Kent County Public Schools
FINAL
2019

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan

Revised November 8, 2019

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

2019 Local ESSA Consolidated Strategic Plan

November 8, 2019

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

Local School System Submitting this Report: Kent County Public Schools

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.

[signature]	11·8·19
Signature of Local Superintendent of Schools or Chief Executive Officer	**Date**

[signature]	11·8·19
Signature of Local Point of Contact	**Date**

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Local ESSA Consolidated Strategic Plan

Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:
- Every Student Succeeds Act (ESSA)
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland; and
- Chapter 702 of the Education Article, Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each local school system to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to local school systems including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, local school systems, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires local school systems to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each local school system must submit its consolidated plan to the Department by October 15th each year.

In 2019, local school systems will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017- 2018 data.

Additionally, each plan should include detailed summaries of the alignment between the local school system's current year approved budget, prior year actual budget, and the Local ESSA Consolidated Strategic Plan and objectives.

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title with Local School System
Dr. Karen Couch	Superintendent, Kent County Public Schools (KCPS)
Mrs. Gina Jachimowicz	Director of Teaching and Learning, KCPS
Mrs. Robin Landgraf	Supervisor of Finance, KCPS
Mr. Ed Silver	Supervisor of Human Resources, KCPS
Dr. Lloyd Taylor	Liaison for Federal and State Grants, KCPS
Mrs. Tracey Williams	Supervisor of Student Services, KCPS
Dr. Wendy Keen	Supervisor of Special Education, KCPS
Mr. Joe Wheeler	Supervisor of Environmental Services, KCPS
Mr. William Poore	Supervisor of Technology, KCPS
Mrs. Tracy Gulbrandsen	Data Analyst, KCPS
Mrs. Brenda Rose	Principal (Henry Highland Garnett Elementary), KCPS
Dr. Mary Helen Spiri	Principal (Kent County Middle), KCPS
Mrs. Arlene Reading	Principal (Galena Elementary), KCPS
Mr. Dale Brown	Principal (Kent County High School), KCPS
Mrs. Kris Hemstetter	Principal (Rock Hall Elementary School), KCPS

Executive Summary

Executive Summary

Introduction

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

Area of Focus #1: Academic Achievement Reading/English Language Arts (R/ELA)
Kent County Public Schools will increase the percentage of students scoring at Performance Level (PL) 4 or 5 in R/ELA on the Maryland Comprehensive Assessment Program (MCAP) and offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

Area of Focus #2: Academic Achievement Mathematics
Kent County Public Schools the percentage of students scoring at Performance Level (PL) 4 or 5 in Mathematics on the Maryland Comprehensive Assessment Program (MCAP) and offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

Kent County Public School System (KCPS) is the smallest district in Maryland with only 5 schools, and serving approximately 2,000 students. The vision and mission are based upon a strong commitment to equity. Kent County Public Schools cannot succeed unless all students succeed. The district remains committed to providing professional learning that is job-embedded and personalized to meet teacher and student needs. The small size allows for the delivery of personalized learning experiences to students at all levels. The mission and core values of the Kent County Public School System (KCPS) are clearly reflect the foundation for all decisions made on behalf of the students who attend the Kent County Public Schools.

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

Student Group	Total	Percentage
All	1993	100%
FARM	1093	55%
SWD	259	13%
Title I	1393	71%
Homeless	125	6.3%
African American	457	23%
Hispanic	168	8.4%
2+ Races	140	7.0%
White	1213	61%

Source: Maryland State Report Card 2018

Budget Narrative

Budget decisions as well as other resources are allocated to support the overall vision and focus for system improvement. Administrators, as well as, all level of personnel are held accountable for the appropriate implementation of the programs.

Declining enrollment continues to be a challenge as it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing personalized learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The enrollment between FY'17 and FY'18 has shown a decrease, which will equate to another decrease in funding for FY 19'. In FY 18, the school system has consolidated their elementary schools from 5 to 3.

As enrollment continues to decrease, the percentage of economically disadvantaged students (students eligible for the Free and Reduced Meal Program) as well as students with disabilities continues to increase each year. In October 2019, the KCPS countywide percentage was 58.46% for the free and reduced meal program.

The County government's support of education to the current expense fund continues to be the major source of funding for the school system. The appropriation from the County government to the school system exceeded the required (MOE) Maintenance of Effort level by $ 300,000 for FY 19 and $1,100,000 for FY 20. However, the financial constraints continue to be an ongoing concern with ongoing rising costs in health care, OPEB obligations and declining enrollment.

Funds were reallocated and other budget reductions were made as necessary to fund current year priorities. Despite these adjustments the school system plans to meet the goals, objectives, and strategies detailed in the master plan's timeline. Beginning in FY 14' the school system made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 year olds) that register. This recurring commitment costs approximately $1,000,000 per year. These costs are comprised of 7 teachers and 7 instructional assistants the associated benefits for both as well as materials and supplies for the students.

Other funds have supported the purchase of lap top computers which now makes KCPS a school system that provides individual technology (1 to 1) devices for every student and allows our teachers to personalize learning.
The school system has been using their fund balance to support its operating budget. In FY 19, the school system used $ 366,883 of its fund balance to cover operating expenditures. In FY 20, it is projected to use $ 255,672 of fund balance to support its operating budget. Retaining and recruiting high quality teachers is one of the top priorities of the Kent County Board of Education. Approximately 81% of the school system's unrestricted budget is dedicated to salaries and benefits. Staff development costs continue to be dependent upon both Federal and State grants. Class sizes are growing each fiscal year but the school system continues to make every effort to keep them reasonable.

b. Impact of changes on the school system and the master plan goals and objectives

KCPS identified four priorities in guiding the development of the 2020 budget that supported the implementation and achievement of the master plan goals.

4. Research supports that the single most important factor affecting a child's achievement is the effectiveness of the classroom teacher. As a result, one of the priorities in the 2020 budget is to recruit and retain highly qualified teachers to provide classroom instruction that meets AYP goals, with careful attention paid to students who face academic challenges because of poverty, disability, or language. Again, 81% of the school system's unrestricted budget consists of salaries and benefits. A one step increase was given to all employees on July 1, 2018. A one percent COLA was given to support staff on January 1, 2019, and a one percent COLA was given to teachers and administrators on May 1, 2019.

2. In order to support the instructional program, an additional budget priority is to provide professional development aligned to system goals. The school system relies heavily on Federal and State grants to support professional development. The strategic goals that are supported include those that support student achievement, provide a safe and caring environment, encourage parent and community involvement, enhance the use of technology and data, and develop lifelong learners. The professional development goals include supporting the following programs:

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*Support for ELA and mathematics curriculum development
* Implementation of highly effective initial Instruction
*Integration of Data-Wise process in the Professional Learning Communities (PLC's)
*Implementation of Responsive Classroom Practices and AGES training
*Implementation of specialized instruction to meet the needs of students with disabilities
*Use of digital technologies to offer differentiated learning

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3. Developing well-equipped and maintained classrooms and schools is an additional priority that supports a safe and secure learning environment for all students.

4. Finally, the budget priorities support the goals of the ESSA plan by providing funding for technology to support the use of data and support 21st Century technology initiatives. These KCPS strategic goals also support our commitment to— supporting the implementation of enhanced curriculum and assessments, developing a longitudinal data system to support instruction, developing great teachers and great leaders through enhanced professional development and a new evaluation system, turning around low-achieving schools, and providing STEM instruction for all students.

Decisions made during the fiscal 2020 budget process will affect future budgets only if the goals of the ESSA plan change and fiscal resources continue to reduce. The most significant factors bearing on the future continue to be declining student enrollment, increasing health care costs, ACA obligations and County funding.

The Board of Education is faced with difficult decisions how to meet the instructional priorities of meeting student needs and accelerating student achievement with declining resources and increasing costs. About 28% of the budget is dedicated to the mandatory cost of doing business for the school system, which consist of day-to-day operations (i.e. utilities, transportation, insurance, etc.) Utilizing the fund balance to fund on-going programs has increased dependency for recurring costs and adds another level of challenge to the decision making process.

Goal Progress

Based on the analysis of State and local data, Kent County Public Schools selected Academic Achievement in both Reading/ELA and Mathematics as two key areas of focus for the ESSA Consolidated Strategic Plan. 2018 PARCC results and trend data show the majority of students performing significantly below level in both reading and math proficiency and performance remaining flat and/or declining.

Disaggregating by subgroup, a substantial gap exists between the achievement of minority students and their white peers in the areas of reading and math. While the special education math achievement gap narrowed when comparing 2017 to 2018 for certain grade levels, the trend shows all students decreased overall in PARCC math proficiency. The KCPS equity policy states, "...we must address and overcome inequity by providing all students with the opportunity to succeed." It is imperative that we increase student mastery of grade-level standards. Kent County High School was identified by MSDE as a Targeted School for Improvement (TSI) due to the decline in the number of proficient students with disabilities (SWD) on the 2018 PARCC ELA-10 assessment. Analysis of local data showed some improvement in students receiving reading and math interventions, however, the results did not transfer to the general education curriculum.

The needs assessment showed significant issues with equitable access to rigorous grade-level reading and mathematics curriculum. There are limited opportunities for special educators and general education teachers to plan instruction collaboratively on a regular basis. Collaborative planning time is not always afforded for planning specially designed instruction in the general education setting. Achievement data points to the need for substantially revised local math and ELA curriculum materials and data-driven job-embedded professional development.

As a result of the needs assessment, KCPS has created two priority goals which are addressed in the plan through specific objectives, and strategies.

Goal 1: By the end of the 2024 school year, 70% of students in each grade level from 3 through 8 and grade 10 will be designated as on track for meeting College and Career Readiness on the MCAP English Language Arts/Reading assessments

Goal 2: By the end of the 2024 school year, 70% of students in each grade level from 3 through 8 and Algebra I will be designated as on track for meeting College and Career Readiness on the MCAP Mathematics assessments

Objectives and strategies are aligned to the goals and designed to address the areas of focus in the 2019-20 school year. The strategies include the development of rigorous MDCCRS aligned reading and math curricula, quality professional learning with emphasis on highly effective initial ☐nstruction and implementing specially designed instruction to address disparities in achievement for students requiring special education service.

The 2019 Local ESSA Consolidated Strategic Plan will guide our district through a framework for accountability, reporting and school improvement.
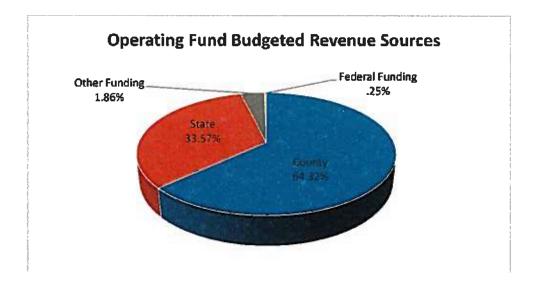
Finance Section

Finance Section

Kent County Public Schools is the smallest school district in Maryland located on the Eastern Shore with enrollment under 2,000 students. Over the past decade, the school system has had a continued decline of student enrollment. Because of this decline in enrollment, we had to faced the hard budget decision to consolidate schools. This decision was made on March 20, 2017 to close two elementary schools. The closing schools were Worton and Millington Elementary Schools.

With this decline in enrollment, it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing a personal learning experience within a collaborative community of learners, that inspire our students to reach their highest potential. With this in mind, we direct our limited resources towards identified priorities and to be efficient and effective in all aspects of the organization. We closely monitor all expenditures, keeping instructional priorities constant and look for the most cost effective way to operate.

Beginning in FY 14', Kent County Public Schools (KCPS), made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 years old) that register. This recurring commitment costs over $ 1,000,000. These costs are comprised of a 7 teachers, and 7 instructional assistants, the associated benefits for both as well as material and supplies for students. Another initiative is the purchase of student laptop computers. KCPS is the only Maryland school district that provides individual technology (1 to 1) devices for every student and allows our teachers to personalized learning.
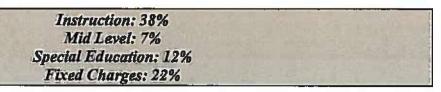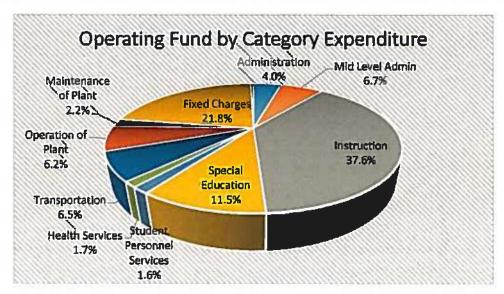
FY 19 Projected Revenue
Below is a pie graph of FY19's operational fund budgeted revenue sources. As you can see local appropriations make up roughly 64% of our unrestricted funding with $ 255,672 from KCPS's fund balance.

Operating Fund Budgeted Revenue Sources

Other Funding 1.86%
Federal Funding .25%
State 33.57%
County 64.32%

FY 19 Projected Expenditures

The below graph represents how Kent County Public School's resources are aligned with priorities. The majority of our expenditures, roughly 79% are directly attributed to instruction. These areas are:

> *Instruction: 38%*
> *Mid Level: 7%*
> *Special Education: 12%*
> *Fixed Charges: 22%*

Operating Fund by Category Expenditure

Last fiscal year, FY 19, we used 25% or $ 366,883 of our fund balance to cover operating expenditures. For FY 20, we are projected to use another $ 255,672 of our fund balance to meet projected operating expenditures.

The Board of Education approved in FY 18 the formation of a long term Strategic Committee. The purpose of this committee was to achieve a stable, long-term facility plan that will improve the learning environment, align the size of the facility plant with student enrollment, and provide a more financially sustainable support infrastructure.

The recommendations span a six year facilities strategic plan to address two tiers of capital projects, planning recommendations and the surplus of facilities. The Committee believes that the proposed list of improvements will help to stabilize the existing school buildings and improve their security, while allowing time to determine the best option for the middle and high school based upon the projected enrollments and the educational programs that are required.

Analyzing Questions
Revenue and Expenditure Analysis

1. Did actual **FY 2019** revenue meet expectations as anticipated in the Local ESSA Consolidated Strategic Plan for 2019? If not, identify the changes and the impact any changes had on the **FY 2019** budget and on the system's progress towards achieving Local ESSA Consolidated Strategic Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Actual Revenue did met expectations as anticipated in the Local ESSA Consolidated Strategic Plan for FY 19. There were however, category reallocations and additional grant awards were awarded after the Plan was submitted. Funds were reallocated and other budget reductions were made to fund current year priorities. With these adjustments, the school district met the goals, objectives and strategies detailed in the Plan.

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.

- Standards and Assessments-expenditures decreased by $ 160,436 due to increase in the amount of funds allocated for special education supplies that will be carried over into the next fiscal year.

- Data Systems to Support Instruction-expenditures decreased $ 19,019 due to budgeted expenditures under KCPS Discovery Contract.

- Great Teachers and Leaders-expenditures were less than budgeted by $388,769 due to attrition of staff and the associated fixed charges.

- Turning Around Lowest Performing Schools increased by $ 104,732 due to the award of the Literacy Grant, and a reduction in spending of Medical assistance funds.

- Mandatory Cost of Doing Business-increase by $ 984,040 due award of the Safe School Grant, an increase in Administrative contracted services specifically legal fees, the purchase of transportation equipment and the reallocation of expenditures to appropriate category.

Areas of Focus

Local ESSA Consolidated Strategic Plan

Maryland remains committed to addressing significant gains and progress for all students. Based on ESSA and Section 5-401 Education Article, Annotated Code of Maryland, the reporting requirements regarding the performance of students performing below expectations must be addressed, to include goals, objectives, and strategies. Local school systems are required to analyze their 2017-2018 state data as part of completion of the needs assessment, and report on the implementation of goals, objectives, and strategies and/or evidence-based interventions to address areas of focus to determine their effect on student achievement. Strategies and/or evidence-based interventions must address any discrepancies in achievement.

Ensuring Equity and Considerations for Specific Student Groups

As school systems develop their Local ESSA Consolidated Needs Assessment Summary and Local ESSA Consolidated Strategic Plan, they must include how all students regardless of ability, ethnicity, family structure, gender identity and expression, language, national origin, nationality, race, religion, sexual orientation, and socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs.

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

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

Local ESSA Consolidated Strategic Plan Needs Assessment Summary

Under ESSA, local school systems are required to conduct a needs assessment and align funding to identified needs. In order to support local school systems in this reporting, the Maryland State Department of Education (MSDE) in collaboration with local school system feedback is providing guidance for the *Local ESSA Consolidated Strategic Plan Needs Assessment Summary*. This summary will allow local school systems to:
- Provide all needs assessment data in one place;
- Identify and reflect on strengths and challenges in order to identify prioritized needs based on data analysis findings;

- Identify focus areas for federal, State, and local funding for the Local ESSA Consolidated Strategic Plan that contain evidence-based strategies to address prioritized needs; and
- Consider how/if federal, State, and local funds can be braided to strategically support local school system (LSS) needs.

