art teachers will participate in at least one professional development that will help them develop a formal plan for media arts integration	The art teachers will attend at least one professional development to integrate the media arts by June 2025.

Music			
Goal	Objectives	Strategies	Methods for Measuring Progress
GCPS will provide a finale in music that showcases band and chorus.	GCPS will hold a finale in April 2025 to showcase students in elementary, middle, and the high schools in chorus and band.	The teachers will have planned meetings, order music, plan rehearsal dates, hold auditions, and prep for the finale	The Fine Arts Fair will take place in April 2025 to showcase students' musical talents.

Theatre			
Goal	Objectives	Strategies	Methods for Measuring Progress
GCPS will expand student and educator opportunities for high-quality theatre performance and professional learning experiences through a partnership with Garrett College Performing Arts Center (PAC)	GCPS will hold at least four student theatre productions at the PAC	GCPS Central Office leadership and theatre teachers will coordinate and plan with PAC to scheduling and producing at least four student theatre productions	By June 2025, four GCPS student theatre productions will be held at the PAC for students participating.

GCPS theatre teachers and the new AV Tech will collaborate to enhance the quality and effectiveness of school productions by ensuring that technical elements such as lighting, sound, and multimedia seamlessly integrate with the artistic vision of the performances.	GCPS theatre teachers will work with the PAC leadership and Central Office leadership to access professional development for stage production and technology skills used in student theatre productions (ie, sound, lighting, set design)	The theatre teachers and the AV Tech will have ongoing feedback between each other to ensure that that adjustments can be made in real time, enhancing both the technical execution and the performance itself. After performance a debriefing sessions will take place to discuss what needs to be improved for future performances.	In 2024-2025 school year, GCPS staff and the PAC staff will work together to ensure have received training from PAC professionals/GCPS teaching staff in sound and lighting technology used in the PAC for theatre productions.

Visual Arts

Goal	Objectives	Strategies	Methods for Measuring Progress
GCPS will expand the visual arts by providing resources necessary for the visual arts teachers as they showcase the students' art work in the spring at the Arts Fair.	To provide materials necessary for the spring Student Arts Fair to showcase students work.	The art teachers will meet and identify what materials are necessary to mount student art work for the Fine Arts Fair.	April 2025, the students' artwork will be mounted and showcased at the Student Fine Arts Fair.

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Gifted and Talented Education

Process for identifying gifted and talented students

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

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

GCPS delivers Primary Talent Development lessons in all schools for grades PK-Grade 2. Teachers use the MSDE open resource lessons Primary Talent Development: Early Learning Program PreK-2 that focus on the behavior traits of perceptive, creative, communicative, inquisitive, persistent, resourceful, and leadership. The lessons are provided to all students to develop potential gifts and talents and increase an equitable identification process at the end of Grade 2. GCPS currently is working with teachers to develop lessons that incorporate these traits into the core curriculum. Throughout the school year, teachers collect data to record a student's development of these traits using the Behavior Checklist commonly referred to as the REPI scale. The scale is maintained in student records and final ratings are recorded at the end of each school year. This Behavior Checklist is one data point considered in the identification process. See Attachment: [Garrett_Gifted Talented_#1 - GCPS Gifted and Talented Program Handbook, page 18](#). This scale provides consideration for each of the behavior traits and rates students with needs improvement, making progress, satisfactory, or exceeds.

When a student needs to be considered for acceleration, a parent or guardian may request early admission into kindergarten, or grade 1 if their child turns of age after the entrance date (September 1) established by the Maryland State Department of Education and before January 1 of the school year for which they are requesting early admission. Students must meet established criteria before being considered candidates for early admission. An application is submitted by the parents by June 1 of the school year prior to the admittance school year. A meeting is scheduled with th parents and key school staff to establish the screening process and a date is set. A School Psychologist in consultation with the building principal and Director of Elementary Education will determine which assessments are needed to identify eligibility for early entrance. An assessment battery is used measure the students academic, adaptive, social emotional, and behavioral levels. The team reconvenes to discuss the assessment results and determine eligibility for early entrance. If the parent/guardian does not agree with the early

admission decision, an appeal may be filed with the Chief Academic Officer's Office.

Prior to the completion of the school year, a meeting will be held at the school level to analyze the child's performance for the year and make a determination as to the child's readiness to move to the next level for the upcoming school year. Placement for the next year will be determined at the school level. The final placement will rest with the school principal. See Attachment: [Garrett_Gifted Talented_#2 - Early Entrance Policy & Procedure](#).

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

2. Equitable policies that ensure inclusions of all students.

GCPS is committed to fostering the success of each student in our schools. For that success to occur for each student in lifelong learning and the world of work, the district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student. Achieving equity means implicit biases and students' identities will neither predict nor predetermine their success in school. Educational equity is a lens through which all practices are viewed and decided. Additionally, equity is based on the principles of fairness and justice in allocating resources, opportunity, and treatment. It involves creating success for each student and striving to eliminate achievement and opportunity gaps. Educational equity promotes maximizing the academic success and social/emotional well-being of each student as well as between diverse groups of students. Equity strategies are intentional, systemic, and focused on the core of the teaching and learning process. See Attachment: [Garrett_Gifted Talented_#3 - Educational Equity Policy & Procedure](#).

In order to provide equitable services, all students are screened using formal assessments and criteria for Gifted and Talented identification. Multiple assessments are considered, all of which are conducted in an unbiased manner in order to support the identified students. All students are considered at the end of grade 2 and re-evaluated annually based i-Ready, CogAT, MCAP, the GT Behavior Checklist, grades, and input from parents and school based staff. The teachers are trained in the administration and use of the assessment data. The team determining eligibility applies the identification criteria lens in a school based team. The identification process is reviewed every three years in a peer review model applied by MSDE and annually by the GCPS team. The process includes considering all students beginning in grade 2. The application of the Donna Ford Equity Index is applied to identify any inequity in the identified populations. Action steps are created and followed to address the discrepancies discovered. See the

Attachments: [Garrett_Gifted Talented_#4 - Gifted and Talented Schoolwide Enrichment Policy & Procedure](#) and [Garrett_Gifted Talented_#5 - Criteria and Implementation](#)

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

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

Because no single measure will identify every gifted student, GCPS employs multiple pathways to GT identification. Gifted students come from all backgrounds, so GCPS considers the entire student body as the talent pool from which GT identifications may be made. Every second- and sixth-grade student is administered the Cognitive Abilities Test (CogAT) as a universal screener. Students who achieve advanced scores on the CogAT are identified for GT services as automatic qualifiers; students whose scores indicate superior performance relative to local norms qualify through the alternative identification pathway. Primary Talent Development (PTD) lessons are delivered to all students in grades PK-2 and those PTD data are considered during the identification process using the GT Committee Review Form. The screening committee gathers all data on the student on this form and applies the identification criteria to screen for students qualifying for Gifted and Talented services.

In grades 3-8, data is collected from the state Math, Reading, and Science assessments, the district selected universal screeners for Math and Reading, report card grades, and any parent, teacher, or student self nomination forms. Attendance is collected to add any additional supports that may be needed by the identified students. The data is collected on the GT Identification Form and the school based team reviews and applies the Identification Criteria to determine eligibility. An annual notice is placed in school based communication to notify the opening of the screening period to allow parents, teachers, and students ample notice of the screening period. See Attachment: [Garrett_Gifted Talented_#6_GCPS Gifted and Talented program Handbook](#) (pages 8, 9, 10, 11, and 18).

The following process is used to screen all students and identify those qualifying for the Gifted and Talented program. School GT Committees meet to identify students considering the entire student body through Teacher, Parent, and Self-Nominations as well as data from the universal screeners and standardized state testing. Students are screened for ability, performance, and potential areas of giftedness.

The committee conducts a needs assessment to determine the appropriate services for the identified students and makes a recommendation pertaining to Gifted and Talented services.

The designated school personnel sends a notification of eligibility letter to parents of recommended students. The notification letter contains a section for parents/guardians to consent to Gifted and Talented services with students being tagged in PowerSchool upon receipt of permission.

Written appeals to the decision to formally identify a student may be made to the principal. If the decision of the principal is not satisfactory, appeals can be made to the supervising Gifted and Talented administrator, with the next level of appeal, if needed, to the Chief Academic Officer.

Identified students are provided appropriately differentiated learning experiences aligned to their individual strengths. GCPS offers a continuum of programs and services beyond those conventionally provided by the regular school program for Gifted and Talented students as required by COMAR 13A.04.07.03

Equity in Identification

In order to provide equitable services, all students are screened using formal assessments and criteria for Gifted and Talented identification. Multiple assessments are considered, all of which are conducted in an unbiased manner in order to support the identified students. The teachers are trained in the administration and use of the assessment data. The team determining eligibility uses a predetermined process that is reviewed every three years in a peer review model applied by MSDE and annually by the GCPS team.

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

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

A review team is created with administrators, teachers and parents to review the effectiveness of the identification criteria process. The team meets in the first semester to evaluate the effectiveness of the criteria. A review team is created with administrators, teachers and parents to review the effectiveness of the identification criteria process. At the completion of the screening process, the Donna Ford Index is applied to determine inequities for underserved populations. The team revises or approves the identification process and considers action steps needed to address any areas of concern. In the 2023-2024 School Year, inequities were found in the underserved populations of economically disadvantaged and special education populations. While the total student population was 58.69% economically disadvantaged, only 34.07% of the identified GT students were representing this group creating an equity

index of 58%. 11.3% of the total GCPS student population are identified for special education services with the identified gifted student population having 1.5% creating an equity index of 13.2%. The action steps will address the need to increase an intentional use of the Primary Talent Development lessons to focus on the needs of these groups including vocabulary and characteristics of perceptive, creative, communicative, inquisitive, persistent, resourceful, and leadership. In addition, staff development and model lessons to elevate differentiation in the core instruction will be applied in the 2024-2025 School Year.

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

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

The focus of the 2024-2025 School Year is the implementation of Tier 1 Core Instruction. Differentiation in the core classroom is the emphasis when planning and designing appropriate services for our Gifted and Talented population. In order to address the underserved populations of economically disadvantaged and students receiving special education services, additional Primary Talent Development lessons will be designed to integrate into core curriculum. The characteristics of perceptive, creative, communicative, inquisitive, persistent, resourceful, and leadership as well as vocabulary development will be emphasized in the content lessons. A core team of the school based Gifted and Talented Points of Contact will meet quarterly to complete this work and gain training in these areas. Universal Design of Learning and the GCPS Culturally Responsive and Equity framework will be incorporated into the professional learning. The Gifted and Talented Points of Contact include classroom teachers, school counselors, administrators, media specialists and interventionists. The training of trainer model will be used to deliver the professional learning back to the school buildings using professional learning and the PLC model. In addition, any products and lesson created will be shared in the district schoology groups. Principals will receive updates and professional learning during the monthly meetings and the administrator PLCs. Below is a preliminary timeline of the planned activities.