In order to complete the *Local ESSA Consolidated Strategic Plan Needs Assessment Summary*, the LSS should first design and implement a local needs assessment to determine and prioritize needs. The MSDE recommends that the local needs assessment be consolidated in order to eliminate the necessity to conduct and analyze multiple needs assessments across the school system. Local School Systems should consider the following components:
- Capacity of the LSS and the schools within the LSS.
- Design of the local needs assessment. Consider design requirements, tools, processes, data collection, analysis, onsite review, and plan development.
- PreK to Grade 12 Data Collection sources and methods.
- Contributing elements. Consider demographics, equity, policies, supports, climate, culture, professional practices, district and school leadership, student variables, student engagement, student opportunities, family and community stakeholders, external partners/stakeholders, vendors, and the labor market.
- Review Team/Focus Group/Stakeholder Group representation, roles, and responsibilities. Consider engaging LSS central office personnel, school personnel, local boards of education members, students, family and community stakeholders, and other external partners.
- Design of onsite review process to promote continuous improvement.

Upon completion of the local needs assessment, the LSS should prioritize needs, identify the needs, and outline the improvement process. As school systems are engaged in discussions to draft the needs assessment, the following components should be considered in designing the local needs assessment summary. School systems are not required to respond to each bullet below. These are examples to consider as you complete the needs assessment. Consider the following:
- Results of a root cause analysis.
- Four Domains for Rapid School Improvement.
- Development of a theory of action for improvement.
- Identification of evidence-based interventions/strategies.
- Examination of the results of the needs assessment with an equity lens.
- Consideration of how the results of the needs assessment inform the creation of a plan.
- Consideration of how the results of the needs assessment inform immediate next steps for individual schools and the LSS.
- Development of monitoring processes that connect back to the needs assessment.
- Consideration of how the results from the monitoring processes inform future needs assessments and improvement plans.

Area of Focus
Reporting Requirements

Local ESSA Consolidated Strategic Plan
Reporting Requirements
(Complete a separate plan for each area of focus)

Area of Focus #1: Academic Achievement Reading/English Language Arts (R/ELA)
Kent County Public Schools will increase the percentage of students scoring at Performance
Level (PL) 4 or 5 in R/ELA on the Maryland Comprehensive Assessment Program (MCAP) and
offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

1. Based on the analysis of State and local data, identify the area of focus where the local
   school system did not meet the goals (areas where the local school system is performing
   below expectations). In the response, provide the rationale for selecting the area of focus,
   include the implementation of strategies and/or evidence-based interventions to support
   student achievement. Describe priority strategies and/or evidence-based interventions to
   address disparities in achievement and to improve student performance. As school
   systems respond to area of focus #1, refer to page 15 to guide your response to address
   specific student groups.

   a. **Description.** Describe *Area of Focus #1* and how it aligns with your LSS educational
      equity policy *(up to 1,000 characters)*.

   > Academic acheivement in Reading/ELA was selected as an area of focus for multiple
   > reasons. 2018 PARCC results and trend data show an overall decline in proficiency.
   > Observations confirmed inconsistent access to rigorous grade-level curriculum and
   > highly effective initial teaching of reading. The KCPS equity policy states, "...we must
   > address and overcome inequity by providing all students with the opportunity to
   > succeed." It is imperative that we increase student mastery of grade-level standards.
   > While students showed growth on local reading intervention data, the results did not
   > transfer to success in on-level assessments. The small number of KCPS students
   > scoring at Performance Level 4 or 5 in R/ELA is alarming. Student growth was noted
   > in 2018 in all student groups but EL. There continues to be noticeable gaps between the
   > performance of sub-groups and overall proficiency.

   b. **Analysis.** To support student achievement, describe the rationale for selecting the
      areas of focus *(up to 1,000 characters)*.

   > Kent County student reading performance on PARCC has remained significantly below
   > the state average and flat. In 2018, 43% of Kent County English 10 students met or
   > exceeded standards, 35% scored proficient in middle school, and only 32% in the 3-5
   > grade band on PARCC. Disaggregating by subgroup, a substantial gap exists between
   > the achievement of minority students and their white peers. 40% of the grade 3-5 grade
   > band white students scored at a proficient level while only 15% of African Americans
   > achieved this level. 35% of grade 6-8 white students scored at levels 4 and 5 while only
   > 11% of African Americans achieved proficiency. Not one LEP student earned a
   > proficient score in grades 3-10. The 2018 cohort data suggests a decline in proficiency

as students transition from grade 5 to 6, and only 7 out of 148 special education students achieved a proficient reading score in 2018.

c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them *(up to 1,000 characters).*

Observation data showed significant issues with access to rigorous grade-level curriculum, student engagement, and highly effective initial teaching of reading. ELA formal and informal observation data indicated root causes with lack of alignment of daily learning intentions and the level of rigor. Equitable access appeared as a primary concern for African American, Special Education, and the EL populations based the gaps evident in the subgroup analysis. KCPS recently published a Unit Planning Template to enhance collaborative planning and addresses UDL and differentiation, and will continue to make major curriculum revisions to address the root causes. Professional development will be focused on literacy engagement strategies that increase rigor and will include follow-up walk throughs and coaching by teacher leaders and principals. General and Special Education teams will receive training on designing and implementing specialized instruction to meet the needs of students with disabilities in the general education classroom. Student data will be monitored on a regular basis as part of grade-level and department professional learning communities.

Area of Focus # 1: Academic Achievement Reading/English Language Arts (R/ELA) Kent County Public Schools will increase the percentage of students scoring at Performance Level (PL) 4 or 5 in R/ELA on the Maryland Comprehensive Assessment Program (MCAP) and offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
By the end of the 2024 school year, 70% of students in each grade level from 3 through 8 and grade 10 will be designated as on track for meeting College and Career Readiness on the MCAP English Language Arts/Reading assessments. The 70% target goal was determined as part of the district strategic planning process. The strategic	To develop a rigorous and comprehensive K-12 ELA curriculum aligned to MDCCRS	Local administrators and teachers engage in curriculum writing/revision process	Fall 2018-ongoing	Striving Readers Grant Title IIA	MSDE curriculum vetting tools, including ELA rubrics and *Equity and Excellence: A Guide to Educational Equity in Maryland* will be used to evaluate the curriculum process and products
	To increase student mastery of grade-level standards and close the identified reading achievement gaps	Lexia Core5 and Power-Up, Revision Assist, and Wilson Fundations	Fall 2018-ongoing		
	To provide quality job-embedded R/ELA	K-12 ELA teachers receive professional development and coaching on: Core Components of Initial Reading Instruction, Data-based Flexible Grouping, Guided	Fall 2018-ongoing	Striving Readers Grant Title I Part A, and SpEd

Title IIA | Literacy gains will be measured by intervention data reports, individualized student Measures of Academic Progress (MAP) reports and will be used to inform intervention needs and progress |

Description	Strategy	Action Steps	Timeline	Funding	Evaluation
planning team engaged in data analysis as well as the root cause analysis process. The rigorous long-term target goal of 70% was set because we believe that by making focused improvements to Tier I instruction the target is both rigorous and achievable for all students and subgroups. Yes, interim target goals have also been set to monitor progress along the way up to the long-term goal.	professional development and coaching	Reading, and Academic Writing		Local Funding	Professional development will be monitored and evaluated through Literacy Learning Walks, which includes a measure of commitment to equity and monitoring fidelity of implementation
		Identified 4-10 grade teachers will participate in a yearlong Literacy Engagement Cohort (LEC) under the leadership of Dr. John Guthrie to increase the volume, effort and engagement of reading	Monthly meetings Aug. 2019 – June 2020 4 PD sessions (2 fall and 2 spring)	Striving Readers Grant Title IIA	Effectiveness of the cohort will be measured through a student survey, data from the Literacy Learning Walk tool which includes a measure of commitment to equity, monitoring fidelity of implementation of the engagement strategies during formal and informal classroom observations.
		Teacher leaders (specialists, interventionists, and coaches) will receive training on designing and implementing specialized instruction to meet the needs of students with disabilities. They will then train grade-level and department teams on SDI What is distinctive about the cycle of strategies is that they revolve around		Local Funding	Percentile ranking of students on Measures of Academic Progress (MAP) will be used to determine improvement of students in the area of reading. The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction.

Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP which will demonstrate an increase toward grade-level proficiency. formative and summative assessments focused on growth in standards-specific skills, monthly Lexia Core5 and Revision Assistant and other intervention data reports will document an increase in foundational reading skills, comprehension and writing. Formal and informal observation and fidelity checks will occur monthly using a walkthrough tool.

The KCPS equity policy states, "… we must address and overcome inequity by providing all students with the opportunity to succeed." With almost 70% of our students less than proficient, it is imperative we address Tier 1 instruction and mastery of grade-level standards for the majority of our students. Only 15% of African American students in the 3-5 grade-band and 11% in the 6-8 grade-band scored at a proficient level. There are significant issues with equitable access to grade-level curriculum for the African American and Special Education subgroups which have informed the selection of Lexia Core5 and Power-Up interventions as well as the training and implementation of specialized instruction.

the commitment to make major revisions and shifts in English Language Arts K-12 curriculum, standards-aligned instruction, and assessment (CIA). Core curriculum revisions and unit development, and common assessments are a priority. Providing job-embedded and ongoing professional development focused on quality initial teaching (Tier 1 Instruction), evidence-based engagement strategies, differentiation, and progress monitoring are also key strategies to reaching the target goal.

Area of Focus # 2: Academic Achievement Mathematics Kent County Public Schools will increase the percentage of students scoring at Performance Level (PL) 4 or 5 in Mathematics on the Maryland Comprehensive Assessment Program (MCAP) and offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

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

    > Academic acheivement in Mathematics was selected as an area of focus due to the three year decreasing trend in proficiency. The 3-8 grade band on 2018 PARCC shows 25% proficiency in math and fewer than 10% demonstrating mastery at the end of 8th grade. This lack of progress indicates a serious tier one instructional issue and a detriment to College and Career Readiness. While the gap may be narrowing for some special education students, there continues to be noticeable gaps between the performance African American and Special Education subgroups compared to overall proficiency. KCPS has a commitment to equity and believes all students can achieve when provided appropriate instructional opportunities. This core belief drives the strategies to be implemented moving forward to improve math acheivement for all. Curriculum and professional development on strategies to close the achievement gaps will continue to be a focus for KCPS.

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

    > For over a decade, KCPS students have performed significantly below the state average on required state assessments. A review of 2018 PARCC Mathematics data shows performance in grades 3-8 remained flat or slightly decreased. Overall proficiency in grades 5, 7, and 8 increased slightly, by 7.4%, 6.6%, and 5.3%, respectively. The special education math achievement gap narrowed when comparing 2017 to 2018 for certain grade levels, however, the trend shows all students decreased overall in PARCC math proficiency. Disaggregating by subgroup, disparities in math achievement persist including a 19% gap between African American and white students in grades 3-5 and less than 5% African American students meeting proficiency in grades 6-8, and the same for Algebra I. When examining cohort data, student proficiency decreased when transitioning from grade 5 to 6 and 8 to high school Algebra I.

c. **Identify** the root cause (s) for area of focus #2 and describe how you intend to address them *(up to 1,000 characters).*

Observation data collected in school year 2018-19 indicated significant issues with equitable access to rigorous grade-level mathematics curriculum and instruction. Achievement gaps in both special education and African American subgroups have persisted for years. Achievement data points to the need for substantially revised local math curriculum materials and quality job-embedded professional development as root causes. Daily learning intentions and lesson activities were not consistently aligned to the rigor of the standard. Teachers struggle with understanding the math content and progressions as well as teaching math at the conceptual level. These challenges will be addressed through curriculum revisions and focused professional learning and program monitoring in highly effective initial math instruction, unpacking the Common Core Content, embedding high-yield math routines, and specially designed instruction. The Data Wise process will also support PLC teams in identifying learner-centered problems and problems of practice to address during daily math instruction. Student data will be monitored on a regular basis as part of grade-level and department professional learning communities.
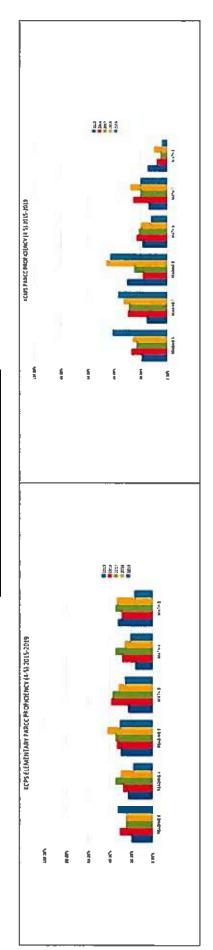
Area of Focus #2: Academic Achievement Mathematics Kent County Public Schools will increase the percentage of students scoring at Performance Level (PL) 4 or 5 in Mathematics on the Maryland Comprehensive Assessment Program (MCAP) and offer evidence-based instructional opportunities to prevent disparities in subgroup achievement.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
By the end of the 2024 school year, 70% of students in each grade level from 3 through 8 and Algebra I will be designated as on track for meeting College and Career Readiness on the MCAP Mathematics assessments The 70% target goal was determined as part of the same district strategic planning process described in area of focus #1. The strategic planning team engaged in data analysis as well as the root cause analysis process. The rigorous long-term target goal of 70% was set	To develop a rigorous and comprehensive K-8 and Algebra I Mathematics curriculum aligned to MDCCRS	Local administrators and teachers engage in curriculum writing/revision process	Fall 2018-ongoing	Local Funding Title IIA	MSDE curriculum vetting tools, including Mathematics rubrics and *Equity and Excellence: A Guide to Educational Equity in Maryland* will be used to evaluate the curriculum process and products
	To increase student mastery of grade-level standards and close the identified reading achievement gaps	Dreambox, Origo Fact Fluency, Imagine Math. Math 180, and Carnige	Fall 2018-ongoing	Title I Part A, IDEA, and Title IIA	Mathematics gains will be measured by intervention data reports, individualized student Measures of Academic Progress (MAP) reports and will be used to inform intervention needs and progress
	To provide quality job-embedded mathematics professional	K-12 ELA teachers receive professional development and coaching on: Mathematics Progressions,	Fall 2018-ongoing	State Funding	Professional development will be monitored and evaluated through formal and informal observation data. which includes a measure of commitment to equity and monitoring fidelity of implementation

	Strategy/Action Steps	Timeline	Funding Source	Evaluation/Progress Monitoring
because we believe that by making focused improvements to Tier 1 instruction the target is both rigorous and achievable for all students and subgroups. Yes, interim target goals have also been set to monitor progress along the way up to the long-term goal.	development and coaching			
	Embedding High-Yield Math Routines, and the Data Wise process	Jan. 2020- June 2020 4 sessions with follow-up coaching	Special Ed (LIR)	Fidelity Checks and progress monitoring reports created by NCTM coach will be used to evaluate the professional development
	Identified 4-8th grade teachers work with an NCTM coach to utilize the multiple components of intervention to drive math skill development	4 PD sessions (2 fall and 2 spring)	Local Funding	The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool aligned to components of specialized instruction.
	KCPS Special Education Supervisor will lead sessions on designing and implementing specialized instruction to meet the needs of students with disabilities. Lead Math teachers will train grade-level and department teams on SDI			Percentile ranking of students on Measures of Academic Progress (MAP) will be used to determine improvement of students in the area of mathematics
	Classroom teachers, Teacher Specialists.			Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP which will demonstrate an increase toward grade-level proficiency, formative and summative assessments focused on growth in standards-specific skills, weekly Dreambox, Imagine Math, Origo Fact Fluency, and other intervention data reports will document progress towards the goal. Formal and informal teacher observation and fidelity

checks will occur monthly using an aligned walkthrough tool.

Academic data is primarily disseminated across the system by district content specialists, supervisors, and grant managers to monitor effectiveness of content and instruction as well as adjustments that need to be made. Data-driven instruction is a district expectation. Results are analyzed at the district-level monthly as part of the Instructional Leadership Team meetings, and weekly in the schools as part of PLC and School Improvement Team(SIT) meetings. Celebrations of student growth and analysis of effectiveness of programs and practices based on data are part of monthly administration meetings as well as school based PLC and SIT meetings.

Principals and Supervisors have access to the NWEA MAP individual, class and family reports at the close of the testing window. Class reports are analyzed and used for planning as part of the bi-weekly job-embedded professional learning communities (PLC's) meetings. Formative and Summative assessments are created in the on-line SchoolNet platform. Teachers have instant access to results and use the information for reteaching and to guide differentiation. Coaches and Teacher Specialists meet weekly to review intervention data. These results track student growth, effectiveness of interventions, and are used to determine an exit intervention strategy.