August 2024: Train GT point of Contacts on GT Services and Differentiation, Train all teachers on GT differentiation, Launch the MTSS Playbook

October 2024 Professional learning with grade level teams in K-5 on explicit instruction and differentiation and develop lessons

November 2024 Review differentiation training and create model lessons to support implementation, Develop and expand primary talent development lessons based on GT characteristic development

January/February 2025 Conduct administrator training on UDL in a training of trainer model, then administrators deliver the training in schools

February 2025 and April 2025 Continue professional learning on differentiation with GT Points of Contact and develop more model lessons, Develop and expand primary talent development lessons based on GT characteristic development See [Attachment: Garrett_Gifted Talented_#7_GCPS Professional Development Catalog-2024-25](#).

Sessions will be evaluated using the GCPS PD Survey. Teachers are asked to rate the relevancy of the training, if it can be applied in their classroom, their confidence in applying the new learning, and what supports they still need. The data from the survey is analyzed after each sessions and future professional learning is adapted based on the feedback.

#REF!		
Indicate the overall and disaggregated percentage of students that qualify for GT programs.		
Student Group	Gifted Students	Total Student Population
% of students participating in programming	13.38%	100%
Gifted Category		
% General Intellectual Aptitude	13.38%	
% Promising Potential Ability	0	
% Core Ability	0	
% Elective Ability	0	
Racial and Ethnic Demographic		
% Asian	0	0

% African American	0	0
% Hispanic	2.87	2.33
% Pacific Islander	0	0
% White	95.13	96.12
% 2 or more	3.31	3.08
Historically Underserved Students		
% Economically Disadvantaged	34.07	58.69
% FARMS	34.07	58.69
% Multilingual Learners	0	0
% Level 1: Entering	0	0
% Level 2: Beginning	0	0
% Level 3: Developing	0	0
% Level 4: Expanding	0	0
% Level 5: Reaching	0	0
% Exited	0	0
List the schools that have been exempted from identification of a significant number of gifted and talented students and the rationale. Add additional rows as needed.		
School Name	Rationale for Exemption	
No schools in GCPS have been exempted.		

Continuum of programs and services

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

Grade Band	Programs (Curriculum/Enrichment)	Services (Model of Delivery)
Prekindergarten	In accordance with COMAR requirements, all GCPS students in grades PK-2 receive specialized Primary Talent Development (PTD) lessons that focus on primary thinking skills. Primary thinking skills include perceptiveness, communicativeness, inquisitiveness, persistence, creativity, resourcefulness, and leadership. Teachers collect student data related to these PTD skills, which are consulted during the Gifted and Talented (GT) identification process that usually begins in grade 3.	Classroom teachers or school based providers
K - 2	In accordance with COMAR requirements, all GCPS students in grades PK-2 receive specialized Primary Talent Development (PTD) lessons that focus on primary thinking skills. Primary thinking skills include perceptiveness, communicativeness, inquisitiveness, persistence, creativity, resourcefulness, and leadership. Teachers collect student data related to these PTD skills, which are consulted during the Gifted and Talented (GT) identification process that usually begins in grade 3.	Classroom teachers or school based providers
3 - 5	Students identified for Gifted and Talented (GT) services receive specialized instruction to meet their unique learning needs. This may take place in a variety of settings, including differentiated experiences within the general education classroom, small group instruction, and pull-out groups. Student abilities and interests are considered in curricular planning that seeks to build on strengths and help students develop their learning passions. Examples include the following:	Classroom teachers or school based providers

	<p>learning passions. Examples include the following: Community Mentor programs including First Lego League, Vocational Agriculture Learning, Honor Band and Chorus, Academic Competitions, Science extensions, Student based projects, compacting, acceleration and differentiation of Tier 1 instruction</p>	
6 - 8	<p>All students participate in a universal screening (CogAT) in the fall of sixth grade; ongoing referral and screening for grades 6-8. Students identified and needing advanced instruction are placed in honors-level academic courses to provide accelerated and above-level instruction with advanced academic curricular extensions for math, science, social studies, and ELA. Content teachers provide differentiation and/or acceleration within the subject area based on student needs. GT student enrichment activities are offered during PAWS/RAMS (intervention period during the school day). Students with exceptional needs may receive additional subject acceleration on a case-by-case basis. Examples of activities include the following: Advanced learning activities (Honors and Accelerated Coursework), Competitions (STEM Fair, History Day, First Lego League, Project Lead the Way, Scholastic Art and Writing Awards, Spelling Bees), Formal Organizations (Student Councils at the school, and district levels), Student based projects, compacting, acceleration and differentiation of Tier 1 instruction</p>	Classroom teachers or school based providers
9 - 12	<p>At the high school level, a continuum of advanced academic opportunities are available to Gifted and Talented students. Students are encouraged to take the most rigorous course of study in their areas of strength including various honors, Advanced Placement, and dual-enrollment college courses. GCPS offers a variety of courses and activities to encourage and continue the development of individual gifts and talents. These opportunities include but are not limited to student government, fine arts (music, art, theater, and dance), honor society, and apprenticeships in the community. Data is available to administrators to</p>	Classroom teachers or school based providers

monitor student performance of students enrolled in selected courses. The GCPS Program of Student Education Program Guide outlines available courses offered.

Goals, targets, strategies, and timelines

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

Goal	Target	Strategies	Timeline
During the 2024-2025 School Year screening process, GCPS will increase identification students in the Gifted and Talented for the economically disadvantaged and special education populations by 5%.	GCPS delivers Primary Talent Development lessons in all schools for grades PK-Grade 2. Teachers use the MSDE open resource lessons Primary Talent Development: Early Learning Program PreK-2 that focus on the behavior traits of perceptive, creative, communicative, inquisitive, persistent, resourceful, and leadership. The lessons are provided to all students to develop potential gifts and talents and increase an equitable identification process at the end of Grade 2. GCPS currently is working with teachers to develop lessons that incorporate these traits into the core curriculum. Throughout the school year, teachers collect data to record a student's development of these traits using the Behavior Checklist commonly referred to as the REPI scale. The scale is maintained in student records and final ratings are recorded at the end of each school year. This Behavior Checklist is one data point	Implement the Tier 1 PLC cycles for teachers with a focus on explicit and engaging instruction for all students, applying Universal Design of Learning, Culturally Responsive and Equity Teaching to increase differentiation of instruction	Ongoing 2024-2025 School Year, Principals and teachers See Attachment: Garrett_Gifted Talented_#8 - GCPS MTSS Playbook

considered in the identification process. See Appendix Garrett_GCPS Gifted and Talented Program Handbook, page 18. This scale provides consideration for each of the behavior traits and rates students with needs improvement, making progress, satisfactory, or exceeds.

When a student needs to be considered for acceleration, a parent or guardian may request early admission into kindergarten, or grade 1 if their child turns of age after the entrance date (September 1) established by the Maryland State Department of Education and before January 1 of the school year for which they are requesting early admission. Students must meet established criteria before being considered candidates for early admission. An application is submitted by the parents by June 1 of the school year prior to the admittance school year. A meeting is scheduled with th parents and key school staff to establish the screening process and a date is set. A School Psychologist in consultation with the building principal and Director of Elementary Education will determine which assessments are needed to identify eligibility for early entrance. An assessment battery is used measure the students academic, adaptive, social emotional, and behavioral levels. The team reconvenes to

	<p>discuss the assessment results and determine eligibility for early entrance. If the parent/guardian does not agree with the early admission decision, an appeal may be filed with the Chief Academic Officer's Office.</p> <p>Prior to the completion of the school year, a meeting will be held at the school level to analyze the child's performance for the year and make a determination as to the child's readiness to move to the next level for the upcoming school year. Placement for the next year will be determined at the school level. The final placement will rest with the school principal. See Attachment: Garrett_Gifted Talented_#9 - Early Entrance Policy & Procedure.</p>		
		Review the screening process and services with the GT committee including administrators, teachers, and parents.	January 2025
		Create differentiated lessons plans to model for all teachers	November 2024, February and April 2025 GT Select Point of Contacts
		Begin focusing on revising the Primary Talent Development	November 2024, February and April

		Primary Parent Development lessons to integrate the key behavior characteristic lessons in core content with an emphasis on vocabulary to support the underserved populations.	February, and April 2025 Select GT Point of Contacts
		Review the identification process using multiple points of data including the behavior characteristic data.	4/1/2025 GT Points of Contact, Teachers and Principals

Comprehensive Teacher Induction Program

Mentoring Program

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

CTIP Personnel

Name	Title	Responsibilities
Dr. Nicole Miller	Chief Academic Officer	To create, implement, and monitor the New Teacher Induction Program to support and retain novice and experienced teachers through a comprehensive induction system that improves instructional practices and supports student achievement.
Mrs. Janet Gregory	Coordinator of Title I/LAC	Assists in coordination and evaluation of the New Teacher Induction Program
Mrs. Amy Warnick	Secondary Instructional Supervisor	Assists with planning and implementing the New Teacher Induction Program
Mrs. Candy Maust	Elementary Instructional Supervisor	Assists with planning and implementing the New Teacher Induction Program

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

Mentors are provided with an orientation training that occurred on August 22, 2024 (3 hours) along with a meet and greet/collaborative planning session with their mentee at the New Teacher Induction program. During the training, GCPS reviewed expectations for being a mentor and mentee, reviewed the forms, and discussed plans for continued engagement throughout the year. Leaders provide training specific to planning and preparation as well. Additional topics for the mentor training that occurred in August included: communication between mentor/mentee as well as other stakeholders, exploring relevant instructional materials, establishing high quality classroom environments, creating routines, components of high quality instruction, mentoring requirements, content specific requirements, role modeling, observation/reflection protocols and relevant policies/procedures. In the afternoon, another three hours was provided for mentors/mentees to work collaboratively to plan instruction for the first full week of school.

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

After the orientation mentor/mentee day, GCPS provides two follow up trainings for mentors throughout the year. Meetings are held once a semester with the first scheduled for the month of December and the second scheduled for March. During these meetings we will review the evaluation process for non-tenured teachers, discuss timelines, and expectations for mentoring (Mentor timesheets, organizational tools/reflection sheets etc.). Additional topics will be derived based on trends in data and input from new teachers. Also, this year strategic topics will include relevant professional learning for mentors tied to the career ladder including: Leading and mentoring teams of professionals to promote professional learning among colleagues and collaborating with colleagues to improve student performance.