DATA FOR AREAS OF FOCUS

KCPS PARCC PROFICIENCY (4-5) 2015-2019

KCPS ELEMENTARY PARCC PROFICIENCY (4-5) 2015-2019

KCHS PARCC PROFICIENCY (4-5) 2015-2019
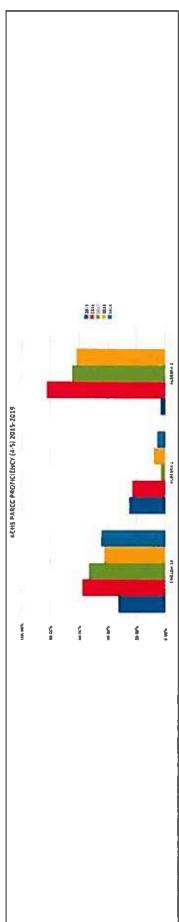
Table 1: 2018 PARCC English Language Arts/Literacy Assessment Results
Percent Meeting or Exceeding Proficiency

PARCC ELA	Grades 3-5	Grades 6-8	10th Grade
All Students	32.3%	34.9%	42.6%
White	42%	41.3%	56.3%
Black/African American	12.3%	18.3%	16.7%
Hispanic/Latino of any race	20.3%	26%	55.6%
Free and Reduced Meals	23%	23.6%	27.5%
Special Education	5%	6.6%	0.0%
Limited English Proficient (LEP)	N/A	N/A	N/A

Table 2: 2018 PARCC Mathematics Assessment Results
Percent Meeting or Exceeding Proficiency

PARCC Mathematics	Grades 3-5	Grades 6-8	Algebra I
All Students	30.2%	20.1%	21.65%
White	39.9%	27.6%	28.7%
Black/African American	11.3%	4.9%	5%
Hispanic/Latino of any race	7%	11.7%	11.1%
Free and Reduced Meals	18.4%	10.8%	10.8%
Special Education	12.3%	1.5%	0%
Limited English Proficient (LEP)	0%	0%	0%

Source: 2018 PARCC Assessment, Mathematics

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

Please provide responses to address schools with areas of identification

1. **Targeted Support and Improvement (TSI) Schools.**
   a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification *(up to 1,000 characters). See TSI Plan (Appendix F) for goals, milestones, and evidence-based strategies*

   > Kent County High School is identified as a Targeted Support and Improvement (TSI) school. All students and IEP/Students with Disabilities is the area of identification.

   b. Please summarize the local school system's action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools *(up to 1,000 characters).*

   > Kent County Public Schools has formed a local TSI team which includes both district and Kent County High School staff. This team meets at least quarterly to monitor implementation of the action plan designed to address root causes of the achievement gap between special education students and all students on PARCC English 10. The plan is focused on training and monitoring the implementation of differentiation strategies and specially designed instruction in the general education setting. The team hand scheduled a Reading Intervention course to ensure low-performing students receive additional time in Lexia Core 5 or PowerUp depending on reading level. Student data will be monitored on a regular basis as part of grade-level and department professional learning communities.

   c. How are you supporting TSI schools by their area of identification? *(up to 1,000 characters).*

   > Kent County Public Schools is supporting the TSI school by dedicating increased literacy coaching staff on-site to provide training and modeling best practices in literacy instruction. The district has also offered additional funding to provide the needed seats in the identified interventions. As part of the quarterly district walk-throughs, district administrators will support the TSI school by analyzing local reading data and engaging in fidelity checks as part of on-site review to promote continuous improvement.

Code of Maryland Regulations (COMAR) Reporting Requirements

Title 13A STATE BOARD OF EDUCATION
Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland
.01 Purpose

This is the place holder for the inclusion in the future for the Educational Equity regulation.

COMAR 13A.01.06 Educational Equity *(draft regulation)*
Educational equity- means that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

Talented Education regulation)

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1), 4), 5), and 6) for the 2019-2020 school year.

1) **The process for identifying gifted and talented students**
   In the identification process of Gifted and Talented (GT) students COMAR mandates districts to utilize three data points (behavioral assessments, cognitive assessments and achievement indicators). All Pre-K-grade 2 students engage in Primary Talent Development (PTD) lessons, taught by classroom teachers. Students are observed for specific learning behaviors, such as creativity, resourcefulness, perception, communication, inquisitiveness, persistence and leadership. A deliberate vertical path is aligned from PTD (grade Pre-K-grade 2) to pre-STEM (grade 3-6) and finally STEM (grades 7-10) with Advanced Placement Courses at KCHS.

   In the 3-5 grade band gifted and talented students are identified using various observational measures, achievement measures, and performance measures. The observational measures include self, parent, and/or teacher recommendations. The achievement measures include standardized test scores/performance levels and district-level achievement and assessment data. Beginning in 2019-2020 academic year, KCPS will begin to formally identify students with the use of the CogAT universal screening system (full battery) at the end of second grade. The data gathered on each student through the screening process will be used by the Student Support Team (SST) for GT identification in grade 3 and to make instructional recommendations in grades 3-5. In KCPS identified students are tagged in our PowerSchool platform.

   Elementary Universal Screening
   The Cognitive Abilities Test (CogAT) is scheduled to be administered as a universal screener to all second graders in February 2020. Students are accepted into the program who receive a composite score at the 90th percentile using local norms. Students with scores in the top tenth percentile of their subgroup will be invited to participate, so as to provide equitable access for racial and ethnic groups.

BEHAVIORAL	APTITUDE	ACHIEVEMENT
Primary Talent Development Observational Data	Cognitive Abilities Test (CogAT)	MCAP Scores (top 5th percentile in locally normed MCAP assessment for ELA. Math, and MISA)
Renzulli Scales	Measures of Academic Progress (MAP)	WIDA Testing (advancing more than 2 levels per year)

Sources of quantitative data.

APTITUDE	ACHIEVEMENT
Cognitive Abilities Test (CogAT) Measures of Academic Progress (MAP)	MCAP Scores (top 5th percentile in locally normed MCAP assessment for ELA. Math, and MISA) WIDA Testing (advancing more than 2 levels per year)

Sources of qualitative data.
- Teacher/ School Nominations/Recommendations
- Parent Nominations
- Parent/Student Interviews
- Primary Talent Development Checklists
- Product/Performance Rating
- Writing Samples
- Self or Peer Nomination

Secondary Screening

Students accepted into the STEM program beginning in grade 7 must complete a process including a writing sample, application, teacher references, and utilization of achievement indicators, including scores of 4 or 5 on the three assessments (ELA, Math, and Science) of Maryland Comprehensive Assessment Program. Before being identified as STEM students specific criteria is evaluated by members of the Advisory Committee comprised of educators, parents, and community members. This yearly process for acceptance begins in March.

2) The number of gifted and talented students identified in each school*
*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

3) The percentage of gifted and talented students identified in the local school system*
*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale
KCPS has not exempted any of our 5 schools.

5) The continuum of programs and services
KCPS Gifted Programs and Services
Differentiated Instruction
Modifying curriculum and instruction according to content, process, or product to meet unique student needs in the classroom. Teachers intentionally plan with the purpose of providing instruction that is accessible and appropriately challenging to all students. Differentiation can occur through the academic content, through instructional processes or through the product produced as a result of learning. Differentiated instruction is based on student's interests, learning styles and/or academic readiness.

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

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

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

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

Independent Study
A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.
Elementary School Curriculum
 ➢ Primary Talent Development modules are implemented in Grades Pre-K-grade 2.
 ➢ Program Modules: Prekindergarten- *Making Sense of the World* and *It Fits*, Kindergarten- *All About Attributes* and *A Sense of Wonder*, Grade 1- *Design Dilemma* and *Bubbleology*, and Grade 2- *Tremendous Trees* and *Preservation Problem Solvers*
Middle School Curriculum
 ➢ Grade 7 students compress the 7th grade math curriculum into half a year and begin prealgebra and algebra instruction.
 ➢ Grade 8 students are eligible to participate in Spanish I and Algebra I for high school credit. World Language credit will also count towards dual completer.
High School Curriculum
 ➢ Advanced students may participate through Dual Enrollment either at Chesapeake College or Washington College.
 ➢ Advanced students are also offered a full range of Advanced Placement courses are offered.
Areas of talent that can be developed/enhanced.

General Intellectual Ability Those gifted and talented students with general intellectual ability tend to perform or show the potential to perform in several fields of study.
Specific Academic Fields In this area, gifted and talented students exhibit potential or demonstrate accomplishment in one specific field of study such as language arts, mathematics, social studies, or science.
Creativity The key characteristic that is often associated with creativity is *divergent thinking*. As opposed to convergent thinking (arriving at a single conclusion), divergent thinking requires the gifted and talented student to produce many ideas or ideas that are different from the norm.
Artistic Area In this area, gifted and talented students exhibit potential or demonstrate accomplishment in one or more artistic fields, such as art, drama, or music.
Leadership Leadership is the result of an interaction between a number of variables: the personality, status, achievement, and intelligence of the leader; the characteristics of the follo and the situation.

6) Data-informed goals, targets, strategies, and timelines

Goal: Provide for the social and emotional needs of advanced-level learners.

Target	Strategies	Timeline
Counselors and social workers will participate in training on SEL needs of GT students and develop an action plan to support students in each school	Counselors and social workers will participate in educator workshop and on-going virtual support in "Changing Perspectives" Counselors will develop lesson plans and activities using resources using "Changing Perspectives" portal to support the needs of GT learners	August 2019-June 2020

Goal: Expand our middle school program to include gifted services to the sixth grade students.

Target	Strategies	Timeline
Adding one or two weekly sessions of small group instruction taught by teachers/volunteers	Teachers/volunteers collaborate to create groups of advanced learners Teachers/volunteers plan for the delivery of content to meet the unique needs of advanced students	November 2019-June 2020

Goal: Provide professional development to teachers and volunteers to help them meet the unique needs of advanced-level students through the delivery of various gifted services.

Target	Strategies	Timeline
Identified GT lead teachers will participate in professional learning and work with school teams to develop a implementation plan for grades 3-5	Professional development provided to teachers/volunteers modeling various strategies of targeted instruction (differentiation, curriculum compacting, etc.)	January-June 2020

COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

Comprehensive Teacher Induction Program
Title 13A   STATE BOARD OF EDUCATION
Subtitle 07 SCHOOL PERSONNEL

Comprehensive Teacher Induction Program

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- A. staffing and oversight;
- B. orientation programs;
- C. ongoing professional learning;
- D. organization and schedules for mentor/mentee meetings;
- E. opportunities for observation and co-teaching;
- F. monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- G. action plans; and
- H. use of relevant and appropriate data

Staffing and oversight of the Kent County Public Schools Comprehensive Teacher Induction Program is provided by the Supervisor of Human Resources and Director of Teaching and Learning. Newly hired teachers participate in a comprehensive orientation that gives an overview of county policies and procedures and expectations at their assigned school. New teachers are welcomed by the Superintendent and Board of Education members as well as the KCPS administrative team. They receive tools and training on technology, curriculum, and instruction. New teachers meet and collaborate with their mentors. Teacher specialists and content administrators share program and assessment information. New teachers spend 1.5 days in their buildings with principal and assigned mentors.

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

Mentor meetings are held monthly to debrief and collaborate on new teacher successes and challenges. District level supervisors attend mentor meetings to share expectations regarding content, observations, and strategies for alignment of assessment and instruction. The Director of Teaching and Learning provides the yearlong professional development calendar, and coaching tips on using formative assessment results to guide conversations with new teachers. Mentors are always welcome and often attend local PD sessions. In 2020, Kent County mentors will participate in a book study around the book "Mentoring in Action: Guiding, Sharing and Reflecting with Novice Teachers" to offer mindful mentoring. Kent County mentors are a combination of retired teachers and teacher specialists.

Using Google Classroom new teachers also participate in a hybrid course on the Charlotte Danielson Framework for Teaching. It includes face to face time as well as at-home assignments. Viewing videos, collaborating with school-based teams, and implementing effective teaching and learning strategies to improve achievement are all part of the experience.

Peer observation is part of the new teacher course expectations. Each KCPS new teacher will observe an experienced teacher at least two times during their first year. The building-based administrator coordinates and allows the mentor to join the inter-room visitations. Prior to the visit, they identify specific look-fors and have opportunities to hear new teacher needs, concerns, and offer formative feedback. An organizer is provided so the observer can capture the cause and effect relationship between what the teacher is doing and what the student are doing. Following the observation, the new teacher debriefs with either the principal or mentor and reflects on what was learned and what strategies to apply to their own classroom.

Mentors provide on-site and/or virtual support on a weekly basis, at least 2 hours per week for new teachers. Mentors maintain a log of their visitations noting the date, time, and purpose of the visit. Mentors are encouraged to keep a separate journal to identify strengths and needs around the 4 Domains of Instruction (Planning/Prep, Environment, Instruction, and Professional Responsibilities). The mentor documents what is working, challenges, concerns, and next steps. This information is non-evaluative and reviewed between the mentor and the Supervisor of Human Resources. The mentor checks in monthly with the elementary principal or secondary administrator to informally touch-base and maintain open communication.

B. Provide a description of your District Mentoring Program. The use of the term "mentor" includes coaches and consulting teachers.

   I.   training for new mentors;

   J.   supervision of mentors;

   K.   training for school administrators and school staff as described in .04E of the regulation.

   L.   process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

Kent County Public Schools Mentoring Program begins with a 3 day summer orientation prior to the return of all staff. New teachers meet together at the Board of Education for breakfast and greetings by the Superintendent, Director of Teaching and Learning, Supervisors, Administrators and Board of Education members. Leaders share the district philosophy and vision, mission, and collective commitments. The system staff and resources are introduced so new teachers know where to turn for support. Identified lead teachers collaborate with supervisors to lead sessions on topics such as creating a positive classroom environment, lesson planning, and classroom management strategies. The 3 days are divided among school-based sessions covering topics from attendance, grading, and discipline through engaging lesson development. Curriculum guides are provided and training on how to maintain the digital grade-book and specific content tips and strategies.

Following the initial orientation, new teachers are provided on-site support with teacher specialists at the elementary level and assigned mentors at the secondary level. The Supervisor of Human Resources also coordinates monthly new teacher meetings on topics such as classroom management, integrating technology, and tips for parent/teacher conferences. During the school year, members of the office of the Director of Teaching and Learning provide support and training on the Charlotte Danielson Domains aligned to the Kent County observation and evaluation process. Additional trainings are offered to new teachers on ways to intellectually engage students, increase student discourse, and creating student-centered classrooms. Guidelines are shared around the types of artifacts that will be needed during mid-year and end-of-year evaluation conferences.

Mentors are a combination of teacher specialists (experienced Kent County teachers), and retired teachers. All retired teachers work part-time and the hours vary based upon the new teacher experience and identified needs. Weekly hours vary from 3 hours up to 12 hours per week. All new teachers receive at least 2 hours of mentor support weekly. Opportunities to serve as a mentor are advertised and interested applicants are directed to the Supervisor of Human Resources(HR). The HR Supervisor reviews credentials, and meets with the principals and supervisors to make the best match with regard to content and level. The HR Supervisor often knows the candidates and their qualifications making the process a success.

Mentors are offered the opportunity to attend state and sometimes national trainings. Ongoing professional development is provided by the Supervisor of Human Resources and other district administrators. Training begins in late July and focused initially on the role of the mentor and tips for working with adult learners. The various supervisors offer specific trainings such as differentiation and specialized instruction, content instruction and engagement strategies, and tips for integrating technology. Other lead teachers share information on management tips, trauma-informed teaching, and analyzing student work. Mentors meet at least once a month with the Supervisor of Human Resources for professional development.

The Supervisor of Human Resources and other district administrators provide ongoing training for school administrators and school staff during monthly Administrators and Supervisors (A&S) and staff meetings. Leadership training begins in July with a focus on strategies for supporting new teachers during the opening days, support in managing the classroom, and addressing

personal and professional challenges of new teachers during the first few months of school. Information from a needs assessment is used to structure the administrators and school staff mentoring trainings. The Supervisor of Human Resources and Director of Teaching and Learning work with administrators to define logistics about mentors' time and activities to encourage site-based mentoring support that is well planned and occurs regularly. Administrators engage in professional development around the principal's role in new teacher retention, and fostering work-place conditions that foster and support new teacher development.

Mentors are supervised and evaluated by the Supervisor of Human Resources. They meet monthly and submit required documentation on a regular basis. The documentation is reviewed and collected by the Supervisor of Human Resources. Surveys are also administered to measure the effectiveness of experience. One survey is given to each mentor and it includes questions on time, number of visits, needs, and opportunities for improvement. New teachers also complete a survey collecting similar information but also includes a rating on the level of support received. Administrators also complete a survey to give input on the overall mentor program, effectiveness of the mentor, instructional improvements needed, and input on professional relationships.

C. Provide data regarding the scope of your mentoring program. This data may be provided in the form of a chart or other organizer of your choice. Include:

- the number of probationary teachers;

  This year, KCPS has 38 probationary teachers

There are 12 retired teachers that serve as mentors but also 3 school-based instructional specialists that have been assigned as mentors. The 12 retired teachers serve as mentors part-time and the teacher specialists are full time teachers and mentoring is part of their responsibilities.

D. Provide a description of how your mentoring program is being evaluated. Include evaluation data and data on new teacher retention.

Evaluation Data – 24 teachers, 3 rated less than satisfactory

Retention Data – 24 new teachers and 9 did not return. However, 3 were non-renewed.

Mentees and mentors area both surveyed to determine the effectiveness of the mentoring program

Mentees – 9 question survey, 83% return rate, 90% success rate

How much support and what type did you receive, and (85% yes management strategies, 77% using data to identify needs, differentiation 70% between some and a great deal, creating an equitable classroom 100% said mentoring helped with this)

Mentors – 15 questions survey, 100% return rate, 90% success rate

Types of supports offered (emotional support,

Time in the following activities (support and materials, professional behavior and attitudes, and observing and providing feedback), not as high on modeling or co-teaching

67% said the overall support I received from my mentor influenced my decision to continue with the school system

Administrator end of year evaluation conferences are held between the principal and Supervisor of Human Resources to gather anecdotal notes on the strengths and needs of the mentoring program.

List of the ESSA Federal and State Grant Applications

The following Federal and State grant applications are included. The needs assessment should inform your federal and State grant applications.

Federal Grant Applications	
Title I, Part A	Improving Basic Programs Operated by Local Education Agencies
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers and Principals
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A	Student Support and Academic Grants
State Grant Application	
Fine Arts	

Appendices

- Appendix A: Content of Title I, Part A Application
- Appendix B: Title II, Part A Application
- Appendix C: Title IV, Part A Application
- Appendix D: Fine Arts Application
- Appendix E: Equitable Services to Private Schools Under ESSA Section
- Appendix F: Kent County High School "TSI" Plan

Local School System: Kent

Equitable Services Table

Participating Private School Name and Address	Title I-A Total Number of Participating Students	Title I-C Total Number of Participating Students	Title II-A Total Number of Participating Staff	Title III-A Total Number of Participating Students	Title IV-A Total Number of Participating Students	Title IV-B Total Number of Participating Students
All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx						
The Kent County private schools listed below chose not to participate. Documentation for all Title Grants is provided in Component E of the Title I Grant.						
Friendship Montessori School 25528 Worton Lynch Road P.O. Box 6 Worton, MD 21678	0	0	0	0	0	0
Kent School 6788 Wilkins Lane Chestertown, MD 21620	0	0	0	0	0	0
Radcliffe Creek School 201 Talbot Ave., Suite A Chestertown, MD 21620	0	0	0	0	0	0
Chestertown Christian Academy 410 Morgnec Road Chestertown, MD 21620	0	0	0	0	0	0
Total Allocation:	$	$	$	$	$	NA

Kent County Public Schools
2019

Appendix A: Content of Title I, Part A Application

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

Maryland State Department of Education

Title I, Part A: Improving Basic Programs
2019-2020 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Date:
JULY 9, 2019

Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review:	Submission for Conditional Approval	First Submission through Local ESSA Consolidated Strategic Plan	FINAL Submission through Local ESSA Consolidated Strategic Plan
August 1- August 30, 2019	September 30, 2019	October 15, 2019	November 15, 2019

Local School System: Kent County Public Schools
Title I Coordinator: Lloyd W. Taylor, Ed.D.
Telephone: 410 778-1595   Email Address:fltaylor@ kent.k12.md.us

2019-2020 Title I, Part A Application

The Maryland State Department of Education's (MSDE) Title I Part A Application is a consolidated document that includes the Title I, Part A program application, law references/guidance, suggested evidence of implementation, and additional sample resources for each required component. The information provided within the revised application will ensure that all Local School Systems (LSSs) are prepared to effectively address key provisions of each component provided under Title I, Part A under the Every Student Succeeds Act (ESSA) of 2015. This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.

Explanation of Terms

SECTION NAME	
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LSS	If documentation is needed prior to the program review, a note will be indicated in the identified section.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I Part A grant, as a grantee, the LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.
CITATIONS	References to the law
SAMPLE EVIDENCE OF IMPLEMENTATION	Suggested documentation for evidence of implementation for each requirement
TABLES AND WORKSHEET	See Excel template for Instructions.

The Title I Component

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2019-2020 Title I, Part A Application

ATTESTATION

The Local School System (LSS) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to:

- ❑ Staff Credentials and Certifications
- ❑ Schoolwide Programs
- ❑ Targeted Assistance Schools
- ❑ Parent and Family Engagement
- ❑ Participation of Children Enrolled in Private Schools
- ❑ Education for Homeless Children and Youth
- ❑ Support for Foster Care Students
- ❑ English Learners
- ❑ Fiscal Requirements

The LSS attests that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above.

Lloyd W. Taylor	_Kent County_	08/30/19
Title I Coordinator Name (Please Print or Type)	**Title I Coordinator Signature**	**Local School System**	**Date**

3

Application Submission Date: _____ 09/30/19 _____

ATTESTATION-Section 1112

The LSS attests that this 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 (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part.

Lloyd W. Taylor _____ Kent Co. Public Schools _____ 9/30/19

Title I Coordinator Name   **Title I Coordinator Signature**   **Local School System**   **Date**
(Please Print or Type)

Application Submission Date: **08/30/19**

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Title I, Part A Application

Title I, Part A Guidance Document
Part 1: Title I, Part A Application Supporting Information

Part 2: Appendices

Law and Non-Regulatory Guidance Links

Every Student Succeeds Act
ESSA Transition FAQs
ESSA Early Learning Guidance
ESSA Fiscal Changes & Equitable Services Guidance
ESSA Schoolwide Guidance
Evidence Guidance
Foster Care Guidance
Homeless Student Guidance
General Education Provisions Act
High School Graduation Rate
State and Local Report Cards
Title I, Part A Final Regulations
ESSA Title III Guidance – English Learners

A. STAFF CREDENTIALS AND CERTIFICATIONS
MSDE Staff Credentials and Certification Guidance
Staff Credentials: Glossary of Terms

CTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

ₑ use the template provided at the end of the application (found here) to complete all REQUIRED ATTACHMENTS and ımes of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as ıdices.

UIRED ATTACHMENTS:

written process to ensure the LSS:

- has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirement
- coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
- identifies (using the previous school year data) and addresses disparities that result in low-income and minority stud being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Maryland usₑ and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considₑ have disparities.
- has a timeline to notify parents.

ımmary of data used to determine disparities (2018-2019 SY).

F RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) respons ing compliance with Section 1111(c) & (g).

COMPONENT A
STAFF CREDENTIALS AND CERTIFICATIONS

STAFF CREDENTIALS AND CERTIFICATIONS

Check one	Assurances	Citation	Sample of/Evidence of/Implementation
X Yes ☐ N/A	1. The LSS ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *(Required Attachment)*	1111(g)(2)(J) 1112(c)(6)	☐ List of teachers and their certification status for each Title I school including: o Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year. ☐ Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. *(Optional)*
X Yes ☐ N/A	2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. *(Required Attachment)*	1111(g)(2)(J) 1112(c)(6)	☐ Documentation supporting the implementation of the written process which may include: ☐ SAN from meetings between Human Resources, the Title I Office, and school administration.
X Yes ☐ No ☐ N/A	3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.	1112(c)(6) 1112(g)(2)(J)	☐ List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS ☐ Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include:

Response	Requirement	Citation	Documentation
If no, please explain. (explain using the template found here)	Mark N/A if • there are no paraprofessionals in the schoolwide schools; • the LSS has no schoolwide schools; • paraprofessionals are not assigned instructional duties		o Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers
☐ Yes ☐ No X N/A If no, please explain. (explain using the template found here)	4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements. Not Applicable means: • There are no paraprofessionals paid with Title I funds in targeted assistance schools; or • The LSS has no targeted assistance schools.	1112(c)(6) 1112(g)(2)(J)	☐ List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS ☐ Documentation demonstrating paraprofessional's assigned duties in TAS for the SY 2018-2019 may include: o Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers
X Yes ☐ N/A	5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and	1111(g)(1)(B) 1112(b)(2)	☐ Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g.

minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. *(Required Attachment)*	1112(e)(1)(A)(i)(I-III)	race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers) ☐ SAN documenting processes for identifying and addressing disparities are implemented. ☐ Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.

X Yes
☐ N/A
 	
6.The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about:
a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.
 	
b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A
	1112(e)(1)(B)(ii)	☐ Documentation supporting the implementation of the written process.
		☐ Multiple dated communications at the beginning of the school year which may include:
		  o A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information
		  o Communication/notification to parents (newsletter, memo, letter, school calendars, etc.)
		☐ Copies of requests for information from parents on teacher and /or paraprofessional qualifications, if applicable.
		☐ Evidence that parents have been provided information on the level of achievement and academic growth of their students.
		☐ A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level.

timely notice has been provided to parents. c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. *(Required Attachment)*	1112(e)(1)(B)(i)	☐ Copies of the timely responses provided to parents, if applicable.

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A. STAFF CREDENTIALS AND CERTIFICATIONS
Return to application

The LSS will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1112(c) Assurances-- local education agency plan shall provide assurance that the local educational agency will—
(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

1. The LSS ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)

2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)

3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)
    Mark N/A if there are no paraprofessionals in the schoolwide schools;
    ___ the LSS has no schoolwide schools;
    ___ paraprofessionals are not assigned instructional duties

4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6)

If no, please explain.   **Yes   No   NA**
If no, please explain.
Not Applicable means:

There are no paraprofessionals paid with Title I funds in targeted assistance schools; or
The LSS has no targeted assistance schools.

PROCEDURES FOR ENSURING TITLE I/ESSA SCHOOLS
MAINTAIN QUALIFIED PROFESSIOALS/PARAPROFESSIOALS
2019 - 2020

The Kent County Public Schools (KCPS) recognizes the importance of ensuring that all teachers and paraprofessionals at all schoolwide Title I schools meet applicable state certification and licensure requirements. In order to do so, the following procedures will govern that process during the 2019 -2020 year.

- The Human Resources (HR) Supervisor works directly with each teacher or paraprofessional the year before his/her certificate or license is set to expire. Each employee found to be in this status receives a written reminder from an HR official. The HR Supervisor provides guidance on what requirements are needed and when documentation is due. The KCPS has developed a certification booklet to guide professional staff.

- The HR Supervisor informs the Title I Coordinator about any staff members (both professional and paraprofessional) who may be in danger of certification or licensure expiration. Discussion about this event is shared with the employee by both the HR Supervisor and Title I Coordinator.

- If a teacher is in imminent danger (six months or less) of no longer meeting Maryland certification, a letter is sent to him/her from the HR office detailing certification renewal requirements and a deadline for meeting them. The HR Supervisor notifies each principal and the Title I Coordinator of any teacher facing a pending loss of Maryland certification status.

- The KCPS certifies that all paraprofessionals in Title I schoolwide schools are qualified upon their hiring. Any paraprofessional who is in danger of losing his/her Maryland licensure requirements is notified using the same process as for professionals (above.)

BOARD OF EDUCATION OF KENT COUNTY

TO: Luke Dillon, MSDE

FROM: Lloyd Taylor, Ed.D., Kent County Public Schools

RE: Addendum to 08/14/19 Memo

DATE: October 9, 2019

Please accept this as an addendum to my memo of 08/14/19 titled "Professional and Paraprofessional State Certification and Licensure Requirements" found in Component A of the revised Title I Grant Proposal.

There is currently an unlicensed paraprofessional employed at Kent County Middle School. She works exclusively on life skills with multiply disabled youngsters. She assists with duties such as feedings and other hygiene related activities. Although she is considered a paraprofessional assistant, she is not responsible for instruction or academic skill work with any of those youngsters. It is with this knowledge of her duties, that we ask that she be considered exempt from paraprofessional licensure requirements.

GROWING A COMMUNITY OF LEADERS

BOARD OF EDUCATION OF KENT COUNTY

QUALIFICATIONS OF PROFESSIONAL AND PARAPROFESSIONAL EMPLOYEES
KENT COUNTY PUBLIC SCHOOLS
PARENTAL RIGHTS' PROCEDURES/TIMELINE
2019 - 2020

It is acknowledged that parents of students in the Kent County Public School System (KCPS) be made aware of any teacher or substitute who does not meet Maryland's certification requirements or any paraprofessional failing to meet licensure requirements. If, after four weeks, at their assignments, such an uncertified professional or unlicensed paraprofessional in each schoolwide Title I elementary and middle school, a letter (see #1 following) will be sent home notifying parents of their rights including the provision that they may request information relative to the lack of sufficient certification or licensure qualifications.

In addition, **a letter is sent home prior to October 15, 2019,** to parents at each school by principals explaining that the professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to that child may be requested (see below and #2 following.)

Information is provided annually to parents of KCPS students explaining each child's academic growth on State academic standards (see below for timeline). Documents provided by the Maryland State Department of Education outlining growth in specific content areas are provided along with any necessary additional clarifying information. Parents are encouraged to notify their principal or guidance counselor if any additional information is requested and is supplemented by quarterly KCPS progress reports (see below) and school-level assessment data sent home on a regular, as-generated, basis. In addition, each school's school-wide and grade level state assessment data are also shared with parents and other stakeholders as they are generated.

TIMELINE FOR NOTIFYING PARENTS

- October 15th, 2019   Letters to parents sent home by principals explaining the professional qualifications of their child's teacher(s) and paraprofessional who provide services to that child

- By September 30th   Maryland Comprehensive Assessment Program (MCAP) Reports with clarification information are sent home to parents

- Progress Reports   November 15th (with parent conferences)
  as follows: February 2nd
      April 11th (with parental conferences that include MAP scores)
      June 15

GROWING A COMMUNITY OF LEADERS

BOARD OF EDUCATION OF KENT COUNTY

October 15, 2019

Dear Parents:

The *Every Student Succeeds Act* (ESSA) of 2017, a federal law, requires local school systems to provide the parents of school children information about the qualifications of any professional staff member (teacher, guidance counselor etc.) or paraprofessionals (assistants) who afford instructional services to their children. We are pleased to inform you that as of September 30, 2019, all of the professionals at your child's school meet Maryland's certification requirements. In addition, all paraprofessionals at your child's school are fully licensed by both the Kent County School System and the Maryland State Department of Education.

You may request information regarding professionals' or paraprofessionals' qualifications at any time by contacting your child's principal in writing. Further, if the status of any of your child's professional or paraprofessional instructors change and your child is taught for four or more consecutive weeks by a teacher or paraprofessional who does not meet Maryland's State Certification and licensure requirements, you will be notified in writing.

Please feel free to contact your child's principal or me should you a require additional information or wish to review the qualifications of any of your child's instructors.

Sincerely,

Lloyd W. Taylor, Ed.D.
Title I Coordinator, Kent County Public Schools

~ Sample Letter ~

December 4, 2019

Dear Parents of Students Enrolled Ms. Smith's Third Grade Class:

The Every Student Succeeds Act (ESSA), a federal law, requires local school systems to provide parents of children in Title I schools information about the professional qualifications of any professional staff member who does not meet Maryland's certification requirements or any paraprofessional who is not fully licensed in each core academic subject. This information for teachers includes the college/university degree, the Maryland teaching certificate being pursued, and that person's instructional assignment.

The law requires that schools receiving Title I funds ensure that all teachers in core academic subjects are qualified in each area to which they are assigned.

The Kent County Public Schools System is pleased with the qualifications of teachers at the Rock Hall Elementary School. A teacher who due to illness or for other valid reasons, is out of school for four or more consecutive weeks, is required to be replaced by a teacher who meets Maryland certification requirements unless such a professional is unavailable. Your child's third grade teacher, Ms. Smith, has been ill and out absent from school for four weeks. She is expected to return to her duties within the next two weeks. Her substitute, Ms. Jones, while a college graduate with a valid teaching certificate from another state, is not at this time Maryland certificated. It should also be noted that Ms. Jones has been a short-time substitute in good standing for over six years in Kent County and it is felt by RHES administrators that she is working most satisfactorily and will continue to do so until Ms. Smith's anticipated return.

Our goal is to keep parents informed about teacher requirements so that we may continue to work together as partners in the education of our students. Please do not hesitate to call me should you have any questions about this information.

Sincerely,

Mrs. Joan Harris
Principal

BOARD OF EDUCATION OF KENT COUNTY

TO: Title I Principals

FROM: Lloyd Taylor, Ed.D., Title I Coordinator

RE: State certification of Teachers and Paraprofessionals

DATE: August 7, 2019

Attached you will find letters of assurance indicating your school's compliance with state certification and licensure requirements for each of your professional and paraprofessional staff as of August, 2019. Please be so kind as to sign and return them to me ASAP. They will be filed in the Title I grant proposal documents appendix. As a postscript, please note the following:

- It is essential that any change in teacher or paraprofessional personnel be shared with me. It is critical that any professional or paraprofessional hires not considered to be "qualified" or not holding appropriate licensures be immediately reported as well.

- Continue to monitor (as will I) instructional paraprofessional proximity to teachers, including tutors, with whom they are assigned. We have discussed this requirement with interventionists on several occasions and I have reinforced the importance of following this federal/state required procedure. Your monitoring and assistance in this area is much appreciated.