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

Administrators were provided training on the mentor/mentee expectations and processes at the Back to School administrator retreat that occurred on August 14, 2024. We reviewed the evaluation process for non-tenured teachers and discussed timelines for teachers to obtain tenure. The New Teacher Induction Program was previewed with administrators including an overview of mentor roles & responsibilities. Additionally, the mentor/mentee assignments were discussed and reviewed. Principals were also included in the New Teacher Induction Program, specifically on August 20, 2024 this year where they had lunch with their new teachers and provided building level expectations and information in the afternoon (3 hours). Upcoming training will be provided at the November A & S meeting, which will occur on November 18, 2024 specific to New Teacher Induction Program upcoming activities as well as a recap of mentor/mentee responsibilities/lessons learned from quarter one along with professional learning opportunities that are coming up in December and March of this year specific to mentors. Human Resources will review the evaluation timeline for non-tenured teachers at the December A & S meeting scheduled for December 17, 2024. If a non-tenured teacher needs an improvement plan, we create one in collaboration with the principal, director, and non-tenured teacher. Targeted support is provided to both administrators and non-tenured teachers should an improvement plan be necessary.

Describe how the district determines and defines probationary teachers.

In GCPS, probabtionary teachers are defined as non-tenured teachers (within the first three years of teaching experience).

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

The initial orientation for the Teacher Induction Program starts with three full days of training specific to critical content needed to begin the school year. The program includes a meet & greet with GCEA and central office, New Teacher Essential's presentation from Human Resources, training on the employee portal and employee leave, safety & security essentials, celebrating differences in learnings, lesson plan/standards/and instructional materials, training on Schoology, Google Drive, Grade Book, Power School, Chalk, Electronic Lesson Plans, i-Ready, and Diagnostic reports. Additionally, new teachers eat lunch with their Principal and spend an entire afternoon at their school site working in collaboration with their principal to learn about a day in the life of a teacher, building level essential knowledge, and orienting themselves to their building/space. On the third day of the New Teacher Induction Program, mentors are invited. The day starts with a presentation/training for mentors along with training on the planning components of the teacher evaluation system. In the afternoon, new teachers and mentors are provided collaborative time to explore instructional materials and plan the first week of instruction for students. GCPS also differentiates content to meet specific roles/responsibilities. As such, there were individualized sessions provided to Community School Specialists, Counselors, Social Workers, and Speech/Language Pathologists.

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

The New Teacher Induction Program was re-designed this school year to include a minimum of two full days of training throughout the year for first year teachers. The first is scheduled for the end of September/beginning of October. The second is scheduled for the middle of January. These trainings are informed by new teacher feedback and trends in data. The first training provides content presentations specific to student service supports and understanding the needs of all students as well as a deep dive into the observation/evaluation tool and process. After these sessions, new teachers will spend the afternoon in the field observing expert teachers throughout the county with a focus on classroom environment and high quality instruction. A reflection component is included and mentors are asked to follow up with the new teachers after this experience. The second training (January) will include content requested by new teachers along with an opportunity to shadow and/or co-teach with mentor teachers. Additionally, there will be two follow up trainings in the evenings offered to all mentors and non-tenured teachers (one in December and one in March). These trainings topics include: Leading and mentoring teams of professionals to promote professional learning among colleagues and collaborating with colleagues to improve student performance.

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

As described above, in the field experiences observing or co-teaching have been formally integrated into the New Teacher Induction Program. Additionally, non-tenured teachers can observe their mentors and/or other experienced teachers throughout the county whenever it is needed. We encourage mentors to informally observe their mentee once each quarter and there is a section on the progress monitoring sheet for this. Additionally, GCPS is launching an instructional walkthrough tool at the teacher level this year while also providing supports for teachers to observe one another using the tool. This tool along with the non-evaluative tool provided to mentors are provided as needed to support teachers. Mentors/mentees are required to meet, at a minimum of 40 minutes beyond the duty day, weekly.

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

As stated previously, mentors are expected to meet, a minimum of 40 minutes with non-tenured teachers each week beyond the duty day. Additional time can be allocated as needed.

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

The New Teacher Induction program has incorporated an opportunity for co-teaching during the teacher's first year. Beyond that, we do not have a set time for using a co-teaching model for academics with our non-tenured teachers. However, if and when needed, we would consider assigning a colleague with the same grade and content or an academic coach to work with them. The assigned mentor/coach could model student behavioral/instructional strategies or classroom management strategies with the new teacher in assisting to improve those skills when working with students in the classroom.

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

A weekly monitoring tool is used with mentor/mentee meetings that is shared with principals and the CAO quarterly. This data provides insight to inform supports for new teachers as they progress through the four observations and two evaluations required for non-tenured teachers. Principals may also choose to hone in on specific trends occurring within their building. Additionally, after each BEST class experience, teachers complete a survey where they have opportunities to share what they need. GCPS leaders review this data along with the mentoring tool to identify topics for future professional learning opportunities. The monitoring tool entitled, "Non-evaluative Reflection Sheet for GCPS" includes data such as: What's working, current focus, any challenge or concerns, new teacher's next steps and mentor teacher's next steps. Mentors use this form informally with teachers to provide feedback. This tool is based on the Charlotte Danielson Framework focused on planning/preparation, classroom environment, instruction, and professional responsibilities. Should a new teacher need additional support based on the observation/evaluation system, administration may collaboratively design an improvement plan with the teacher focusing on intensifying the level of support provided.

Data Reporting

Complete the following chart.

	Number	Average Mentee : Mentor Ratio
Total Number of Probationary Teachers	72	1.44
Total Number of Probationary Teachers being served by the LEAs CTIP	72	
Number of Full Time Mentors	0	
Number of Part Time Mentors	0	
Number of Teacher serving as Mentors	50	
Total Number of Mentors	50	

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

Probationary teacher performance is discussed and monitored each quarter to determine the progress of their performance by their mentor. School administrators and district instructional leaders observe probationary teachers four times a year, during the first three years of teaching, and these probationary teachers are evaluated twice a year to ensure they are supported and are aware of their performance to implement the best instructional strategies to improve student achievement. The goal is to ensure teachers are using high quality instructional materials offered by the school system and evidence based instructional strategies grounded in research and best practice. Data used to improve probationary teachers' instructional practice include the following items: 1. Teacher Evaluation Ratings: We analyze trends of ratings in the four domains within the teacher evaluation rubrics. We review all ratings and look for trends in proficiency, lower ratings in which we determine professional development for our teachers, and we also analyze each subset under the domains for planning, instruction, assessment, and professional standards. We compare that data from year to year which helps us plan the content for the Teacher Induction Program. 2. Professional Learning Survey's- GCPS evaluates the work of the Teacher Induction Program by collecting quantitative and qualitative data after each BEST class. At minimum this occurs three times throughout the year and provides leadership with trends and specific needs of new teachers.

3. Mentoring Progress Sheets- GCPS analyzes quarter progress monitoring sheets that evaluates the work that mentors do. 4. Spring Survey- GCPS completes a cumulative survey each spring evaluating the mentor/mentee and New Teacher Induction program. These data points are used to support future programming to meet the needs of new teachers and improve instructional practice. 5. The principals are involved with the evaluation of new teachers through the observation and evaluation tools. We meet with principals regularly throughout the year to discuss non-renewals and support that can be provided.

Measuring Effectiveness

Program Effectiveness

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

Data Type and Source	Criteria and Method for Collection	How data is used to inform or improve CTIP	Personnel Responsible
BEST Class PL Surveys	Survey Tool/Teacher Perception	Review results of the data to decide on further PL or focus areas in future training	Dr. Nicole Miller and LEAD team
Teacher Retention Rate	Measure the number of teachers in each cohort	Analyze the data to determine areas of focus to apply strategies to retain teachers in certain grade levels or contents	Dr. Nicole Miller and Dr. Jane Wildesen
Staff Surveys	Survey Tool/Teacher Perception	Review results of the data to decide further PL or focus areas in future training	Dr. Nicole Miller and LEAD team
Teacher Evaluation Tools	Mid-Year/End of Year Evaluations Completed for Non-Tenured Teachers	Teacher Evaluation Ratings: We analyze trends of ratings in the four domains within the teacher evaluation rubrics. We review all ratings and look for trends in areas of proficiency, lower ratings in which we determine professional development is needed for teachers. We also analyze each subset under the domains for planning, instruction, assessment, and professional standards. We compare that data from year to year which helps us plan the content for the Teacher Induction Program. Principals train new teachers on the SLO process including how to write, monitor, and assess student data to obtain a high success rate. We analyze how well new teachers perform on their SLO each year and compare the success rates. Additionally, a district-wide	School Administrators and Instructional Central Office Administrators

		Additionally, a district wide comprehensive needs assessment specific to professional learning, mentoring and New Teacher Induction is completed each spring.	
Results of Mentor/Mentee Training Surveys	Survey Tool/Teacher Perception	Review results of the data to decide on further PL or focus areas in future training	Dr. Nicole Miller/Mentees/Mentors
Mentor Progress Sheet (TimeSheet)	At the end of each quarter, mentors submit a timesheet of activities completed.	Examine and look for trends on the completed 40 minutes of mentoring activities submitted at the end of each quarter. Each activity includes an explanation of events.	Dr. Nicole Miller and Mentors

Mentor Effectiveness			
Complete the chart to explain how the efficacy of individual mentors is evaluated. Include in the response teacher evaluation data, teacher perception data, and new teacher retention data.			
Data Type and Source	Criteria and Method for Collection	How data is used to improve effectiveness of mentors	Personnel Responsible
New Teacher/Mentor Surveys	In the spring, mentors/mentees submit a survey regarding the performance of time and activities completed together (teacher perception data)	Ratings are evaluated and examined for areas of growth in order to build the capacity of mentors to support new teachers. The results of these surveys are used to inform professional development as needed and future supports.	Dr. Nicole Miller
Mentor Progress Sheet (Timesheet)	Mentor submits timesheet each quarter	Examine and look for trends on the completed 40 minutes of mentoring activities submitted at the end of each quarter. Each activity includes an explanation of the events. This data is collected to ensure the mentor completed the required number of minutes per week/per quarter/per year and that the mentor addressed the areas of growth rated on the new teacher's evaluation.	Dr. Nicole Miller
Attendance at New Teacher Induction Orientation and ongoing Teacher Induction Meetings	Mentor is evaluated on his/her attendance for the Teacher Induction meetings	Examine attendance rate to determine the successful completion of the mentor contract. This information is used when determining future mentor contracts, based on the efficiency of the mentors willingness to participate in ongoing training and PD.	Dr. Nicole Miller
District Wide Comprehensive Needs Assessment	Survey is given to all GCPS staff in the spring of each year	A district-wide comprehensive needs assessment using diverse academic and non-academic data sources including, but not limited	Dr. Nicole Miller

		to: teacher observation/evaluation data, staff survey data, and professional development data is completed. A professional learning needs survey is administered in the spring and professional learning committee meets to analyze and determine areas of growth and future PL. This includes assessing the mentoring and New Teacher programs.	
FY24 GCPS Hiring Practices and Diversity Report	Once a year, the staff in HR examines the retention rate for new teachers.	The data reflects on the system-wide demographic data for GCPS. The data includes all employees within the certificated staff bargainin unit. This data is used to evaluate the effectiveness of the mentors and the assigned new teacher in the Induction Program.	Dr. Jane Wildesen and Dr. Nicole Miller