BOARD OF EDUCATION OF KENT COUNTY

TO: To Whom it May Concern

FROM: Lloyd Taylor, Title I Coordinator

DATE: August 14, 2019

RE: Professional and Paraprofessional Certification Update

Professional and Paraprofessional State Certification and Licensure Requirements

The following pages contain documentation regarding both teacher and paraprofessional certifications and licensures as of August. 2019.   Names have been whited out to protect privacy.   Lists are arranged by school. New (just graduated) teachers are identified as "Pending." A meeting with Mr. Ed Silver, Supervisor of Human Resources, on 08/06/19 revealed that he felt most strongly that each of the "new hires" who have yet to receive MSDE approval for their certification and licensure will hear positive news from MSDE as requirements for their certification have been met. Newly graduated first-year teachers hired late in the summer traditionally must wait for their official certification due to backups in the approval process just before school begins. Mr. Silver explained that this is not unusual but reiterated that he believed there would be no issues with any these new employees who are identified on the following lists. In the unlikely event that a teacher or paraprofessional does not receive certification or licensure, the parent notification process (see letter from previous years) will be employed within the prescribed timeline.

Name	School	Job Title	Assignment	Grade	Percent	HQ?	HQ reason	Endorsements
Cornmann, Samantha	GALES	Teacher	Special Education	Special Education	100	Yes	SPC I	Elementary Education 1-6
Runty Pritchall	GALES	Teacher	Physical Education	Physical Education	100	Yes	SPC I	Phys Ed. PreK-12
Best, Amanda	GALES	Teacher	Kindergarten	Kindergarten	100	Yes	APC	Early Childhood Education PreK-3
Cannon, Melissa	GALES	Teacher	Pre-Kindergarten	Pre-Kindergarten	100	Yes	APC	Early Childhood Education PreK-3
Francesca Callaway	GALES	Teacher	4	4	100	Yes	SPC I	Elementary Education 1-6
Gerstung, Chey	GALES	Counselor	Guidance Counselor	Guidance Counselor	100	Yes	APC	Elementary Education 1-6 + Middle School
Jeton, Teresa	GALES	Teacher	Art	Art	60	Yes	APC	Art PreK-12
Kendall-Parrott, Tracy	GALES	Teacher	ESOL	ESOL	100	Yes	APC	Early Childhood Education PreK-3
Lins, Angela	GALES	Teacher	2	2	100	Yes	APC	Elementary Education 1-6 + Middle School
Taylor, Linda	GALES	Teacher	Kindergarten	Kindergarten	100	Yes	APC	Early Childhood Education PreK-3
Webb, Dawn M.	GALES	Teacher	1	1	100	Yes	APC	Elementary Education 1-6 + Middle School
Langer, Ashle	GALES	Teacher	4	4	100	Yes	APC	History 7-12
Kennedy, Tiffany	GALES	Teacher	3	3	100	Yes	APC	Elementary Education 1-6 + Middle School
Yoder, Becky S.	GALES	Teacher	Instructional Res. Teacher	Instructional Res. Teacher	100	Yes	APC	Early Childhood PreK-3
Blackiston, Abryl	GALES	Teacher	4	4	100	Yes	APC	Early Childhood PreK-3
Bousnica, Aimee	GALES	Teacher	Art	Art	40	Yes	APC	Art PreK-12
Diaz, Kristian	GALES	Teacher	Special Education	Special Education	100	Yes	SPC I	Elementary Education 1-6 + Middle School
Garmaian, Rachael	GALES	Teacher	Special Education	Special Education	100	Yes	SPC I	Early Childhood PreK-3
Hogans, Laurie	GALES	Teacher	5	5	100	Yes	APC	English 7-12
Reineke Vanstat	GALES	Teacher	1	1	100	Yes	Pending	Elementary Education 1-6
Legg, Erin	GALES	Teacher	1	1	100	Yes	APC	Early Childhood PreK-3
McGee, Mary Jessica	GALES	Teacher	2	2	100	Yes	APC	Music PreK-12
Ribaudo, Jessica	GALES	Teacher	Kindergarten	Kindergarten	100	Yes	SPC I	Early Childhood PreK-3
Skelton, Meghan	GALES	Teacher	2	2	100	Yes	SPC I	Early Childhood PreK-3
Thal, Charles	GALES	Teacher	Music	Music	60	yes	SPC I	Music PreK-12
Walsh, Victoria	GALES	Teacher	Special Education	Special Education	100	Yes	SPC I	Early Childhood PreK-3
Grafenstick, Stephanie	GALES	Teacher	3	3	100	Yes	SPC I	Early Childhood PreK-3
Harmon, Alex	GALES	Teacher	5	5	100	Yes	SPC I	Elementary Education 1-6
Herman, Jody P.	GALES	Teacher	ESOL	ESOL	40	Yes	APC	Elementary Education 1-6 + Middle School
Christine Austin	GALES	Teacher	Title I Coach	Title I Coach	100	Yes	APC	Elementary Education 1-6 + Middle School
Kacey Coleman	RHGES	Teacher	5	5	100	Yes	SPC II	Elementary Ed. 1-6
Bosmien, Aimee M.	RHGES	Teacher	Art	Art	60	Yes	APC	Art PreK-12
Teat, Nicole	RHGES	Teacher	Kindergarten	Kindergarten	100	Yes	SPC I	ESOL PreK-12
Brown, Mary	RHGES	Teacher	2	2	100	Yes	APC	Guidance Counselor
Davis, Leslie I.	RHGES	Teacher	Pre-Kindergarten	Pre-Kindergarten	100	Yes	APC	Early Childhood Education PreK-3

Name	School	Role	Subject	Subject 2	%	Cert	Education
Cochrane, Cathy	HHGES	Teacher	Special Education	Special Education	100 Yrs	pending	Elementary Ed. 1-6
Gibbun, Patricia	HHGES	Teacher	Special Education	Special Education	100 Yrs	APC	Elementary Education 1-6 + Middle School
Dahl, Paula	HHGES	Teacher	Kindergarten	Kindergarten	100 Yrs	APC	Early Childhood Education PreK-3
Fraser, Jedisa	HHGES	Teacher	Instructional Res. Teacher	Instructional Res. Teacher	100 Yrs	APC	Elementary Education 1-6 + Middle School
Frisou, Karen	HHGES	Teacher	Music	Music	80 Yrs	APC	Music PreK-12
Hopkins, Rachel O.	HHGES	Teacher	1	1	100 Yrs	APC	Early Childhood Education PreK-3
Maloney, Jennifer	HHGES	Teacher	3	3	100 Yrs	APC	Early Childhood Education PreK-3
Melvin, Kelley	HHGES	Teacher	3	3	100 Yrs	APC	Early Childhood Education PreK-3
Marrone, Laura	HHGES	Teacher	Pre-Kindergarten	Pre-Kindergarten	100 Yrs	APC	Early Childhood Education PreK-3
Herman, Judy P.	HHGES	Teacher	ESOL	ESOL	60 Yrs	APC	Elementary Education 1-6 + Middle School
Rich, Elizabeth	HHGES	Teacher	Special Education	Special Education	100 Yrs	APC	Early Childhood PreK-3
Hanville, Maureen	HHGES	Counselor	Guidance Counselor	Guidance Counselor	100 Yrs	APC	Elementary Education 1-6 + Middle School
Smith, Megan	HHGES	Teacher	1	1	100 Yrs	APC	Early Childhood PreK-3
Smith, Haley	HHGES	Teacher	2	2	100 Yrs	SPC II	Elementary Education 1-6
Webr, Kendall	HHGES	Teacher	2	2	100 Yrs	SPC	Elementary Education 1-6
Wharton, Keith	HHGES	Teacher	Music	Music	10 Yrs	APC	Administrator 1
Davis, Heather C.	HHGES	Teacher	Title I Coach	Title I Coach	100 Yrs	APC	Elementary Education 1-6 + Middle School
Whitsby, Courtney	HHGES	Teacher	4	4	100 Yrs	SPC I	Early Childhood Education PreK-3
Durham, Catherine	HHGES	Teacher	Kindergarten	Kindergarten	100 Yrs	APC	Early Childhood PreK-3
Fithian, Jennifer	HHGES	Teacher	1	1	100 Yrs	SPC.	Early Childhood PreK-3
Reilly, Dawn	HHGES	Teacher	5	5	100 Yrs	APC	Elementary Education 1-6
Cassandra Swayze	HHGES	Teacher	5	5	100 pending	APC	Spanish K-12
Fahrman, Brittani	HHGES	Teacher	K	K	100 Yrs	APC	Early Childhood PreK-3
DeShepper, Beth	HHGES	Teacher	Judy Center	Judy Center	100 Yrs	SPC I	School Counselor
Smith, Cathy	HHGES	Teacher	4	4	100 Yrs	APC	Elementary Education 1-6 + Middle
Armato, Jessica	KCMS	Teacher	Math	3	100 Yrs	SPC I	Middle School Math 4-9
King, Bryant	KCMS	Teacher	Technology	Technology	100 Yrs	pending	
Jones, Tykeya	KCMS	Teacher	Special Education	Special Education	100 Yrs	pending	
Carty, Karen	KCMS	Teacher	Science	7	100 YES	SPC I	Middle School Science 4-9
Boyce, Nicole	KCMS	Teacher	Math	8	100 Yrs	APC	Elementary Education 1-6 + Middle School
Clark, Christine	KCMS	Teacher	Science	8	100 Yrs	SPC	Biology 7-12
Copeland, Roberto-Lou	KCMS	Teacher	Science	8	100 Yrs	SPC II	Biology 7-12
Dean, Kimberly	KCMS	Teacher	Special Education	Special Education	100 Yrs	APC	Elementary Education 1-6 + Middle School
Scheib, Jason	KCMS	Teacher	Social Studies	7	100 Yrs	SPC I	Social Studies 7-12
Franseptti, Laura	KCMS	Teacher	ELA	7	100 Yrs	SPC I	Middle School ELA 4-9
Frison, Leon	KCMS	Teacher	Music	Music	100 Yrs	APC	Elementary Education 1-6 + Middle School

Name	School	Position	Subject	Subject/Grade	Certification	%	Code
Al Oklenarke	KCMS	Counselor	Guidance Counselor	Guidance Counselor	School Counselor	100 Yes	APC
Angelica Watts	KCMS	Counselor	Guidance Counselor	Guidance Counselor	School Counselor	100 Yes	SPC1
Hughes, Katherine	KCMS	Teacher	Science	7	Biology 7-12	100 Yes	APC
Iseman, Michael	KCMS	Teacher	Health Education	Health Education	Administrator 1	100 Yes	APC
Jones, Michael	KCMS	Teacher	ELA	5	English 7-12	100 Yes	Pending
Janet McCormick	KCMS	Teacher	Art	Art	Art PreK-12	100 Yes	SPC0
Skinner, Deborah	KCMS	Teacher	Science	6	Elementary Education 1-6	50 pending	PEC
Skinner, Deborah	KCMS	Teacher	ELA	6	Elementary Education 1-6	40 pending	PEC
Marvel, Brooke	KCMS	Teacher	ELA	6	Elementary Education 1-6	40 Yes	SPC1
Marvel, Brooke	KCMS	Teacher	Math	6	Elementary Education 1-6	60 Yes	SPC1
Miller, Stephen	KCMS	Teacher	Physical Education	Physical Education	Health PreK-12	100 Yes	APC
Lansinger, Tabitha	KCMS	Teacher	ELA	6	Elementary Education 1-6	40 Yes	Pending
Lansinger, Tabitha	KCMS	Teacher	Math	6	Elementary Education 1-6	60 Yes	Pending
Hurtt, Barbara	KCMS	Teacher	ELA	7	Art PreK-12	100 Yes	APC
Frasesi, Cheryl	KCMS	Teacher	Special Education	Special Education	Elementary Education 1-6	100 Yes	APC
Moore, Matt	KCMS	Teacher	Social Studies	Social Studies	History 7-12	100 yes	APC
Johnston, Karen	KCMS	Teacher	Media IRT	Media IRT	English 5-12	100 Yes	APC
Anne Farragher	KCMS	Teacher	Physical Education	Physical Education	Phys. Ed PreK-12	100 Yes	APC
Baker, Stacey	KCMS	Teacher	Special Education	Special Education	Early Childhood Education PreK-3	100 Yes	APC
Griffin, Carol A.	KCMS	Teacher	6 Social Studies	6	Elementary Education 1-6 + Middle School	60 Yes	APC
Griffin, Carol A.	KCMS	Teacher	6 ELA	6	Elementary Education 1-6 + Middle School	40 Yes	APC
Billings, Sydney	KCMS	Teacher	Special Education	Special Education	Special Ed 1-8	100 Yes	SPC1
Callahan, Wendy	KCMS	Teacher	Math	Math	Elementary Education 1-6 + Middle School Math 4-9	100 Yes	SPC1
Callahan, Wendy	KCMS	Teacher	Math	7	Elementary Education 1-6 + Middle School Math 4-9	100 Yes	SPC1
Carter Miller	KCMS	Teacher	Social Studies	7	Social Studies 7-12	100 Yes	Pending
Parkard, Alexandria	KCMS	Teacher	ELA	8	English 7- 13	100 Yes	SPC1
Coventry, Devon	KCMS	Teacher	Special Education	Special Education	Elementary Education 1-6	100 Yes	SPC1
Sawyer, Meredith	KCMS	Teacher	6 Social Studies	6	Elementary Education 1-6 + Middle	60 Yes	APC
Sawyer, Meredith	KCMS	Teacher	6 ELA	6	Elementary Education 1-6 + Middle	40 Yes	APC
Hamilton, Sharon	KCMS	Teacher	Special Education	Special Education	Elementary Education 1-6	100 Yes	APC
Kleiver, Chris	KCMS	Teacher	Special Education	Special Education	Special Ed 1-8	100 Yes	APC
Johnston, Verna	KCMS	Teacher	Spanish	Spanish	Early Childhood Education PreK-3	20 No	CC
Austin, Christine P.	RHES	Teacher	Interventionist	Title One	Elementary Education 1-6 + Middle School	100 Yes	APC
Frisou, Karen	RHES	Teacher	Music	Music	Music PreK-12	20 Yes	APC

Name	School	Position	Assignment	Assignment	Pct	Code	Certification
Garpiski, April M.	RHES	Teacher	Pre-Kindergarten	Pre-Kindergarten	100 Yes	APC	Early Childhood PreK-3
Mosley, Carole A.	RHES	Teacher	Pre-Kindergarten	Pre-Kindergarten	100 Yes	APC	Early Childhood Education PreK-3
Parks, Carmen	RHES	Teacher	Special Education	Special Education	100 Yes	APC	Business Education 7-12
Jetton, Teresa M.	RHES	Teacher	Art	Art	60 Yes	APC	Art PreK-12
Lloyd, Elizabeth	RHES	Teacher	Kindergarten	Kindergarten	100 Yes	SPC II	Early Childhood PreK-3
Reeski, Lori	RHES	Teacher	Special Education	Special Education	100 Yes	APC	Elementary Education 1-6 + Middle School
Walters, Jacquelyn	RHES	Teacher	1	1	100 Yes	APC	Elementary Education 1-6 + Middle School
Yerke, Jury	RHES	Teacher	2	2	100 Yes	APC	Elementary Education 1-6
Zottarelli, Wendy	RHES	Counselor	Guidance Counselor	Guidance Counselor	100 Yes	APC	School Counselor
Bigelow, Rebecca	RHES	Teacher	3	3	100 Yes	APC	Early Childhood PreK-3
Jachimowicz, David P.	RHES	Teacher	4, 5	4, 5	100 Yes	APC	Elementary Education 1-6 + Middle School
Reeski, Bill	RHES	Teacher	4.5	4.5	100 Yes	APC	Elementary Education 1-6 + Middle School
Zottarelli, Stephanie	RHES	Teacher	2	2	100 Yes	APC	Elementary Education 1-6 + Middle School
Zeebodies, Jennifer	RHES	Teacher	Kindergarten	Kindergarten	100 Yes	APC	Early Childhood PreK-3
Nickerson, Mary E.	RHES	Teacher		11	100 Yes	SPC I	Early Childhood PreK-3
Jackson, Ashley	RHES	Teacher	grade 4/5	grade 4/5	100 Yes	SPC I	Elementary Education 1-6
Joyner, Brooke	RHES	Teacher	grade 5	grade 5	100 Yes	pending	
Thai, Charles	RHES	Teacher	Music	Music	40 Yes	SPC I	Music PreK-12
Maxey, Kimberly	RHES	Teacher	3	3	100 yes	SPC I	Elementary Education 1-6
Mackanin, Austin	RHES	Teacher	Instructional Res. Teacher	Instructional Res. Teacher	100 yes	APC	Early Childhood Education PreK-3

Endorsements	Endorsements	Certificate Expires	Endorsements
Generic Special Education 1-8/6-Adult	Hearing Impaired	6/30/21	
		6/30/23	
Elementary Education 1-6	Generic Special Education Infant-3/1-8/6-Adult	6/30/20	Political Science 7-12
Elementary Education 1-6 + Middle School	Guidance Counselor	12/31/23	
		12/31/22	
Guidance Counselor		12/31/23	Art PreK-12
		6/30/24	
Elementary Education 1-6 + Middle School	Reading Specialist	12/31/24	ESOL PreK-12
Generic Special Education 1-8	Generic Special Education 6-Adult	6/30/22	
		6/30/20	
Guidance Counselor		6/30/23	
Early Childhood PreK-3	Elementary Education 1-6	6/30/20	
		6/30/20	
Elementary Education 1-6 + Middle School	Generic Special Education 1-8	6/30/22	
Admin I	Elementary Education 1-6 + Middle School	6/30/24	
		12/31/19	
Generic Special Education 1-8		6/30/23	
Genel Special Education 1-8		6/30/21	
Elementary Education 1-6 + Middle School		6/30/21	
Elementary 1-6	Reading Specialist	12/30/20	
Early Childhood Pre-K-3		6/30/20	
		6/30/23	
Elementary 1-6	Generic Special Education: Infant-2/1-8	12/31/20	
		6/30/21	
Generic Sp Ed Infant - 3 + 1-8		6/30/21	
Elementary Education 1-6		6/30/21	
Middle School		6/30/22	
ESOL PreK-12		6/30/23	
Reading Specialist		6/30/21	
		6/30/21	
		12/31/19	
Early Childhood Pre-K-3	Elementary Education 1-6	6/30/21	
Elementary Education 1-6 + Middle School		6/30/21	
		12/30/20	

Certification		Date
Generic Special Education 1-8		
Generic Special Education 1-8/6-Adult		12/31/22
Elementary Education 1-6 + Middle School		6/30/20
		6/30/23
		6/30/23
		6/30/20
Elementary Education 1-6		6/30/22
Elementary Education 1-6		6/30/22
Elementary Education 1-6 + Middle School	Mathematics 7-12	02/31/19
ESOL PreK-12	Middle School Math: 4-9	6/30/23
Elementary Education 1-6 + Middle School	Generic Special Education 1-8	6/30/23
Guidance Counselor		6/30/20
Elementary Education 1-6		6/30/23
		6/30/20
Generic Special Education 1-8		6/30/21
Administrator II	Music PreK-12	12/31/22
		6/30/22
Elementary Education 1-6		6/30/21
		12/31/21
Elementary Education 1-6 + Middle School		6/30/20
ESOL		6/30/22
Elementary Education 1-6 (pending)		6/30/23
		6/30/22
Elementary Education 1-6	Early Childhood Pre-K - 3	6/30/21
		6/30/22
Middle School Science: 4-9		6/30/21
		6/30/23
Elementary Education 1-6		6/30/20
Mathematics 7-12		6/30/22
		12/31/19
Middle School Science: 4-9		6/30/23
Generic Special Education 1-8	Generic Special Education 6-Adult	12/31/20
Music PreK-12		6/30/23
Music PreK-11		6/30/22

KCPS Title I
Teacher HQ status

Certification	Additional	Date
Elementary Education 1-6		6/30/23
Generic Special Education Infant-3/1-8/6-Adult	Middle School Science: 4-9	6/30/23
Administrator II	Health and Phys Ed K-12	6/30/22
		6/30/23
Early Childhood Pre-K - 3		6/30/21
Early Childhood Pre-K - 3		6/30/22
		6/30/24
		6/30/24
Phys. Ed PreK-12		12/31/23
		6/30/20
		6/30/20
Reading Teacher		6/30/20
Generic Special Education Infant-3/1-8/6-Adult		6/30/21
Admin I		6/30/21
Library Media Specialist	Middle School Social Studies: 4-9	6/30/23
Elementary Education 1-6 + Middle School	Generic Special Education Infant-3/1-8/6-Adult	6/30/20
		6/30/23
		6/30/23
Early Childhood Education PreK-3		6/30/22
		6/30/23
		6/30/21
History 7-12	Generic Special Education 6-Adult	6/30/22
Special Ed Infant - 3/1-8/6 - adult		6/30/22
		6/30/22
		6/30/22
Special Ed infant - 3/1-8/6 - adult		6/30/23
		6/30/22
Spanish		6/30/22
		6/30/23

9/3/19

7 of 8

Title I teachers FY2020

			Date
			12/31/21
Early Childhood Education PreK-3	Elementary Education 1-6	Generic Special Education Infant-3/1-4/6-Adult	12/31/23
			12/31/19
			6/30/24
Elementary Education 1-6 + Middle School			6/30/24
Generic Special Education 1-8			12/31/20
			12/31/21
			6/30/24
			6/30/22
Elementary Education 1-6 + Middle School			6/30/22
			6/30/23
			6/30/24
Early Childhood PreK-3			6/30/21
Elementary Education 1-6 + Middle School			6/30/24
			6/30/21
			6/30/22
			6/30/21
			6/30/23
Elementary Education 1-8	Middle School Science: 4-9	Admin I	6/30/22

Count	Name	Location	Job Title	Hire Date	Status	Assignment	Q?	Qualified reason
1	Jones, Kiki	HHGES	Instructional Assistant	8/24/10	Full Time	Pre-Kindergarten	Yes	COLLEGE DEGREE
2	Phillips, Edna G.	HHGES	Instructional Assistant	8/1/72	Full Time	Kindergarten	Yes	PARAPRO
3	Smith, Kim J.	HHGES	Instructional Assistant	8/13/92	Full Time	Judy Center	Yes	PARAPRO
4	Parker, Theodosia	HHGES	Instructional Assistant	11/7/13	Full Time	Special Education	Yes	COLLEGE CREDITS
5	Willis, Jennifer	HHGES	Instructional Assistant	8/26/17	Full Time	3-Year Old	Yes	PARAPRO
6	Freeman, Anesha	HHGES	Instructional Assistant	1/13/15	Full Time	Special Education	Yes	PARAPRO
7	Heidler, Barbara A.	HHGES	Instructional Assistant	9/14/98	Full Time	Pre-Kindergarten	Yes	PARAPRO
8	Aminkian, Faith	HHGES	Instructional Assistant	8/23/11	Full Time	Media	Yes	COLLEGE CREDITS
9	Copper, Chanelle	KCMS	Instructional Assistant	8/23/05	Full Time	Parent Liaison	Yes	PARAPRO
10	Green, Marilyn	KCMS	Instructional Assistant	9/19/00	Full Time	Special Education	Yes	COLLEGE CREDITS
11	Moore, Sara	KCMS	Instructional Assistant	8/27/18	Full Time	Special Education	Yes	PARAPRO
12	Miller, Joann	KCMS	Instructional Assistant	7/1/95	Full Time	Kindergarten	No	
13	Jones, Raye	KCMS	Instructional Assistant	10/14/02	Full Time	Kindergarten	Yes	PARAPRO
14	Moore, Cindy	GALES	Media Instructional Asst.	10/4/10	Full Time	Media	Yes	PARAPRO
15	Llewellyn, Ann Marie	GALES	Instructional Assistant	8/25/16	Full Time	Kindergarten	Yes	COLLEGE DEGREE
16	Shane, Jamie	GALES	Instructional Assistant	9/8/05	Full Time	Pre-Kindergarten	Yes	COLLEGE DEGREE
17	Blackson, Chrishyra	GALES	Instructional Assistant	8/25/16	Full Time	Special Education	Yes	PARAPRO
18	O'Keefe, Ginger	GALES	Instructional Assistant	8/21/09	Full Time	Special Education	Yes	PARAPRO
19	Stubbs, Sandy	GALES	Instructional Assistant	9/29/14	Full Time	Behavior Class	Yes	PARAPRO
20	Bigelow, Melissa A.	GALES	Instructional Assistant	8/19/08	Full Time	Pre-Kindergarten	Yes	PARAPRO
21	Skinner, Betsy	GALES	Instructional Assistant	9/9/08	Full Time	Special Education	Yes	COLLEGE DEGREE
22	Newman, Patricia L.	RHES	Instructional Assistant	2/20/98	Full Time	Special Education	Yes	PARAPRO
23	Georgeson, Diana S.	RHES	Instructional Assistant	10/9/00	Full Time	Kindergarten	Yes	PARAPRO
24	Jones, Denise	RHES	Media Instructional Asst.	7/1/87	Full Time	Media Center	Yes	PARAPRO
25	Moody, Terrance	RHES	Instructional Assistant	9/1/92	Full Time	Special Education	Yes	PARAPRO
26	Ashley, Anna	RHES	Instructional Assistant	8/21/18	Full Time	Kindergarten	Yes	COLLEGE CREDITS

BOARD OF EDUCATION OF KENT COUNTY

Attestation Meeting
Tuesday, 08/06/19

~Agenda~

I.   Review of Purpose for the Meeting

II. Out of Field Teachers
     A. Are there any?
     B. If so, who, in what schools
     C. Policy review and determination RE: Policy updating

III. Ineffective Teachers
     A. Who, where?
     B. Are plans in place?

IV. Inexperienced teachers
     A. Ratios in each elementary schools (comparisons)

~ Notes ~
Title I Attestation Meeting
Tuesday, 08/06/19

The meeting between Title I Coordinator, Lloyd Taylor and H.R. Supervisor, Ed Silver was held in the central office beginning at 9:30 a.m. on 08/06/19. The purpose of the meeting was discussed, viz., to the determine procedures for:

      a) "Out of Field Teachers"
      b) "Ineffective Teachers" and,
      c) "Inexperienced Teachers" in Title I Schools.

It was determined as per a 2018-19 MSDE Point of Contact recommendation that procedures for the above be adopted. Together the participants reviewed the data and adopted the attached. It was established that while there were no "out of field" or "ineffective teachers" currently employed in any KCPS Title I school, the procedures would be adhered to going forward with careful attention given to "inexperienced teacher" comparability/balance among elementary schools.

There being no further business, the meeting was adjourned at 10:21 A.M.

[signature]
Edward [signature]

Kent County Public Schools
Procedures to Address
New (Non-Tenured)
Out of Field, Ineffective, and Inexperienced Teachers
In Title I Schools

1. Immediately after September 30th of each school year, teacher data will be compiled in order to determine the percentage of new (non-tenured) teachers in each of the above categories.

2. At the elementary level, those data will be compared internally among the three schools for anomalies.

3. At the middle school level data will be analyzed and compared to previous years' data.

4. Principals at any schools with "out of field teachers" or "ineffective teachers" will meet with the H.R. Supervisor and Title I Coordinator in order to develop an action plan to eliminate such issues by the end of the school year, or sooner if possible. With the Title I Coordinator and HR Supervisor's assistance, any schools with "out of field teachers" will send letters to the parents of affected students as per federal and state regulations.

5. Any schools that are shown to have percentages of "inexperienced" new teachers, i.e., non-tenured (first, second and third year teachers) that would be considered "outliers" will be assessed as to why this is the case and, if necessary, schools' staffs will be rebalanced by the end of the school year or sooner if possible, in order to avoid gross disproportionalities.

BOARD OF EDUCATION OF KENT COUNTY

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

TO: Principals, Title I Schoolwide Schools

FROM: Ed Silver, Human Resources Supervisor
           Lloyd Taylor, Title I Coordinator

DATE: August 15, 2019

RE   Duties of Title I Paraprofessionals/Instructional Assistants

Please note, as you plan for the 2019 – 2020 academic year, please make arrangements for planning with your paraprofessionals as follows:

- Discuss confidentiality with paras (principal, guidance counselor)
- Complete schedules and share with paras and interventionists (principal/interventionists)
- Provide training on co-teaching models (see attached, interventionists)
- Provide training on appropriate interventions (interventionists, Wendy, Lloyd)
- Provide restraint training as necessary (Wendy)
- Prepare Emergency Packs in case paras are absent. Include schedules, groupings, other germane information (interventionists)
- Discuss annual observation/evaluation process

GROWING A COMMUNITY OF LEADERS

BOARD OF EDUCATION OF KENT COUNTY

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

TO: Title I Principals

FROM: Lloyd Taylor, Ed.D., Title I Coordinator

RE: State certification of Teachers and Paraprofessionals

DATE: August 7, 2019

     Attached you will find letters of assurance indicating your school's compliance with state certification and licensure requirements for each of your professional and paraprofessional staff as of August, 2019. Please be so kind as to sign and return them to me ASAP. They will be filed in the Title I grant proposal documents appendix. As a postscript, please note the following:

- It is essential that any change in teacher or paraprofessional personnel be shared with me. It is critical that any professional or paraprofessional hires not considered to be "qualified" or not holding appropriate licensures be immediately reported as well.

- Continue to monitor (as will I) instructional paraprofessional proximity to teachers, including tutors, with whom they are assigned. We have discussed this requirement with interventionists on several occasions and I have reinforced the importance of following this federal/state required procedure. Your monitoring and assistance in this area is much appreciated.

BOARD OF EDUCATION OF KENT COUNTY

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

TO: Lloyd Taylor

FROM: Ed Silver

RE: Disparities Avoidance Plan

DATE: August 7, 2019

In response to your request regarding "disparities that may result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students," please be advised of the following. They are adhered to in all of Kent County's Title I Schoolwide schools.

1. As of 08/06/19, all professional and paraprofessional educators in every Kent County Title I Schoolwide schools are considered to be "qualified" by both local and state requirements and licensure. Likewise, there are currently no ineffective professional or paraprofessional educators employed in either elementary or middle schools in the KCPS.

2. Inexperienced professional and paraprofessional educators are currently not found to be staffed at rates higher or lower throughout the three elementary schools. There is but one middle school in Kent County, precluding such an imbalance there.

3. All Title I schools, in Kent County group their students heterogeneously including minority and low-income students. Therefore, there are no disparities to report in the KCPS elementary or middle schools.

4. Should a professional or paraprofessional leave our employ and a non-qualified substitute or replacement be hired for four weeks or more, heterogeneous grouping guarantees that all students will continue to be served equitably, including those identified as low-income and minority youngsters.

5. Should a non-qualified professional or paraprofessional be hired for four weeks or more, a letter will be sent home to parents of all students who are being instructed by such an educator (see Kent County sample letter.)

6. This plan will be adhered to until further notice.

GROWING A COMMUNITY OF LEADERS

Kent County Public Schools
Title I/ESSA Procedures to Address Disparities
Resulting from Low-Income and/or Minority Students
Taught by Ineffective, Inexperienced, or Out-of-Field Teachers
at Higher Rates Than Non-title I Students

Title I/E\SSA Programs and Services

It is the responsibility of officials in the Human Resources Office in collaboration with those in the Title I Office to ensure that Kent County Public Schools addresses disparities at all schools that result in low-income students and/or minority students being taught by ineffective, inexperienced or out-of-field teachers at higher rates than other students.

If disparities occur, the Supervisor of Human Recourses, The Director of Teaching and Learning, the Title I Coordinator, and the school principal involved will meet to discuss the reason for the disparity, including ineffective ratings on observations/evaluations, inexperienced teachers, (i.e., a greater percentage of non-tenured teachers in the schools, or teacher assessments that are out-of-field). A determination is then made regarding next steps to be taken. Disparities could result in the change of assignment of the teacher(s) to a non-Title I school. Mid-year meetings will occur as is appropriate in order to ensure that disparities are addressed throughout the school year.

PROCEDURES FOR ENSURING TITLE I/ESSA SCHOOLS
MAINTAIN QUALIFIED PROFESSIOALS/PARAPROFESSIOALS
2019 - 2020

The Kent County Public Schools (KCPS) recognizes the importance of ensuring that all teachers and paraprofessionals at all schoolwide Title I schools meet applicable state certification and licensure requirements. In order to do so, the following procedures will govern that process during the 2019 -2020 year.

- The Human Resources (HR) Supervisor works directly with each teacher or paraprofessional the year before his/her certificate or license is set to expire. Each employee found to be in this status receives a written reminder from an HR official. The HR Supervisor provides guidance on what requirements are needed and when documentation is due. The KCPS has developed a certification booklet to guide professional staff.

- The HR Supervisor informs the Title I Coordinator about any staff members (both professional and paraprofessional) who may be in danger of certification or licensure expiration. Discussion about this event is shared with the employee by both the HR Supervisor and Title I Coordinator.

- If a teacher is in imminent danger (six months or less) of no longer meeting Maryland certification, a letter is sent to him/her from the HR office detailing certification renewal requirements and a deadline for meeting them. The HR Supervisor notifies each principal and the Title I Coordinator of any teacher facing a pending loss of Maryland certification status.

- The KCPS certifies that all paraprofessionals in Title I schoolwide schools are qualified upon their hiring. Any paraprofessional who is in danger of losing his/her Maryland licensure requirements is notified using the same process as for professionals (above.)

BOARD OF EDUCATION OF KENT COUNTY

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

TO: Title I Principals

FROM: Lloyd Taylor, Ed. D., Title I Coordinator

RE: State certification of Teachers and Paraprofessionals

DATE: August 7, 2019

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- Continue to monitor (as will I) instructional paraprofessional proximity to teachers, including tutors, with whom they are assigned. We have discussed this requirement with interventionists on several occasions and I have reinforced the importance of following this federal/state required procedure. Your monitoring and assistance in this area is much appreciated.

GROWING A COMMUNITY OF LEADERS

Kent County Public Schools
Procedures to Address
New (Non-Tenured)
Out of Field, Ineffective, and Inexperienced Teachers
In Title I Schools

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3. At the middle school level data will be analyzed and compared to previous years' data.