Carryover and No Cost Extensions

Local Education Agency (LEA)

Garrett County Public Schools

Phone Number

301.334.8900

LEA Unique Entity Identifier (UEI)
Number

Address

770 Dennett Road
Oakland, MD 21550

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

Title Program	Explanation	Amount of FY2024 funds to be expended after 9/30/24	Programmatic Changes? Yes/No C-1-25 budget required.
Title I, Part A	n/a	\$ -	n/a
School Improvement	n/a		
Title I, Part C	n/a		
Title I, Part D, Subpart 1	n/a		
Title I, Part D, Subpart 2	n/a		
Title II, Part A	GCPS has carryover funding primarily in the area of salaries and wages. The planned activities were planned based on projections around the number of new teachers, number of mentors needed, and the number of people pursuing National Board Certification. GCPS did not spend as much as originally allocated in salary and wages due to the number of participants for each	\$ 48,884.34	Yes

	activity.		
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Title III, Part A, English Language Acquisition	n/a		
Title IV, Part A	GCPS was late in hiring the staff which allowed for carryover into FY25 in those activities. Additionally, the behavioral health screener did not get purchased until the start of FY25. The activities for all carryover funds will stay the same and funds are expected to be spent out by 09/30/2025.	\$ 25,985.88	No
Title V, Part B	n/a		

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Garrett Co Local Consolidated ESSA Program Review

Title I and Equitable Services

Category and Criteria	Rating	Remarks	Date
	SCORING RUBRIC		Received
	EXCEEDS CRITERIA	Expectations exceeded	
	MEETS CRITERIA	Expectations met	Returned
	DOES NOT MEET CRITERIA	Revisions required	
	MISSING OR INCOMPLETE	Insufficient information for evaluation	Approved
General Application Requirements	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	Date Reviewed
3. Key Personnel	-		
Title I, Part A: The key staff employed by the LEA are responsible for monitoring and implementing the program, as well as steering committee members (including those partners and other stakeholders not employed by the LEA, if applicable). The "Time Devoted" column reported here should reflect the estimated percentage as compared to a full-time equivalent (FTE) that the employee is devoted to work specific to this program (i.e., a full-time employee who devotes half of their time appears as 0.5).	Meets criteria		
4. Extent of Need	-		
Title I, Part A: The LEA described the needs to be addressed through the Title I Part A program supported by data, efforts to address the needs and how those efforts were or were not successful. They discussed the LEA's history and/or plans for utilizing evidence-based programming or other related activities toward addressing the needs	Meets criteria		
5. Evidence of Impact	-		
Title I, Part A: The LEA described how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact.	Meets criteria		
6. Evaluation and Dissemination	-		
Title I, Part A:	-		
Title I, Part A: The LEA identified which data will be used to evaluate the program.	Meets criteria		
Title I, Part A: The LEA completed evaluation timeline including what and how data collected, person(s) responsible.	Meets criteria		
Title I, Part A: The LEA described the dissemination plan.	Meets criteria		
Budgets and Budget Narratives	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. Title I, Part A, J. Fiscal (Part One) See Fiscal Tables Workbook	Not Applicable		
Blueprint	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
2. Title I, Part A	-		
The LEA described how the Title I, Part A program is aligned to the Blueprint for Maryland's Future.	Meets criteria		
Educational Equity	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Equity Initiatives	-		
1. Title I, Part A	-		
The LEA described how the evidence-based equity initiatives are implemented on a district and/or school level to specifically address the objectives of the Title I, Part A program.	Meets criteria		
Equitable Services	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Federal Program FY25 Allocations and Equitable Services Proportionate Share reported correctly	-		
Title I Part A.	Meets criteria		
Title I, Part C	Not Applicable		12/23/24
Title II, Part A	Meets criteria		12/23/24
Title III, Part A	Not Applicable		12/23/24
Title IV, Part A	Meets criteria		12/23/24
Assurances	-		
Assurance 1: Affirmation of Consultation Forms have been uploaded for all participating programs.	Meets criteria		12/23/24
Assurance 2: LEA ensures it adheres to all Equitable Services Provisions	Meets criteria		12/23/24
Participation of Children Enrolled in Nonpublic Schools	Meets criteria		12/23/24
1. Annual Meeting: The LEA provided a written process for the annual meeting representing ALL participating federal programs.	Meets criteria		12/23/24
2. Ongoing Timely and Meaningful Consultation: The LEA's provided the process for ongoing timely and meaningful consultation representing ALL participating federal programs.	Meets criteria		12/23/24
3: The LEA included the consultation timeline for all participating federal programs.	Meets criteria		12/23/24
4. Local Control: For all participating federal programs, the LEA's written process addresses: oversight, monitoring, supervising, evaluating the effectiveness of services, and maintaining control of program funds and title to all materials, distribution of equipment, and property purchased with Federal funds.	Meets criteria		12/23/24
5: Complaint Procedure: Dispute Resolution Process is provided representing all participating federal programs	Meets criteria		12/23/24
Title I, Part A: Delivery of Services have been checked	Meets criteria		12/23/24
Provide services directly to eligible private school students	Meets criteria		12/23/24
Enter into a third-party contract to provide services to eligible private school students	Meets criteria		12/23/24
Enter into a formal agreement (MOU) with other LEA's to provide services to out of district private schools. Please provide a timeline for securing signatures	Meets criteria		12/23/24
Title I, Part A: School Allocations	-		

Category and Criteria	Rating	Remarks	Date
The LEA provided the names of participating nonpublic schools	Meets criteria		
The LEA provided the number of nonpublic school students (per school)	Meets criteria		
The LEA provided the Title I Part A school allocation (per school)	Meets criteria		
<input type="checkbox"/> Title II, Part A, Equitable Services Process	Meets criteria		
The LEA has provided a description of the process for providing equitable participation to private schools, including a needs assessment and professional development action plan.	Meets criteria		
The LEA has provided the names of the participating schools; numbers of private school students that will benefit from Title IIA services and the total school allocation.	Meets criteria		
<input type="checkbox"/> Title III, Part A Providing Equitable Services to English Learners	Not Applicable		
The LEA has provided written processes to invite private schools to consultation meetings; provide on-going consultation; and manage disputes and/or complaints.	Not Applicable		
The LEA has provided a description of the process for providing equitable participation to private schools.	Not Applicable		
The LEA has provided the names of the participating schools; numbers of private school students; and the calculated cost per pupil that will benefit from Title IIIA services.	Not Applicable		
<input type="checkbox"/> Title IV, Part A Monitoring Equitable Services	Meets criteria		
The LEA has demonstrated that equitable services were provided.	Meets criteria		
The LEA has provided the names of the participating non-public schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.	Meets criteria		
The LEA has provided a process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.	Meets criteria		
The LEA has provided a total for all expected non-public transfers.	Meets criteria		
<input type="checkbox"/> Title I, Part A E-J	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
E. Participation of Children Enrolled in Private Schools	Not Applicable	This section is evaluated in Equitable Services.	
The LEA described how the LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.	Meets criteria		
The LEA provided an assurance that the amount it calculated for the reservation for children and youth experiencing homelessness includes all listed criteria.	Meets criteria		
<input type="checkbox"/> The LEA described how the reservation of funds was calculated for children and youth experiencing homelessness based on a needs assessment or similar methodology, including the amount calculated for the per pupil allocation (PPA).	Meets criteria		
<input type="checkbox"/> The LEA completed the table to include:	-		
•the name of the LEA's Homeless Education Coordinator or Liaison.	Meets criteria		
•list of all currently active shelter sites in the county that serve homeless children and families.	Meets criteria		
Appendix O: The LEA submitted evidence of their Homeless Education Liaison Cost and Excess Transportation, if applicable.	Meets criteria		
<input type="checkbox"/> G. Support for Foster Care Students	-		
The LEA indicated whether or not it has a written agreement (MOU) facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including the Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Meets criteria		
The LEA made a selection for one of the options to ensure its written agreement for transportation includes one of the listed provisions for how transportation to the school of origin will be provided, arranged, and funded.	Meets criteria		
Appendix K: A current signed MOU is attached (facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students including transportation, school of origin and best interest decisions.	Meets criteria		
Appendix P: If applicable, the LEA attached the calculations that the LEA used to arrive at the figure for determining the (additional Title I Part A) foster care transportation set-aside. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.	Not Applicable		
<input type="checkbox"/> H. English Learners	-		
The LEA described its written process for the coordinated effort to inform parents about the ESOL program and parent rights in a language that parents can understand. Include a timeline for ESOL placement and ensure that the Parent Notification Letter is distributed within the first 30 days of school or within 2 weeks of enrollment in a language instruction program.	Not Applicable		
The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	Not Applicable		
The LEA assures it has a report card that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	Not Applicable		
<input type="checkbox"/> J. Fiscal Assurances (Part Two)	-		



Category and Criteria		Rating	Remarks	Date
<div> <div></div> <div>Title I, Part A A-D</div> </div>	The LEA ensured that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.	Meets criteria		
	The LEA selected a sample methodology from those listed, or selected "N/A" and indicated the reason.	Meets criteria		
	The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.	Meets criteria		
	The LEA ensures it has a policy or process in place of the measures it would take if it fails to meet the requirements of supplement not supplant to return to compliance.	Meets criteria		
	The LEA ensured that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.	Meets criteria		
	The LEA understands that it must have a single audit annually, if required, and that all corrective actions required through this process are fully implemented.	Meets criteria		
	The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	Meets criteria		
	The LEA ensures that it has procedures in place so that equipment is only used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.	Meets criteria		
<div> <div></div> <div>Title I, Part A A-D</div> </div>		Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<div> <div></div> <div>A. Staff Credentials and Certification</div> </div>		-		
<div> <div></div> <div>A. Staff Credentials and Certification</div> </div>	LEA provided an assurance to ensure all teachers and paraprofessionals in Title I programs meet applicable State certification and licensure requirements.	Meets criteria		
	LEA listed the number and percentage of teachers and paraprofessionals who have not met licensure and certification status for the 2023-2024 school year in Title I programs.	Meets criteria		
	Appendix B: Staff Certification	Meets criteria		
	If the LEA identified teachers or paraprofessionals that do not meet requirements, the LEA provided the process to ensure that all teachers and paraprofessionals meet State certification and licensure requirements.	Meets criteria		
	•The LEA provided a written process to address any disparities that result in low income and/or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field educators.	Meets criteria		
		Meets criteria		
	<div> <div></div> <div>The LEA included a written process with timelines to annually notify parents (for each of the below four bullet items) and responded yes to each of the assurances:</div> </div>	Meets criteria		
		Meets criteria		
<div> <div></div> <div>B. Schoolwide Programs</div> </div>	<div> <div></div> <div>Assurances</div> </div>	-		
	All applicable assurances are completed.	Meets criteria		
	Assurances that require a yes or no response in the text box have been responded to (only the first one could be a no response; all others should be yes).	Meets criteria		
	<div> <div></div> <div>Consolidating Funds in a Schoolwide Program:</div> </div>	Meets criteria		
	Is the LEA consolidating funds? (The LEA checked Yes or No)	Meets criteria		
	If the LEA checked Yes, have they indicated which funds they will consolidate (i.e. by Title or grant name, etc.)?	Meets criteria		
	If the LEA checked Yes, did they describe how the LEA will assist schools in consolidating funds for Schoolwide programs, if applicable.	Meets criteria		
	If the LEA checked No and is not consolidating funds, did they describe how the system coordinates financial resources to develop Schoolwide programs?	Meets criteria		
<div> <div></div> <div>B. Schoolwide Programs</div> </div>	The LEA checked Yes, for their school district having an agreement, such as an MOU, which outlines and coordinates activities between the LEA and Head Start programs and/or other early childhood programs (*all 24 LEAs, not including SEED have Head Start programs. A Head Start agreement is required. Other MOUs for example with Judy Centers etc. are also encouraged)	Meets criteria		
	Appendix E A LEA provided an agreement, such as an MOU, which outlines the coordination of activities between the LEA and Head Start programs and, if feasible, other early childhood programs (NOTE: Applications can be given conditional approval without signed MOUs. Signed MOUs are due with the final submission, or at minimum a timeline indicating when they will be signed.) A Head Start agreement is required.	Meets criteria		
	The LEA provided assurances that its Schoolwide program plans are based on the following: •A comprehensive needs assessment •Schoolwide program reform strategies •Stakeholder input •Coordination and integration of Federal, State, and local services and programs	Meets criteria		