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Kent County HR Hiring Procedures for Teachers

Jobs are posted, applications and other supporting documents are reviewed by HR to ensure HQ status
↓
Principal reviews documents and determines the best candidate for interviewing
↓
HQ candidate interviews at Title I School
↓
Interviews are conducted with a team consisting of at least the principal, teacher, and supervisor and/or another key system leader.
↓
Candidates may choose to visit the school and/or make observations of classrooms.
↓
HQ qualification is verified with HR and if candidate is selected, confirmed a position by HR Supervisor and Title I Coordinator.
↓
HR makes hire and offers contract to the candidate.
↓
New employees who meet the HQ requirements but do not yet have a Maryland certificate (such as recent college graduates and teachers with out-of-state certification) are counseled by HR, if the applicant has not done so yet, to complete the MSDE certification application and advised that an HQ letter will be sent to parents after four consecutive weeks of employment if the Maryland certification paperwork is not finalized within the four-week time period.

HR provides monthly reminders to employees regarding the completion of the Maryland certification process and informs principals and the Title I Coordinator of notifications.

Salary Schedule for Teachers

FY 2019

May 1, 2019 – June 30, 2019

Step	Provisional Degree	Standard Professional	APC w/o MA (MA w/o APC)	APC w/MA	APC w/MA +30	APC w/MA +60	*APC w/Doctorate
1	$38,655	$45,191	$45,450	$46,460	$47,506	$48,589	$52,160
2	$39,030	$46,563	$47,203	$48,176	$49,723	$50,367	$52,627
3	$39,369	$47,280	$47,854	$48,519	$51,348	$52,102	$52,863
4	$39,713	$48,905	$49,475	$50,339	$53,179	$53,540	$53,905
5	$40,093	$49,690	$50,199	$51,966	$54,636	$55,477	$56,322
6	$40,431	$51,966	$52,884	$53,654	$56,344	$58,089	$60,364
7	$40,804	$53,005	$54,407	$55,304	$58,003	$59,180	$62,127
8	$41,150	$54,065	$55,336	$57,106	$59,830	$60,980	$64,209
9			$57,024	$59,071	$61,232	$62,706	$65,919
10			$58,764	$60,812	$63,283	$64,603	$68,140
11			$60,612	$62,661	$64,880	$66,510	$70,093
12			$62,111	$64,458	$67,131	$68,615	$71,563
13			$66,171	$68,330	$69,696	$70,635	$73,694
14			$68,145	$70,370	$71,791	$72,741	$74,199
15			$68,650	$70,875	$72,296	$73,246	$74,199
16			$70,514	$72,599	$73,694	$74,822	$75,956
17			$71,019	$73,104	$74,199	$75,327	$76,461
18			$72,778	$74,860	$75,958	$77,089	$78,216
19			$73,283	$75,365	$76,463	$77,594	$78,721
20			$74,950	$75,980	$78,131	$79,262	$80,392
21			$78,398	$79,441	$81,612	$82,753	$83,897

July 1, 2018-December 31, 2018-Removal of Steps 1 & 2-Add two steps at the top @ 2%

Step	TA Assistant	Instructional Assistant	Specialist/ Technician	Accountant	Intensive Needs Support Nurse
1	$26,686	$23,056	$55,554	$66,929	$34,046
2	$26,740	$23,597	$58,281	$68,886	$34,829
3	$27,920	$24,153	$61,140	$70,901	$35,631
4	$29,025	$24,706	$64,638	$72,974	$36,450
5	$30,075	$25,262	$66,899	$75,109	$37,288
6	$31,125	$25,811	$69,555	$77,305	$38,146
7	$32,043	$26,463	$73,358	$79,565	$39,023
8	$32,992	$27,027	$74,307	$80,517	$39,922
9	$33,943	$28,363	$75,255	$81,464	$40,839
10	$36,666	$30,803	$78,507	$86,601	$44,910
11	$37,399	$31,419	$80,077	$88,333	$45,808
12	$38,147	$32,047	$81,679	$90,100	$46,724

January 1, 2019-1% COLA

Step	TA Assistant	Instructional Assistant	Specialist/ Technician	Accountant	Intensive Needs Support Nurse
1	$26,953	$23,287	$56,110	$67,598	$34,386
2	$27,007	$23,833	$58,864	$69,575	$35,177
3	$28,199	$24,395	$61,751	$71,610	$35,987
4	$29,315	$24,953	$65,284	$73,704	$36,815
5	$30,376	$25,515	$67,568	$75,860	$37,661
6	$31,436	$26,069	$70,251	$78,078	$38,527
7	$32,363	$26,728	$74,092	$80,361	$39,413
8	$33,322	$27,297	$75,050	$81,322	$40,321
9	$34,282	$28,647	$76,008	$82,279	$41,247
10	$37,033	$31,111	$79,292	$87,467	$45,359
11	$38,144	$32,044	$81,671	$90,091	$46,720
12	$39,288	$33,006	$84,121	$92,794	$48,121

COMPONENT B

SCHOOLWIDE PROGRAMS

B. SCHOOLWIDE PROGRAMS

Schoolwide Program Non-Regulatory Guidance

MSDE Schoolwide Guidance

MSDE Schoolwide Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application (found here) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENT:

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
4. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

NOTE TO LSS:

Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I Schoolwide Plans, which should be submitted prior to the Program Review date.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1114.

Consolidating Funds in a schoolwide program

Is the LSS consolidating funds? _____ Yes _X_ No

If Yes, continue below.

(Check one):

☐ Federal funds

☐ Federal, State, local funds.

SCHOOLWIDE PROGRAMS

Check one	Assurances	Citation	Sample Evidence of Implementation
☐ Yes X N/A	1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the		

	school are from such families. i. Describe how the LSS will assist schools in consolidating funds for schoolwide programs. ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.		
X Yes ☐ N/A	2. The LSS ensures the implementation of a schoolwide program includes the following four components: ❑ **Comprehensive Needs Assessment** ❑ **Schoolwide Reform Strategies*** ❑ **Parent, Family and Stakeholder Engagement** ❑ **If applicable Coordination and Integration of Federal, State, and Local services and programs.** *MSDE's Title I Office strongly encourages LSSs to implement "evidence-based" interventions/	1114(b)(6) 1114(b)(2)(7)(i-iii)(I-V) 1114(b)(2) 1114(b)(5)	❑ **Sample copies of Schoolwide Plans** ❑ A written process for the annual review of schoolwide plans for the 4 components. ❑ Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples) **Comprehensive Needs Assessment may include:** ❑ Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. ❑ As needed, evidence of interviews, focus groups, or surveys. ❑ Tools or processes to identify the strengths and needs of students, teachers, school and community.

☐ Examples of how the data is being used by the administration, teachers and parents to guide decisions and instruction.

☐ Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.

☐ Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.

Schoolwide Reform Strategies:

☐ Examples of how schoolwide reforms increase the quality and quantity of instruction.

☐ Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.

☐ Evidence to demonstrate the effectiveness of reforms.

☐ Applicable adjustments that were made or plan to be made to address students not making progress.

Parent, Family and Stakeholder Engagement:

☐ Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include:

   o SAN from School Improvement meetings
   o Written communication, including email, letters, newsletters, website
   o Surveys and survey data

---

strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the **"Demonstrate a Rationale"** requirement. **(Level 4)**

To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. *(Non-Regulatory Guidance:* NRG: Using Evidence to Strengthen Education Investments (September 16, 2016)

	Criterion	Citation	Evidence
	Schoolwide Program Non-Regulatory Guidance MSDE Schoolwide Guidance MSDE Schoolwide Checklist Early Learning in ESSA Non-Regulatory Guidance		❑ *NOTE: these items may be available in component D – Parent and Family Engagement.* **If appropriate and applicable, coordination and integration of Federal, State, and Local programs:** ❑ SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) ❑ If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan
X Yes ☐ N/A	3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.	1114(b)(3)	Evidence of implementation of the LSS Monitoring Plan may include: ❑ SAN from program monitoring ❑ LSS monitoring schedule ❑ Program monitoring reports ❑ Email communication
X Yes ☐ N/A	4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public.	1114(b)(4)	❑ Schoolwide Plan on school website; handbooks, etc. ❑ Samples of plans available for public
X Yes ☐ N/A	5. The LSS 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)	❑ SAN from collaboration meetings regarding transitions ❑ Timelines with evidence of implementation ❑ Documentation of articulation meetings if applicable.

B. SCHOOLWIDE PROGRAMS

REQUIRED ATTACHMENT:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible.
3. If applicable, the approval letter from MSDE to waive a Title II school with less than 40% poverty.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in Schoolwide plans, the effectiveness of Schoolwide program implementation, fiduciary issues and program effectiveness.

Name	Position
Dr. Karen Couch	Superintendent
Mrs. Jane Towers	Director of Finance
Mrs. Gina Jachimowicz	Director of Instruction.
Mrs. Tracey Williams	Secondary Supervisor
Mrs. Tracy Gulbrandsen	Data Specialist

BOARD OF EDUCATION OF KENT COUNTY

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

PROCESS FOR IDENTIFYING, DEVELOPING, IMPLEMENTING, AND MONITORING REQUIREMENTS FOR KENT COUNTY PUBLIC TITLE I/ESSA SCHOOLWIDE SCHOOLS 2019 -20120

The identification of the Kent County School System's Title I/ESSA Schoolwide Schools' designation for the 2019 – 2020 is as follows. Please note that each of the schools listed below have Federal Free and Reduced Meals (FARMS) participation rates (as of 10/31/18) all well in excess of 40%.

- Rock Hall Elementary School   69.3%

- Henry Highland Garnet Elementary School 67.04%

- Kent County Middle School   57.45%

- Galena Elementary School   51.74%

The Kent County Schoolwide Title I/ESSA schools are identified annually using federal and MSDE guidelines. Components of the system-wide Plan are directly aligned with each of the schoolwide school's individual plans which, are, in turn, based on data generated through external (standardized) and internal (school system devised) assessments as well as needs identified by School Improvement Team members that include parents and other family members as well as other stakeholders.

Each of Kent County's Schoolwide Title I/ESSA schools complete schoolwide plans that are updated annually and each takes into account information and data relative to the academic achievement of students in that school in relation to rigorous state academic standards. Particular attention has been paid to the needs of those students are failing, or at-risk of failing to meet state and local academic standards. Provisions for ESOL students' needs are included where appropriate. As noted above, data are generated and evaluated through standardized and school system-devised assessments. Needs assessments and schoolwide plans at each school are completed by School Improvement Teams and are considered to be non-static, i.e., changes and additions to plans may be made throughout the year. Team members include teachers as well as paraprofessional staff, administrators, parents, and other stakeholders.

Implementation is monitored by the Title I Coordinator, in collaboration with school principals and their interventionists (e.g., plans are discussed and reviewed at monthly interventionists' meetings and via one-on-one conversations with principals.) Care is taken to make sure that parents and other family members are included in each plan's development. A

checklist developed by MSDE officials (see following checklist) is provided to principals prior to the beginning of each academic year and is used by schools to ensure that all components are addressed. Monitoring includes checking fidelity to the school's plan, as well as adherence to federal and state requirements, and parent-family engagement in the plan's development and implementation.

The following funding procedure for all four schoolwide Title I schools will be used by the Kent County School System during the 2019 – 2020 academic year;

- Funding will be based on an equitable division of the MSDE/Federal Title I, Part A allotment established for the Kent County Public Schools.

- Poverty levels at each school are determined by federal Free and Reduced Meals (FARMS) guidelines at each schoolwide school.

- A formula based on descending poverty levels for each of the schools is used to determine allotments. Those schools with higher poverty levels will receive higher per pupil amounts. The formula is based on a per pupil allotment multiplied by the number of students at each school in order to insure equitable funding throughout all schoolwide schools for all students.

Schoolwide Program Plan Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

An eligible school operating a schoolwide program shall develop a comprehensive plan that **must** include the following components in the

Return to application

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:

☐ What types of qualitative and quantitative data are being collected?

○ Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.

○ Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

☐ What are the strengths of students, teachers, school and community? What are their needs?

☐ What are the contributing factors to academic strengths and needs?

☐ How is the data being used by administration, teachers and parents, to guide decisions and instruction?

☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?

☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:

a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c)(2), to meet the challenging State academic standards; (1114(b)(7)(A)(i);

b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well rounded education; (1)14(b)(7)(A)(ii)

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)

☐ Counseling, school-based mental health programs, specialized instructional support services;

☐ Preparation for and awareness of opportunities for postsecondary education and the workforce;

☐ Schoolwide tiered model to prevent and address problem behavior;

☐ Professional development and other activities for teachers;

☐ Strategies to assist preschool children in transition

Things to consider:

☐ How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?

☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?

☐ What evidence is being collected to demonstrate the effectiveness of reforms?

3A. Parent, Family and Stakeholder involvement— with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, special instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, and other individuals determined by the school. 1114(b)

3B. Strategies to Increase Parent and Family Engagement (Section 1116)

Things to consider:

☐ How will parents, families, and community members involved in developing the schoolwide plan?

☐ How will teachers, principals, and other school staff involved in developing the schoolwide plan?

4. Coordination and Integration of Federal, State, and services and programs - If appropriate and applicable, developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b)

Things to consider:

☐ Identify all federal, state, and local programs and services.

☐ How are federal, state, and local resources braided maximize the impact of the schoolwide plan?

KENT COUNTY PUBLIC SCHOOLS MEMORANDUM OF UNDERSTANDING

KENT COUNTY PUBLIC SCHOOLS
KENT COUNTY HEAD START
KENT COUNTY JUDY CENTER, ET AL.
PARTNERSHIP 2019 -2020

The Kent County Public Schools System, Kent County Head Start, Kent County Judy Center and other signatories have entered into a collaborative (MOU) agreement with the following agencies/programs through the end of 2020. For 2021, the relationship between Kent County Head Start and the Kent County Judy Center will be reviewed in order to determine if a more accurate title should include both programs in its name. This agreement is reviewed and agreed to annually and will next be completed in April, 2021.

Kent County Head Start, Kent County Judy Center, Kent County Public Schools, Kent County Health Department, Chesapeake Child Care Resource Center, Kent County Department of Social Services, Infants and Toddlers Program of Kent County Public Schools, Little Creek, Kent County Parks and Recreation, Kent County Public Library, SHORE UP! Inc., Chesapeake College, Adult Education Center, Upper Shore WIC, Kent County Family Resource Center, Chestertown River/Arts, Kent County Local Management Board, Chestertown Rotary Club, Healthy Families Mid Shore, Kent Family Center.

The MOU that follows includes signatures the Kent County Public School Superintendent, The Judy Center Coordinator and the "identified agency," SHORE UP!

It should be noted that The Kent County Judy Center serves students in that school's attendance area and is located at Henry Highland Elementary School. Head Start, also located in Chestertown (but not at H. H. Garnett) serves students from around the county. Both programs serve different populations of children. The two entities are considered to be in partnership with the Kent County Public Schools as well as with the agencies and programs listed above.

HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride!

JUDY CENTER
320 Calvert Street • Chestertown, MD 21620 • Phone 410-810-3903 • Fax 410-778-5707

PRINCIPAL
BRENDA J. ROSE

SECRETARY
JANICE A. NORDHOFF

JUDY CENTER COORDINATOR
TANISHA PHILLIPS

JUDY CENTER FAMILY SERVICE COORDINATOR
ELIZABETH DeSCHEPPER

Memorandum of Understanding
FY 2019-2020
Kent County Judy Center Partnership

The Memorandum of Understanding represents a collaborative agreement between Kent County Public Schools/Kent County Judy Center and the following Kent County agencies/programs:

Kent County Health Department, Chesapeake Child Care Resource Center, Kent County Department of Social Services, Infants and Toddlers Program of Kent County Public Schools, Little Creek, Kent County Parks and Recreation, Kent County Public Library, SHORE UP! Inc. Head Start, Chesapeake College Adult Education Center, Upper Shore WIC, Kent County Family Resource Center, Chestertown RiverArts, Kent County Local Management Board, Chestertown Rotary Club, Healthy Families Mid-Shore, Kent Family Center

In order to provide comprehensive integrated services for young children and their families for the purpose of promoting school readiness, the above mentioned agencies agree to the following:

1. Each agency will provide a representative to the Judy Center Steering Committee and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.

2. Each agency will participate in the local and state project evaluation and collect and share data with the Judy Center for the evaluation as requested in a timely manner.

3. Participating agencies will continue to cooperate with planning, participation, review and revision of the activities and provide time for staff training as need is determined, subject to available time and resources.

4. Kent County Public Schools Judy Center agrees to act as lead agency during the grant period with cooperation and support from cooperating partners.

5. Each agency will provide contact information for persons interested in other agencies/services.

6. Each agency agrees to provide services as listed above.

HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride!