Category and Criteria	Rating	Remarks	Date
The LEA provided an assurance that it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	Meets criteria		
<input type="checkbox"/> The LEA provided an assurance that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	Meets criteria		
	Meets criteria		
	Meets criteria		
The LEA provided an assurance that it has written processes for developing, implementing and monitoring requirements in all Schoolwide Programs and Plans.	Meets criteria		
The LEA provided an assurance that it has written processes for Career and Technical Education (CTE) and work-based learning opportunities content to be integrated into instructional strategies.	Meets criteria		
The LEA provided its written process for how the LEA supports efforts to reduce the overuse of discipline practices which remove students from the classroom.	Meets criteria		
<input type="checkbox"/> C. Targeted Assistance Programs	-		
The LEA provided an assurance that it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs and Plans. (NOTE: This applies to all LEAs, even those without TAS).	Meets criteria		
The LEA checked YES to all eight of the assurances, if it operates TAS.	Meets criteria		
<input type="checkbox"/> The LEA described how it ensures that the progress of participating children is reviewed on an ongoing basis and programs are revised as necessary?	Meets criteria		
<input type="checkbox"/> D. Parent and Family Engagement	-		
Assurances: All applicable assurances are completed	-		
The LEA described the written process to ensure that the LEA complies with the oversight and implementation of all Parent and Family Engagement requirements specified in Section 1116(a-g)	Meets criteria		
The LEA described how the LEA ensures that not less than 90% of the PFE reservation is distributed to schools, with priority given to high-need schools. Include how the LEA determines the criteria for high-need schools.	Meets criteria		
Appendix I: The LEA submitted their District Level Title I PFE Policy/Plan and it addresses all requirements in the MSDE Parent and Family Engagement School-Level Checklist.	Meets criteria		
<input type="checkbox"/> Appendix J: The LEA submitted their tool used for the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan which addresses:	Meets criteria		
•barriers to greater participation by parents;	Meets criteria		
•the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;	Meets criteria		
•strategies to support successful school and family interactions;	Meets criteria		
•used findings from PFE evaluation to design/revise the policy/plan, incorporating evidence-based strategies for more effective parental involvement (as applicable).	Meets criteria		
<input type="checkbox"/> Title I, Part A Progress Monitoring	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
<input type="checkbox"/> Required Attachments and Data Tables	-		
The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for Districtwide Instructional Initiatives (Table 7-9.2), Districtwide Parent and Family Engagement Activities (Table 7-9.1), and Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4): Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or an LEA-level data tracking system that contains all of the requirements above.	Not Applicable		
<input type="checkbox"/> Areas of Growth for the Title I, Part A Needs Assessment driven for English Language Arts	Not Applicable		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to English Language Arts (if applicable)?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
<input type="checkbox"/> Areas of Growth for the Title I, Part A Needs Assessment driven for Mathematics	Not Applicable		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Math (if applicable)?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
<input type="checkbox"/> Areas of Growth for the Title I, Part A Needs Assessment driven for School Quality and Student Success	Not Applicable		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to School Quality and Student Success?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		
<input type="checkbox"/> Areas of Growth for the Title I, Part A Needs Assessment driven for Parent and Family Engagement	Not Applicable		
Did the LEA check Yes or No to the following question: Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide CSI or ATSI activities related to Parent and Family Engagement Activities?	Not Applicable		
If yes, did the LEA complete the appropriate portions of the table?	Not Applicable		

Category and Criteria	Rating	Remarks	Date
Annual Program Review (APR) Follow-up Addendum	Not Applicable		
<input type="checkbox"/> Did the LEA have a finding in the 2023-2024 school year? If not, this section is not applicable. If yes, continue below:	Not Applicable		
<input type="checkbox"/> For any Local Education Agency that received a "not met" in one or more components during the 2023-2024 Title I, Part A Annual Program Review (APR), the following addendum must be completed and submitted with the Title I, Part A Application. For each component in which an LEA received a "not met", the LEA must complete and submit the following items:	Not Applicable		
1.The LEA provided a copy of the Title I, Part A Annual Program Review letter indicating which components were identified as "not met" and documenting the required actions for non-compliance.	Not Applicable		
2.The LEA provided a written process or action plan describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following: i.Steps taken to address the non-compliance issue, including how the steps are/ will be documented and monitored ii.Timeline to address the non-compliance issue iii.LEA personnel to include name and title involved in addressing the non-compliance issue	Not Applicable		
3.Based on the timeline provided in the Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2024 have been completed. (Note: Documentation to support any required actions mandated to occur after September 1, 2024 should be reviewed at the 2023-2024 Title I, Part A Annual Program Review)	Not Applicable		
Title I, Part A Fiscal Tables	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Allocation Worksheet	-		
Has the LEA included the Excel Worksheet to demonstrate the ranking of all Title I schools?	Meets criteria		
If the LEA skipped schools, are they included in the Allocation Worksheet with no Title I funds allocated? Note: This applies to "Regular Schools Only". Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools (see the GIG Fiscal section for a description of each code).	Not Applicable		
If the LEA has Skipped schools, was the equitable share for private school students and PPA reported?	Not Applicable		
Were the Notations N (New), C (Charter), S (Skipped) or CSI or ATSI checked (if applicable)? (*Unless a waiver was requested for a new school to enter as Schoolwide (SW) check that new schools are listed as Targeted Assistance (TAS))	Meets criteria		
Is the Notation Schoolwide (SW) or Targeted Assistance (TAS) program completed for each Title I school? (not for Skipped schools (S))	Meets criteria		
Is the School ID, Name and Grade Span completed, are the School ID the correct 4 digit MSDE School ID? (Columns D,E, and F)	Not Applicable		
Does the LEA have CEP schools? Are these noted correctly in Column G?	Meets criteria		
Does the data in Column H & I match MSDE's official numbers for enrollment and FARMs (or an approved FARMs Amendment)?	Meets criteria		
Did the LEA check Column J and K for Community Eligibility Provision (CEP) calculations as appropriate?	Not Applicable		
Are Columns J and K completed as applicable?	Not Applicable		
Is the Per Pupil in Column M reported as "equal" or in descending order?	Meets criteria		
Are the totals of N + O equal to what is reported on Table 7-10, #7?	Meets criteria		
*Has the LEA included a list of schools that will no longer be designated Title I?	Not Applicable		
Removed Title I Schools	-		
Has the LEA included a list of schools that will no longer be designated Title I?	Not Applicable		
Tables 7-1 and 7-2	-		
<input type="checkbox"/> Table 7.1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES	Meets criteria		
Did the data sources checked for both public and private schools agree with data used to populate the allocation worksheet?	Meets criteria		
Did the data sources change from the previous year?	Meets criteria		
<input type="checkbox"/> Table 7.2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS	Meets criteria		
Does the method used to qualify identified attendance areas agree with the Allocation Worksheet? *If grade span is checked is Table 7-4 completed?	Meets criteria		
Tables 7-3, 7-4, and 7-5	-		
<input type="checkbox"/> Table 7.3 District-Wide Percentages of Low-Income Children	Meets criteria		
Does the district-wide percentage of low-income children reported by the LEA agree with the official enrollment and FARMs data?	Meets criteria		
<input type="checkbox"/> Table 7.4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS	Meets criteria		
If the LEA identified grade-span poverty averages in Table 7-4, does the sum equal the numbers reported in Table 7-3?	Meets criteria		
<input type="checkbox"/> Table 7.5 Calculating the Minimum Allocation—For LEAs that Serve Schools below 35% Poverty	Not Applicable		
If the LEA is serving schools below 35% poverty, was the minimum per pupil allocation (PPA) reported?	Not Applicable		

Category and Criteria	Rating	Remarks	Date
If the LEA is serving schools below 35% poverty, do all Title I schools receive a PPA at or above the minimum PPA? (check Allocation worksheet)	Not Applicable		
[-] Tables 7-6.1 through 7-6.3	-		
[-] Table 7.6.1 Continued Eligibility	Not Applicable		
Has the LEA identified schools for continued eligibility this year? (Check if the system is using the 35% rule or district wide poverty for the cut off to determine eligibility for this designation).	Not Applicable		
If yes, then do the schools listed qualify for continued eligibility (for one additional year)? (In order to qualify, schools must have been Title I last year and fall below the items checked on Table 7-2. These must be newly ineligible schools.)	Not Applicable		
[-] Table 7.6.2 High Schools Served between 50%- 75% Poverty	Not Applicable		
Has the LEA identified High Schools to serve out of rank order and listed the schools they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the ranking exception (High Schools served out of rank order)? (Check the allocation worksheet and FARMS data to determine eligibility for this exception.)	Not Applicable		
[-] Table 7.6.3 Year of data exception: Newly opened and significantly expanded charter schools Exception: If applicable, list the Charter school the LEA is choosing to serve under this exception. The LEA must determine a newly opened and significantly expanded Charter school's Title I allocation based on current year data and provide the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).	Not Applicable		
Has the LEA identified the newly opened and significantly expanded charter school(s) and listed the school(s) they elected to serve?	Not Applicable		
If yes, then do the schools listed qualify for the exception (using current year data to provide the school its allocation within five months of the schools opening or expansion)? Check the allocation worksheet and FARMS data to determine eligibility for this exception.	Not Applicable		
[-] Table 7-7 Skipped Schools and Skipped School Allocation Worksheet	-		
Number of skipped schools is reported (only for LEAs that are skipping schools) and matches the number on the Skipped School Allocation Worksheet.	Not Applicable		
	Not Applicable		
Did the LEA complete the Skipped School addendum (*tabs in the Fiscal Tables), including the Skipped School Allocation Worksheet?	Not Applicable		
Was the Addendum completed correctly?	Not Applicable		
Did the LEA provide evidence of supplemental state and/or local funding?	Not Applicable		
Were the supplemental LEA funds calculated correctly on the Skipped School Allocation Worksheet?	Not Applicable		
Were all the columns on the Skipped School Allocation Worksheet completed correctly?	Not Applicable		
Were Title I funds calculated correctly for private school equitable share when applicable? Note: Only the regular schools should be listed on the Title I Allocation Worksheet. Equitable services do not apply to code 20, 30, and 40 schools. Check to see if non-public students in the regular skipped school's attendance area are receiving LEA supplemental funds that are at least equal to the PPA that they would have received with Title I funds.	Not Applicable		
[-] Table 7-8 Equitable Services	-		
Were the reservations requiring equitable services for non-public schools calculated correctly? (i.e., the total reported equals the amount reported in the detailed budget description block for Lines 1a. and/or 1b and 2.)	Meets criteria		
Did the total number of private school children from low-income families reported on table 7-8 equal the total number of private school children from low-income families in the Title I Allocation Worksheet?	Meets criteria		
Is the Total # of public and private school children reported equal to the total reported in the allocation worksheet?	Meets criteria		
Is the proportional reservation calculated correctly?	Meets criteria		
Did the district reservation and parent involvement reservation in Table 7-8 agree with the amount reported in Table 7-9?	Meets criteria		
Are the total proportional monies for equitable instructional services and parent involvement activities reflected in Table 7-10, Line 2?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities?	Meets criteria		
[-] Table 7-9.1 Reservations for the Title I, Part A Allocation	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Did the LEA reserve a minimum required 1% for Parent Involvement (after deduction of Equitable Services proportional share)?	Meets criteria		
If the LEA has N (Neglected) and/or D (Delinquent) programs, the LEA has identified each institution's name, the amount of funding, and a description of how the funds will be used.	Not Applicable		
The LEA has reserved funds for services to homeless children and youth. The LEA has provided a description of how the funds and services plan is coordinated with the McKinney-Vento Homeless Education Act funds, if applicable.	Meets criteria		
If the LEA has opted to reserve funds for all or a portion of the Homeless Liaison position, the LEA has reported the FTE, salary, and fringe benefits, and has attached a job description.	Not Applicable		
If the LEA has opted to reserve funds for transportation costs, the LEA has attached a description of how it calculated the excess costs and has provided the calculations it used to arrive at the figure in this section.	Not Applicable		
Foster Care: The LEA has opted to reserve funds for support to children in foster care?	Not Applicable		
Were the reservations calculated correctly? (Were all the required reservations for the LEA completed?)	Meets criteria		

Category and Criteria	Rating	Remarks	Date
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria		
Table 7-9.2 District-Wide Reservations	-		
Does the LEA have a district-wide reservation?	Not Applicable		
Has the LEA used the correct line for each reservation?	Not Applicable		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Not Applicable		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Not Applicable		
	Not Applicable		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Not Applicable		
Did the LEA complete the appropriate Area of Growth chart for the district-wide reservation (in the Progress Monitoring Section, if applicable)	Not Applicable		
Table 7-9.3 Administration	-		
Has the LEA used the correct line for each reservation?	Meets criteria		
Were "fixed charges and fringe benefits" listed in the Budget Description Columns, as appropriate?	Meets criteria		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Meets criteria		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Meets criteria		
Table 7-9.4 Reservations for CSI and ATSI Schools from Title I, Part A Allocation	-		
Is the LEA providing support for CSI or TSI Schools from the Title I, Part A Application?	Not Applicable		
Has the LEA provided the school names and the allocation amount for each school?	Not Applicable		
Has the LEA used the correct line for each reservation?	Not Applicable		
Can the numbers provided be cross walked to Table 7-10 as appropriate?	Not Applicable		
Did the LEA provide a breakdown and sufficient detail of the budget to support the activities? (budget detail - allowable, allocable, reasonable, necessary)	Not Applicable		
Table 7-10 Budget Summary and Calculation of PPA	-		
(Line 1) Is the total allocation reported by the LEA correct?	Meets criteria		
(Line 2) Does the total reservation requiring equitable services = line 4 of Table 7-8?	Meets criteria		
(Line 3) Does the mandated set-asides total reported in Table 7-9.1 = Line 3?	Meets criteria		
(Line 4) Does the District-wide Reservations total reported in Table 7-9.2 = Line 4?	Meets criteria		
(Line 5) Administration total reported in Table 7-9.3 = Line 5	Meets criteria		
(Line 6) Does the Additional Support for CSI / ATSI schools total reported in Table 7-9.4 = Line 6?	Meets criteria		
(Line 7) Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.	Meets criteria		
LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA. Was table 7-5 completed, if applicable?	Meets criteria		
Table 7-11 Estimate of Title I, Part A Carryover	-		
Was the final 2023-2024 Title I, Part A allocation reported correctly?	Meets criteria		
Did the LEA report an estimated carryover amount?	Meets criteria		
Was the projected percentage reported and calculated correctly?	Meets criteria		
Was the waiver question answered?	Meets criteria		
Does the LEA intend to request a waiver to carryover more than 15%?	Not Applicable		
Has the LEA requested a waiver in the past 3 years?	Not Applicable		
School Improvement	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Appendices	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
3. Equitable Services	-		
Equitable Services Report Attestation	Meets criteria		
Affirmation of Consultation Title I	Meets criteria		
Affirmation of Consultation Title VIII	Meets criteria		
Complaint Procedures	Meets criteria		
4. Title I, Part A	-		
Signed C-1-25 MSDE Budget Form	-		
Are the calculations on the C-1-25 accurate?	Meets criteria		
Does the Budget Narrative provide sufficient descriptions of proposed expenditures?	Meets criteria		
Do the numbers by category/object on the Budget Narrative and C-1-25 match?	Meets criteria		
Are signatures and fields completed properly?	Meets criteria		
Appendix A: Attestation - All applicable attestation statements are completed and signed by appropriate LEA personnel	Meets criteria		
1. The LEA explained in their written process how all parties, inclusive of human resources, finance, school administration, personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A program components.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
2. The LEA included a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators and with the Title I parents.	Meets criteria		
3. The LEA attested it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program.	Meets criteria		
Appendix B: Staff Credentials	Meets criteria		
Appendix E: Schoolwide - Early Learning/ Head Start MOU	Meets criteria		
Appendix I: Parent and Family Engagement - District-level PFE Plan	Meets criteria		
Appendix J: Parent and Family Engagement - Tool to evaluate PFE Plan	Meets criteria		
Appendix K: Support for Foster Care Students - Foster Care MOU	Meets criteria		
Appendix M: Fiscal - Fiscal Tables (uploaded in Microsoft Excel)	Meets criteria		
 Appendix N: Fiscal – Title I funded District-level Job Descriptions	Meets criteria		
•The job descriptions are official (i.e., on letterhead)	Meets criteria		
•There is an indication that (if not split funded with another funding source) that the duties are only related to Title I Part A and (if applicable) Title I Part A schools/ students or families (which may include homeless families).	Meets criteria		
Appendix O: Homeless Education: Liaison Cost and Excess Transportation	Not Applicable		
Appendix P: Excess Foster Care Transportation Cost	Not Applicable		
Appendix Q: Progress Monitoring Addendum- Progress Monitoring Charts •Appendix Q is provided in case the LEA uses a different format/ chart for Progress Monitoring; however, all data points are required.	Not Applicable		
Appendix R: Follow up from Annual Program Review (if applicable)	Not Applicable		
 Carryover and Extensions	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	
1. Title I, Part A	Not Applicable		

Garrett Co Local Consolidated ESSA Program Review

Comprehensive

Category and Criteria	Rating	Remarks	Date
	SCORING RUBRIC		11/18/24
	EXCEEDS CRITERIA	Expectations exceeded	
	MEETS CRITERIA	Expectations met	Returned
	DOES NOT MEET CRITERIA	Revisions required	
	MISSING OR INCOMPLETE	Insufficient information for evaluation	Approved
General Application Requirements	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	Date Reviewed
1. Cover Page	Meets criteria		11/25/24
LEA provides identification information for agency	Meets criteria		11/25/24
LEA provides contact information for Superintendent, Fiscal point of contact, and Primary point of contact	Meets criteria		11/25/24
LEA provides contact information for a point of contact for each participating Title and COMAR reporting program	Meets criteria		11/25/24
2. Executive Summary	Meets criteria		11/25/24
Executive Summary clearly and succinctly articulates all focus areas, the rationale for selecting each focus area, the root causes of identified issues, and explicitly addresses disparities in equity to improve outcomes for all students.	Meets criteria		11/25/24
Serves as a standalone document that can be understood without the rest of the report.	Meets criteria		11/25/24
Writing is clear and makes complex ideas easily understood by relevant stakeholders and the school community.	Meets criteria		11/25/24
3. Key Personnel	-		
Title II, Part A: The LEA includes the name, title, responsibilities, and time devoted for each Title IIA key personnel.	Meets criteria		11/18/24
Title III, Part A: The LEA has provided the following components:	Not Applicable		12/23/24
Title III, Part A: Key Personnel information	Not Applicable		12/23/24
Title III, Part A: Steering Committee information	Not Applicable		12/23/24
Title IV, Part A: Key Personnel are identified for all necessary roles required to implement grant program including reasonable estimates for time and effort. Steering committee of diverse stakeholders is identified (if required).	Meets criteria		12/09/24
4. Extent of Need	-		
Title II, Part A	Meets criteria		11/18/24
Title II, Part A: The LEA has demonstrated that the Title IIA plan was informed by data from identified needs from a district-wide needs assessment.	Meets criteria		11/18/24
Title II, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist.	Meets criteria		11/18/24
Title II, Part A: The LEA has demonstrated that the needs assessment was based upon multiple sources of district-wide data.	Meets criteria		11/18/24
Title II, Part A: The LEA provided a description of how the needs assessment is aligned to the LEA strategic plan.	Meets criteria		11/18/24
Title III, Part A:	Not Applicable		12/23/24
Title III, Part A: The LEA has demonstrated that the Title III plan was informed by data from identified needs from a district-wide needs assessment.	Not Applicable		12/23/24
Title III, Part A: The LEA has used data to demonstrate the prioritization of needs when several needs exist .	Not Applicable		12/23/24
Title IV, Part A:	Meets criteria		12/09/24
Title IV, Part A: The Needs Assessment makes use of both quantitative and qualitative data from diverse academic and non-academic sources to assess capacity.	Meets criteria		12/09/24
Title IV, Part A: There is a strong connection between the data and the underlying contributing elements that will lead to more equitable schools.	Meets criteria		12/09/24
Title IV, Part A: The unique needs of different student populations are discussed, including those with varying cognitive, social/emotional, and physical needs or ability, ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socioeconomic status, or other individual characteristics. The needs of each group are addressed in full within the context of the LEA along with clear connections to applicable data.	Meets criteria		12/09/24
Title IV, Part A: It is clear and explicit that the needs directly inform focus areas	Meets criteria		12/09/24
5. Evidence of Impact	-		
Title IV, Part A:	Not Applicable		
6. Evaluation and Dissemination	-		
Title III, Part A:	Not Applicable		12/23/24
Title III, Part A: The LEA has included the evaluation in the Title III ELA tab.	Not Applicable		12/23/24
Title III, Part A: The LEA has described the dissemination plan.	Not Applicable		12/23/24
Title IV, Part A:	Not Applicable		
Budgets and Budget Narratives	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
4. Title II, Part A	Meets criteria		11/18/24
C-1-25	Meets criteria		11/18/24
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		11/18/24
The LEA budget narrative includes a description, calculation, requested use of finds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		11/18/24
All calculations are accurate.	Meets criteria		11/18/24
All formulas provided and appropriate and accurate	Meets criteria		11/18/24
Clear descriptions are provided for all line items.	Meets criteria		11/18/24
All line items are in appropriate categories	Meets criteria		11/18/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Meets criteria		11/18/24
5. Title III, Part A, English Language Acquisition	Not Applicable		12/23/24
C-1-25	Not Applicable		12/23/24
The LEA has provided a complete itemized budget narrative and C125 that include separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Not Applicable		12/23/24

Category and Criteria	Rating	Remarks	Date
All calculations are accurate.	Not Applicable		12/23/24
All formulas provided and appropriate and accurate.	Not Applicable		12/23/24
Clear descriptions are provided for all line items.	Not Applicable		12/23/24
All line items are in appropriate categories.	Not Applicable		12/23/24
The total funding on the budget narrative and C125 does not exceed to the total amount of the allocation.	Not Applicable		12/23/24
6. Title IV, Part A	Meets criteria		12/09/24
C-1-25	Meets criteria		12/09/24
The LEA has provided a complete itemized budget narrative that includes separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	Meets criteria		12/09/24
The LEA budget narrative includes a description, calculation, requested use of finds, any in-kind contributions, and total use of funds for each line item.	Meets criteria		12/09/24
The budget narrative does not exceed to the total amount of the allocation and is compliant with the Title IV, Part spending rules (i.e., for any allocation ≥\$30,000 the LEA must not spend less than 20% of funds under the well-rounded education opportunities content area, not spend less than 20% of funds under the safe and healthy schools content area, and spends a portion of funds under effective use of technology content area that does not exceed 15% of the portion on expenditures for technology (e.g., devices, software, hardware, etc.).	Meets criteria		12/09/24
Blueprint	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
1. Educational Equity	-		
The LEA has provided information on how Educational Equity is addressed in their Blueprint Implementation plans.	Meets criteria		
5. Title II, Part A	Meets criteria		11/18/24
The LEA has provided information on how Title II funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		11/18/24
6. Title III, Part A English Language Acquisition	Not Applicable		12/23/24
The LEA has provided information on how Title III funds will be used to support and supplement Blueprint Implementation plans.	Not Applicable		12/23/24
7. Title IV, Part A	Meets criteria		
The LEA has provided information on how Title IV funds will be used to support and supplement Blueprint Implementation plans.	Meets criteria		
8. Title V, Part B	Not Applicable		
The LEA has provided information on how Title V funds will be used to support and supplement Blueprint Implementation plans.	Not Applicable		
9. Fine Arts	-		
The LEA has explained how their Fine Arts supports the Blueprint for Maryland's Future.	Meets criteria		
10. Gifted and Talented	-		
The LEA has explained how their Gifted and Talented Education supports the Blueprint for Maryland's Future.	Meets criteria		11/26/24
11. Teacher Induction	Meets criteria		11/18/24
The LEA has explained how their CTIP supports the Blueprint for Maryland's Future.	Meets criteria		11/18/24
Educational Equity	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Implementing the Equity Policy	-		
The LEA provides a description of how the LEA's equity policy has been implemented.	Meets criteria		
The LEA demonstrates the application of an equity lens.	Meets criteria		
The LEA cites relevant disaggregated data.	Meets criteria	Linked tables	
Equity Initiatives	-		
4. Title II, Part A	Meets criteria		11/18/24
The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders. (This should be the same as the Educational Equity section in the Plan of Operation.)	Meets criteria		11/18/24
5. Title III, Part A	Not Applicable		12/23/24
The LEA has demonstrated a commitment to providing ELs equitable access to educational rigor, resources, and support. The description may reflect an analysis of disaggregated data within the EL population and having an equity lens in choosing activities of supplementary language development, professional learning, and supplementary instructional materials.	Not Applicable		12/23/24
6. Title IV, Part A	Meets criteria		12/09/24
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		12/09/24
7. Title V, Part B	Not Applicable		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Not Applicable		
8. Fine Arts	-		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		
9. Gifted and Talented	-		
The LEA has demonstrated completion of the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity.	Meets criteria		11/26/24
10. Teacher Induction	Meets criteria		11/18/24
The LEA has explained how evidence-based equity initiatives are part of their CTIP.	Meets criteria		11/18/24
Analysis of Accountability Measures	-		
The LEA identifies at least one equity goal as their current focus.	Meets criteria		
The LEA identifies clear and measurable objectives toward achieving each goal.	Meets criteria	One comprehensive goal is listed	
The LEA identifies relevant and practical strategies to implement for each objective.	Meets criteria		
The LEA has identified the data-driven methods used to measure progress toward objectives.	Meets criteria		
The LEA has identified a reasonable timeline for implementing strategies and achieving objectives.	Meets criteria		

Category and Criteria	Rating	Remarks	Date
The LEA has provided a data-driven analysis of prior years' successes and challenges and includes an explanation of any new or modified goals for this year and how they were developed.	Meets criteria		
Title II, Part A	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	11/20/24
Priority Areas	Meets criteria		11/18/24
The LEA has reviewed equitable access data and demonstrated that every student has equitable access to excellent educators	Meets criteria		11/18/24
The LEA has demonstrated the prioritization of Title IIA funds to address equity gaps	Meets criteria		11/18/24
The LEA provided data to justify the prioritization of Title IIA funds	Meets criteria		11/18/24
Goals and Outcomes	Meets criteria		11/18/24
The LEA has included Goals and Outcomes that are aligned to Title IIA allowable activities	Meets criteria		11/18/24
The LEA has included Goals and Outcomes that are Specific and Measurable	Meets criteria		11/18/24
The LEA has included Goals and Outcomes that are Achievable and Relevant	Meets criteria		11/18/24
Plan of Operation	Meets criteria		11/18/24
CSI and TSI Schools: The LEA has demonstrated strategic prioritization of funds to schools implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities.	Meets criteria		11/18/24
Consultation with Stakeholders: The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		11/18/24
Continuous Improvement: The LEA has demonstrated a plan for ongoing data use and consultation for continuous improvement.	Meets criteria		11/18/24
Educational Equity: The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.	Meets criteria		11/18/24
Recruiting, Preparing, and Training Effective Teachers and Principals	Meets criteria		11/18/24
The LEA has provided anticipated appropriate and measurable outcomes for each activity/initiative.	Meets criteria		11/18/24
The LEA provided a clear, appropriate implementation plan for each activity/initiative.	Meets criteria		11/18/24
The LEA has demonstrated an alignment with Maryland's challenging academic standards	Meets criteria		11/18/24
The LEA has identified the intended audience for each activity/initiative.	Meets criteria		11/18/24
The LEA has provided a clear, specific timeline for each activity/initiative.	Meets criteria		11/18/24
The LEA has demonstrated the use of appropriate evidence-based strategies and programs and identified the levels accurately.	Meets criteria		11/18/24
The LEA has provided an evaluation plan for each activity/initiative that aligned to the outcomes.	Meets criteria		11/18/24
Administrative Costs	Not Applicable		11/18/24
The LEA has provided an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.	Not Applicable		11/18/24
Title III, Part A, English Language Acquisition	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	12/23/24
Required Strategies	Not Applicable		12/23/24
Strategy #1: Increase English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.	Not Applicable		12/23/24
Strategy #2: Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.	Not Applicable		12/23/24
Strategy #3: Provide and implement other effective strategies and strategies that enhance or supplement language instruction educational programs for ELs.	Not Applicable		12/23/24
Optional Strategies	Not Applicable		12/23/24
Strategy #4: Upgrading program objectives and effective instructional strategies.	Not Applicable		12/23/24
Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.	Not Applicable		12/23/24
Strategy #6: Providing tutorials and academic or career and technical education and/or providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.	Not Applicable		12/23/24
Strategy #7: Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.	Not Applicable		12/23/24
Strategy #8: Improving the English language proficiency and academic achievement of ELs.	Not Applicable		12/23/24
Strategy #9: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs and/or in helping their children to improve their academic achievement.	Not Applicable		12/23/24
Strategy #10: Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks.	Not Applicable		12/23/24
Strategy #11: Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.	Not Applicable		12/23/24
Strategy #12: Carrying out other activities that are consistent with the purposes of this section.	Not Applicable		12/23/24
Evaluation	Not Applicable		12/23/24
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	Not Applicable		12/23/24
2. Increase the academic achievement of ELs	Not Applicable		12/23/24
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Not Applicable		12/23/24
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Not Applicable		12/23/24
5. Align with one or more of the final recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report.	Not Applicable		12/23/24
6. Lower instances of long-term ELs.	Not Applicable		12/23/24
7. Increase attendance rates for ELs.	Not Applicable		12/23/24
8. Increase graduation rates for ELs.	Not Applicable		12/23/24
Title IV, Part A	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	12/09/24
Consultation	Meets criteria		12/09/24

Category and Criteria	Rating	Remarks	Date
The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	Meets criteria		12/09/24
The LEA has demonstrated a plan for ongoing consultation.	Meets criteria		12/09/24
The LEA has demonstrated a plan to coordinate the implementation of Title IV, Part A activities with other community-based programs.	Meets criteria		12/09/24
Needs Assessment	Meets criteria		12/09/24
The LEA has demonstrated that the necessary and relevant stakeholders are involved.	Meets criteria		12/09/24
The LEA has demonstrated that the needs assessment is informed by data.	Meets criteria		12/09/24
The LEA has demonstrated that the needs of the hardest to serve student groups have been captured.	Meets criteria		12/09/24
The LEA has demonstrated the identification of any new inequities in the system that are driving local needs.	Meets criteria		12/09/24
The LEA has demonstrated the prioritization of needs when several needs exist.	Meets criteria		12/09/24
Well-Rounded Education Activities and Programs	Meets criteria		12/09/24
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
Safe and Healthy Schools Activities and Programs	Meets criteria		12/09/24
The LEA has demonstrated coordination with other schools and/or community-based services/programs within this content area.	Meets criteria		12/09/24
The LEA has demonstrated partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.	Meets criteria		12/09/24
The LEA has demonstrated a plan to foster safe, healthy, supportive, and drug-free environments.	Meets criteria		12/09/24
The LEA has demonstrated a plan to promote the involvement of parents and guardians in the activity.	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
Effective Use of Technology Activities and Programs	Meets criteria		12/09/24
The LEA has provided a title and selected a federal example for each activity and/or program in this content area.	Meets criteria		12/09/24
The LEA has provided objectives, outcomes, evaluations, timelines, and implementation plans for all activities and programs proposed in this content area.	Meets criteria		12/09/24
The LEA has provided a detailed description explaining how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes, including a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.	Meets criteria		12/09/24
The LEA has provided a projected use of funds for all activities and programs proposed in this content area.	Meets criteria		12/09/24
Assurances	Meets criteria		12/09/24
The LEA has demonstrated prioritization of the distribution of funds to schools served by the local educational agency.	Meets criteria		12/09/24
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4107.	Meets criteria		12/09/24
The LEA has demonstrated that not less than 20 percent of funds received under this subpart were used to support one or more of the activities authorized under section 4108.	Meets criteria		12/09/24
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/09/24
The LEA has demonstrated that a portion of funds received under this subpart were used to support one or more activities authorized under section 4109(a), including an assurance that the LEA did not exceed 15% of the portion on devices, software, hardware, etc.	Meets criteria		12/09/24
The LEA has agreed to annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).	Meets criteria		12/09/24
The LEA has agreed to abide by the internet safety policy outlined in [ESEA, Section 4121].	Meets criteria		12/09/24
Title V, Part B	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Goals, Measurable Outcomes, and Evaluation Measures	Not Applicable		
The application lists goals and outcomes.	Not Applicable		
The goals include measures of progress towards meeting the goal.	Not Applicable		
Outcome statements align to the problem/need.	Not Applicable		
Plan of Operation	Not Applicable		
The plan of action clearly and significantly addresses items identified in the statement of need.	Not Applicable		
The plan provides a complete timeline that addresses each goal that is listed.	Not Applicable		
Evaluation Plan	Not Applicable		
The application clearly and significantly identifies measurable program improvements.	Not Applicable		
The data that will be reviewed.	Not Applicable		

Category and Criteria	Rating	Remarks	Date
There is a plan to collect, evaluate, and report on outcomes.	Not Applicable		
Fine Arts	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Dance	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for dance, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		
Media Arts	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for media arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		
Music	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for music, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		
Theatre	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for theatre, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		
Visual Arts	-		
The LEA has provided their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress for visual arts, per COMAR Sec. 13a.04.16.03. Certification Procedures, B.	Meets criteria		
Gifted and Talented	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
Process for identifying gifted and talented students	-		
The LEA thoroughly documents early evidence of advanced learning behaviors.	Meets criteria		11/26/24
The LEA thoroughly explains equitable policies that ensure inclusion of all students.	Meets criteria		11/26/24
The LEA thoroughly explains a universal screening process at grades Prek-2, 3-5, and 6-9.	Meets criteria		11/26/24
The LEA thoroughly explains an outline of how the identification process is reviewed for effectiveness.	Meets criteria		11/26/24
The LEA thoroughly explains an outline of the ongoing professional learning plan for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted students.	Meets criteria		11/26/24
Number of gifted and talented students identified in each school	-		
The number of gifted and talented students identified in each school and LEA will be derived from attendance data provided to MSDE Office of Accountability. The LEA does not need to include this information.	Meets criteria		11/26/24
Percentage of gifted and talented students identified in the local school system	-		
The LEA accurately includes all data.	Meets criteria		11/26/24
Exempt Schools	-		
The LEA includes acceptable rationale for each exempted school.	Meets criteria		11/26/24
Continuum of programs and services	-		
The LEA includes a continuum of services.	Meets criteria		11/26/24
The LEA includes both programming for talent development (potential) and current ability level.	Meets criteria		11/26/24
All programming and services are evidenced-based.	Meets criteria		11/26/24
Goals, targets, strategies, and timelines	-		
The LEA includes at least one evidence-based goal.	Meets criteria		11/26/24
The LEA includes at least one goal that is tied to increasing underserved group representation in programming.	Meets criteria		11/26/24
The LEA's goals are measurable.	Meets criteria		11/26/24
Targets, strategies, and timelines are specific to outlined goals.	Meets criteria		11/26/24
Comprehensive Teacher Induction	Meets criteria	Remarks are required for any component that does not meet or exceed criteria.	11/18/24
Mentoring Program: Personnel	Meets criteria		11/18/24
The LEA has provided the required information on the CTIP Team supervisors, including names, titles/positions, and responsibilities.	Meets criteria		11/18/24
Mentoring Program: Training Before	Meets criteria		11/18/24
The LEA describes the timeline of training that mentors receive before their tenure.	Meets criteria		11/18/24
The LEA describes the content of the training that mentors receive before their tenure.	Meets criteria		11/18/24
Mentoring Program: Training During	Meets criteria		11/18/24
The LEA describes the timeline of training that mentors receive during their tenure.	Meets criteria		11/18/24
The LEA describes content of the training that mentors receive during their tenure.	Meets criteria		11/18/24
Mentoring Program: School System Administration	Meets criteria		11/18/24
The LEA describes the timeline of how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		11/18/24
The LEA describes the content of the training on how school system administrators are trained on the roles and responsibilities of mentors.	Meets criteria		11/18/24
Mentoring Program: Probationary Teachers	Meets criteria		11/18/24
The LEA has described how they determine and define probationary teachers.	Meets criteria		11/18/24
Mentoring Program: Initial Orientation Process	Meets criteria		11/18/24
The LEA has described the initial orientation process for professional learning that is offered to probationary teachers.	Meets criteria		11/18/24
Mentoring Program: Ongoing Professional Learning	Meets criteria		11/18/24
The LEA has described the ongoing professional learning that is offered to probationary teachers throughout the school year.	Meets criteria		11/18/24
Mentoring Program: Opportunities for Observation	Meets criteria		11/18/24
The LEA has described the opportunities that probationary teachers have for observation with their mentors and skilled teachers.	Meets criteria		11/18/24
Mentoring Program: Opportunities for Informal Feedback	Meets criteria		11/18/24
The LEA has described the opportunities that probationary teachers have for informal feedback with their mentors or skilled teachers.	Meets criteria		11/18/24
Mentoring Program: Opportunities for Co-Teaching	Meets criteria		11/18/24
The LEA has described the opportunities that probationary teachers have for co-teaching with their mentors and skilled teachers.	Meets criteria		11/18/24

Category and Criteria	Rating	Remarks	Date
[-] Mentoring Program: Addressing Needs and Concerns	Meets criteria		11/18/24
The LEA described how the needs and concerns of new teachers are assessed and addressed through ongoing support, informal feedback, and follow-up.	Meets criteria		11/18/24
[-] Data Reporting	Meets criteria		11/18/24
The LEA has provided the total number of probationary teachers	Meets criteria		11/18/24
The LEA has provided the total number of probationary teachers being served by the LEAs CTIP	Meets criteria		11/18/24
The LEA has provided the total number of full-time mentors	Meets criteria		11/18/24
The LEA has provided the total number of part time mentors	Meets criteria		11/18/24
The LEA has provided the total number of teachers serving as mentors	Meets criteria		11/18/24
The LEA has provided the total number of mentors	Meets criteria		11/18/24
The LEA has described how the LEA reviews probationary teacher performance data to improve their instructional practices.	Meets criteria		11/18/24
[-] Measuring Effectiveness	Meets criteria		11/18/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher evaluation data.	Meets criteria		11/18/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes teacher perception data.	Meets criteria		11/18/24
The LEA has explained how the efficacy of the mentoring program is evaluated, using data that includes new teacher retention data.	Meets criteria		11/18/24
The LEA has provided the data type and source.	Meets criteria		11/18/24
The LEA has provided the criteria and method for collection.	Meets criteria		11/18/24
The LEA has provided how data is used to inform or improve CTIP.	Meets criteria		11/18/24
The LEA has provided the personnel responsible.	Meets criteria		11/18/24
[-] Mentor Effectiveness	Meets criteria		11/18/24
The LEA has explained how the efficacy of the individual mentor is evaluated. It is recommended that the LEA include the following data: new teacher evaluation, new teacher perception data, new teacher retention data.	Meets criteria		11/18/24
The LEA has provided information about the data criteria and method for collection.	Meets criteria		11/18/24
The LEA has provided information about the data type and source.	Meets criteria		11/18/24
The LEA has provided information about how data is used to improve effectiveness of mentors.	Meets criteria		11/18/24
The LEA has provided information about the personnel responsible.	Meets criteria		11/18/24
[-] Appendices	Choose Rating from Dropdown	Remarks are required for any component that does not meet or exceed criteria.	
[-] 2. Educational Equity	-		
Signed Educational Equity Regulation Attestation	Meets criteria		
LEA's Approved Educational Equity Policy	Meets criteria		
Other:	-		
[-] 3. Equitable Services	-		
Equitable Services Report Attestation	Meets criteria		
Affirmation of Consultation Title VIII	Meets criteria		
Complaint Procedures	Meets criteria		
[-] 7. Title II, Part A	Yes		11/18/24
Signed C-1-25 MSDE Budget Form	Yes		11/18/24
Supporting Documents (i.e. data, charts, graphs)	Yes		11/18/24
Other:	Yes		11/18/24
[-] 8. Title III, Part A	Not Applicable		12/23/24
Signed C-1-25 MSDE Budget Form	Not Applicable		12/23/24
Signed Section 3115(A) Attestation	Not Applicable		12/23/24
Other:	Not Applicable		12/23/24
[-] 9. Title IV, Part A	Meets criteria		12/09/24
Signed C-1-25 MSDE Budget Form	Meets criteria		12/09/24
Signed Internet Safety Attestation	Meets criteria		12/09/24
Other	Meets criteria		12/09/24
[-] 10. Title V, Part B	Not Applicable		
Signed C-1-25 MSDE Budget Form	Not Applicable		
Other:	Not Applicable		
[-] Carryover and Extensions	Not Applicable	Remarks are required for any component that does not meet or exceed criteria.	
[-] 4. Title II, Part A	Not Applicable		11/18/24
The LEA has indicated that they have or do not have carryover funds from the FY24 Title II, Part A grant.	Not Applicable		11/18/24
[-] 5. Title III, Part A, English Language Acquisition	Not Applicable		12/23/24
[-] 6. Title IV, Part A	Meets criteria		12/09/24