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PRINCIPAL
BRENDA J. ROSE

SECRETARY
JANICE A. NORDHOFF

JUDY CENTER COORDINATOR
TANISHA PHILLIPS

JUDY CENTER FAMILY SERVICE COORDINATOR
ELIZABETH DESCHEPPER

Kent County Public Schools / Kent County Judy Center agrees to provide:

1. Leadership at the school and central office level. Qualified staff will provide instructional leadership and vision as well as grant and fiscal management.
2. Facilities at Henry Highland Garnet Elementary School (HHGES) for the Judy Center, which includes instructional space, office space, utilities, phone and computer access, and custodial support.
3. Materials and instruction by well qualified staff for children ages birth to five.
4. Education services in the natural environment for qualified children birth to age five through the Maryland Infants and Toddlers Program.
5. KRA training for teachers of early childhood, including opportunities for Head Start, Little Creek, and other community childcare teachers.
6. Participate in and support the MSDE Accreditation and EXCELS for early childhood classrooms at HHGES.
7. The Judy Center will take the lead to implement the SEFEL philosophy to the Judy Center and its partners. SEFEL materials and promotion of the philosophy including training will be offered to Judy Center teachers and their partners including community child care providers.
8. Provide service coordination for identified Judy Center Partnership families.
9. Coordinate and facilitate family involvement activities to address school readiness at the Judy Center. Partnership families will be invited.
10. Offer technical assistance for childcare partners with MSDE Accreditation and EXCELS.
11. Provide agencies listed as a Judy Center Partnership a Release of Information form, which will be offered to parents to allow information to be shared between and among partners as needed.
12. Provide necessary space for meetings/services provided for partners in the Judy Center.
13. Refer as needed, parents and/or children to partners for services.

HH GARNET ELEMENTARY SCHOOL
A Title I School With Tiger Pride!

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TANISHA PHILLIPS

JUDY CENTER FAMILY SERVICE COORDINATOR
ELIZABETH DESCHEPPER

SHORE UP! Head Start will:

1. Provide child development and education, social and emotional development and health and nutritional support to the children and families in the HHGES area.
2. Accept and make referrals from the Infants and Toddlers and Child Find programs; proceed with the intake process; and attend IEP meetings.
3. Provide the Judy Center with enrollment and demographic data. (Pending parent approval.)
4. Assist children and families with transitioning from Head Start to school.
5. Provide the Judy Center with a copy of the Head Start calendar.
6. Maintain accreditation with MSDE.

Signatures for Memorandum of Understanding for FY 2019-2020 between Kent County Public Schools Judy Center and the identified agency.

_____
Superintendent of Kent County Public Schools

April 12, 2019
Date

_____
Judy Center Coordinator

April 12, 2019
Date

_____
Executive Director of SHORE UP! Inc.

April 12, 2019
Date

KENT COUNTY PUBLIC SCHOOLS
PROCESS TO REDUCE OVERUSE OF DISCIPLINE PRACTICES
THAT REMOVE STUDENTS FROM THE CLASSROOM

The Kent County Public Schools (KCPS) recognizes that equitable services to students must also include the fair and equitable administration of discipline among all students and student groups. KCPS includes a diverse and dynamic school population, and its educators understand that minorities, both individuals and groups, are a vital and positive part of the fabric of each school's culture. With that in mind, it is acknowledged as essential that all students are treated fairly and that efforts must be made for inclusiveness and tolerance toward others.

Several efforts have been adopted in Kent County that are designed to encourage positive student behavior and reduce disciplinary issues. Chief among them is the Positive Behavioral Interventions and Supports (PBIS) program adopted at each of Kent schoolwide Title I schools. This program encourages communication and understanding among all students and their families at each school and in multiple settings. This nationwide program is dedicated to "improving academics, [student] behavior, discipline and attendance" and seeks to develop and encourage meaningful conversations among students and educators. It pursues ways to use the team approach in order to provide youngsters with positive alternatives to disruptive behavior. Additionally, school-wide disciplinary actions based on rules and procedures mutually agreed upon by students and staff are found at each school and within individual classrooms. They are designed to reduce discipline practices that would ultimately remove students from the classroom.

The use of disciplinary data reviews by school level and central office staff including during principals' and other administrators' annual evaluations represent a culmination of regular and on-going data analysis processes that assess the success of the goal that seeks to eliminate any disproportionate disciplinary practices. Professional development in this area also is designed to encourage educators to look for creative ways to a) reduce inappropriate behavior through, whenever possible, positive actions and, b) diminish the necessity of removing students from the classroom.

Toward that end a number of initiatives designed to support efforts to reduce the overuse of disciplinary practices that remove students from classrooms in schoolwide Title I schools include:

- Team trainings for every Title I schoolwide school in behavior management with nationally acclaimed consultant and speaker, Polly Bath. These sessions resulted in schools examining their reactions to behavioral issues and incorporating strategies to work with students on reinforcing and creatively dealing with behavioral issues.

- School teams trained using the "trainer as a trainer model" on "Restorative Practices" which resulted in "morning meetings" designed to assist teachers on how to manage and change difficult behaviors. Plans were produced and embedded in School Improvement plans at each Title I schoolwide school.
- Teacher Specialists were hired for elementary Title I schoolwide schools whose job it is to support on-site interventions for social and emotional learning (SEL)
- Trained selected staff members in each Title I schoolwide school in supporting students who have experienced "adverse childhood experiences" (ACEs). These trainers will, in turn, work with other staff on strategies found in a program designed to identify the "ten types of childhood trauma" and how they may be addressed.
- Social workers were added to all Title I elementary school staffs. Their roles include one-on-one conferencing with disruptive students and their families.
- A system-wide "Disproportionality Committee" has been formed and is co-chaired by the Kent County Public School System's Special Education Supervisor and Pupil Services Supervisor. Their charge is to analyze school survey data in order to determine "likely root causes" and "data sources" used to investigate behavioral disproportionality. They are also tasked with recording and evaluating disproportionality issues within the school system and make recommendations in order to reduce those anomalies. A copy of notes from their most recent meeting follows.

1. Efforts currently underway to address disproportionality within our school system include:

   - Special education – staff are trained in CPI – crisis prevention intervention (verbal and nonverbal, de-escalation strategies), special ed staff and instructional aids and principals – plus other grade level – would like whole staff at elementary; consistency is the only way it will work – culture/philosophy change/mindset shift
   - Mentoring – when the students are acting out, 1 on 1; different mentors for different students based on relationships that are built. Tonya Saunders - girls mentoring group (Doncella (Circle Talk)– grades 3-5), Washington College basketball team – lunch buddies, Rising Suns: ask about school work, help with homework, elementary school thinks they are here to have fun. Middle school/high school – a lot of talk about life items. No male staff at HHGES so Rising Suns serve as male mentors.
   - PBIS: With new staffing, re-training; classroom management
   - CEFEL Training
   - Responsive Classroom – funding through Dixon
   - PreK-K: "Better lessons" (special ed funding) – coaching – all elementary schools
   - Second Steps/Chicken Soup for the Soul
   - Social workers in the elementary school to help with the mental health
   - Middle school has a second school counselor
   - School based mental health visits
   - Truancy Reduction Program
   - Minority Scholars Program – attendance/behavior/grades; minority scholars in waiting – as soon as they hit the benchmarks, they will get their graduation cord – piggy back with Interact Club – service centered group; college visits
   - Trojan Leadership Core
   - Hyper encouraging students of color to enroll in high school level classes in middle school

The county level disproportionality team analyzed the school surveys and chose to investigate further the following causes using the indicated data sources.

Likely Root Cause	Data Sources Used to Investigate
Students are not demonstrating academic growth. Learning is passive, with teacher directed instruction for the majority of the class.	Low PARCC scores, Low MAP scores, poor attendance, honor roll data, classroom observations and walk throughs.
Staff have no training or only a select few have been trained to recognize "blind spots" related to race, gender, religion, poverty, sexual orientation and disabilities. The schools and system are one of silence.	Classroom observations and walk throughs. Anecdotal inappropriate comments; parent contact logs,
Mental Health is a large concern. Some families are unable to provided needed supports.	SST minutes, student and family interviews, guidance department records, attendance records,
Appropriate modifications and accommodations to access grade level standards	Student class grades and IEP goals.
There is support for a one size fits all use of suspension and expulsion.	Discipline Data
Staff say they believe all students can succeed, but actions demonstrate otherwise.	PLC meeting minutes, KidTalk Protocols, referrals to SST, classroom observations and walk through data.
School success based on socio-economic status	FARMS demographic data; attendance data, discipline data
Academic interventions are minimal and occur primarily after school; one-size fits all instruction	Classroom observations and walkthroughs.
Lack of consistency in in behavioral consequences.	Discipline Data

2. For KCMS (SWD) and HHGES (AA) data:
Describe the activities that will be used to address the challenges identified and provide a detailed description of how these strategies will specifically address the challenges identified.

3. For KCMS (AA & 2+) and KCHS (AA) data:

Describe the activities that will be used to address the challenges to ensure that the schools will not be identified as disproportionate in the future

Strategies

- Provide information to parents regarding resources our thee for families
- Have LMB come to A & S to describe what services are our there and how families can access them.
- ½ day in the summer for mental health
- Back to school night – outside agencies
- ACES training – trauma training – awareness
  - Title V – work in different schools
- Academic
  - Curriculum template
  - Tier I instruction
  - Classroom management
  - Equity strategies
  - Parental Support – academic/behavioral
  - Drug awareness/interventions
- Culturally Responsive
  - Academic equity strategies
  - Relationships
  - Culturally proficient
  - Equity COMAR
  - Rosemarie Allen PD ????
- Behavior
  - Teacher Power
    - Lunch detentions
    - Reverse suspensions
    - Saturday School
  - More creative/responsive "consequences" instead of OSS/ISS
- Sources of Strength – to grow student leaders inside every school inside every possible social group. Eight different themes that are focused on – student lead. University of Rochester.

Fundamentals of Teaching and Learning
- Engaging lessons
- Relationships with the students
- Staff not equipped to deal with the things the students are dealing with.
- Staff needs to go to events to create relationships with students

Transportation
- After school

BOARD OF EDUCATION OF KENT COUNTY

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KENT COUNTY MIDDLE SCHOOL
SUPPORTS AND TRANSITIONS
TO HIGH SCHOOL CAREER AND TECHNOLOGY PROGRAMS

It is recognized by LSS educators, most specifically, at the schoolwide Title I Kent County Middle School, (KCMS, the system's only middle school) that programs designed to support and promote Career and Technology Education (CTE) are essential. Toward that end, the Kent County Middle School has incorporated a number of initiatives to meet the needs of students there.

The adoption of the Maryland State Department of Education (MSDE) recognized "Exploring Computer Science" course for students in grades six through eight as well as the Computational Thinking Learning (CTL) course required by MSDE for eighth grade pupils but at KCMS is also offered to youngsters in grades six through eight. Units and lessons in robotics, programming, digital arts, coding, and computer skills' applications among others are included in this course. These initiatives are designed to introduce and familiarize students with coordinated instructional strategies that incorporate experimental learning and promote skill attainment that may be transferred to both high school and career ready applications. Teachers in other content areas are also cognizant of the importance of CTE education and make efforts to incorporate concepts found in that curriculum into their lessons where appropriate.

Students at KCMS are also involved with high school students enrolled in career and technology content classes at Kent County High School. These high school students visit with a share their experiences and CTE course content with their younger peers who have an opportunity to dialogue and question these high schoolers. For the first time this year, community technology and associated career professionals will also visit middle school students in order to share information and demonstrate opportunities on the local level for CTE positions in their respective industries. While these efforts at the middle school do not result in academic credit, they are an essential and embedded part of the CTE curriculum at KCMS and are designed to heighten an awareness of career opportunities in these fields.

HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride!

JUDY CENTER

320 Calvert Street • Chestertown, MD 21620 • Phone 410-810-3903 • Fax 410-778-5707

PRINCIPAL	SECRETARY
BRENDA J. ROSE	JANICE A. NORDHOFF
JUDY CENTER COORDINATOR	JUDY CENTER FAMILY SERVICE COORDINATOR
TANISHA PHILLIPS	ELIZABETH DESCHEPPER

Memorandum of Understanding
FY 2019-2020
Kent County Judy Center Partnership

The Memorandum of Understanding represents a collaborative agreement between Kent County Public Schools/Kent County Judy Center and the following Kent County agencies/programs:

Kent County Health Department, Chesapeake Child Care Resource Center, Kent County Department of Social Services, Infants and Toddlers Program of Kent County Public Schools, Little Creek, Kent County Parks and Recreation, Kent County Public Library, SHORE UP! Inc. Head Start, Chesapeake College Adult Education Center, Upper Shore WIC, Kent County Family Resource Center, Chestertown RiverArts, Kent County Local Management Board, Chestertown Rotary Club, Healthy Families Mid-Shore, Kent Family Center

In order to provide comprehensive integrated services for young children and their families for the purpose of promoting school readiness, the above mentioned agencies agree to the following:

1. Each agency will provide a representative to the Judy Center Steering Committee and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.

2. Each agency will participate in the local and state project evaluation and collect and share data with the Judy Center for the evaluation as requested in a timely manner.

3. Participating agencies will continue to cooperate with planning, participation, review and revision of the activities and provide time for staff training as need is determined, subject to available time and resources.

4. Kent County Public Schools Judy Center agrees to act as lead agency during the grant period with cooperation and support from cooperating partners.

5. Each agency will provide contact information for persons interested in other agencies/services.

6. Each agency agrees to provide services as listed above.

HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride!

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JUDY CENTER COORDINATOR
TANISHA PHILLIPS

JUDY CENTER FAMILY SERVICE COORDINATOR
ELIZABETH DeSCHEPPER

Kent County Public Schools / Kent County Judy Center agrees to provide:

1. Leadership at the school and central office level. Qualified staff will provide instructional leadership and vision as well as grant and fiscal management.
2. Facilities at Henry Highland Garnet Elementary School (HHGES) for the Judy Center, which includes instructional space, office space, utilities, phone and computer access, and custodial support.
3. Materials and instruction by well qualified staff for children ages birth to five.
4. Education services in the natural environment for qualified children birth to age five through the Maryland Infants and Toddlers Program.
5. KRA training for teachers of early childhood, including opportunities for Head Start, Little Creek, and other community childcare teachers.
6. Participate in and support the MSDE Accreditation and EXCELS for early childhood classrooms at HHGES.
7. The Judy Center will take the lead to implement the SEFEL philosophy to the Judy Center and its partners. SEFEL materials and promotion of the philosophy including training will be offered to Judy Center teachers and their partners including community child care providers.
8. Provide service coordination for identified Judy Center Partnership families.
9. Coordinate and facilitate family involvement activities to address school readiness at the Judy Center. Partnership families will be invited.
10. Offer technical assistance for childcare partners with MSDE Accreditation and EXCELS.
11. Provide agencies listed as a Judy Center Partnership a Release of Information form, which will be offered to parents to allow information to be shared between and among partners as needed.
12. Provide necessary space for meetings/services provided for partners in the Judy Center.
13. Refer as needed, parents and/or children to partners for services.

PRINCIPAL	SECRETARY
BRENDA J. ROSE	JANICE A. NORDHOFF
JUDY CENTER COORDINATOR	JUDY CENTER FAMILY SERVICE COORDINATOR
TANISHA PHILLIPS	ELIZABETH DESCHEPPER

SHORE UP! Head Start will:

1. Provide child development and education, social and emotional development and health and nutritional support to the children and families in the HHGES area.
2. Accept and make referrals from the Infants and Toddlers and Child Find programs; proceed with the intake process; and attend IEP meetings.
3. Provide the Judy Center with enrollment and demographic data. (Pending parent approval.)
4. Assist children and families with transitioning from Head Start to school.
5. Provide the Judy Center with a copy of the Head Start calendar.
6. Maintain accreditation with MSDE.

Signatures for Memorandum of Understanding for FY 2019-2020 between
Kent County Public Schools Judy Center and the identified agency.

_____

Superintendent of Kent County Public Schools

April 12, 2019
Date

_____

Judy Center Coordinator

April 12, 2019
Date

_____

Executive Director of SHORE UP! Inc.

April 12, 2019
Date

HENRY HIGHLAND GARNET ELEMENTARY SCHOOL

A SCHOOLWIDE TITLE I SCHOOL,

Where Parents Are Decision Makers!

ESSA (Every Child Succeeds Act)

320 Calvert Street

Chestertown, MD 21620

SCHOOL IMPROVEMENT PLAN
2018-2019

Introduction

Henry Highland Garnet Elementary School is a school-wide Title I program serving students in grades Pre-K through 5. Title I is a federally funded program designed to address the needs of economically disadvantaged students. The school qualifies for this status because 63.29% of our students receive free and reduced lunch. As a school-wide program, any student is entitled to Title I services. The student population at HHGES is very diverse. Assistance is offered to students whose data indicates they may benefit from remediation.

Development of the School Improvement Plan

The 2018-2019 School Improvement Plan for Henry Highland Garnet Elementary School was created by the School Improvement Team (SIT). Members of this team are noted below.

The Henry Highland Garnet Elementary School (HHGES) Family Engagement Plan is jointly developed and reviewed at HHES Title I Parent Advisory Council meeting. The plan, was jointly developed by parents during our Title I Annual Meeting.

Development of the School Improvement Plan

The 2018-2019 School Improvement Plan for Henry Highland Garnet Elementary School was created by the School Improvement Team (SIT). Members of this team are noted below.

Last Name	First Name	Position	Signature
Davis	Heather	Intervention Teacher; Co-Chair	
Smith	Megan	First Grade Teacher	
Rose	Brenda	Principal	
Phillips	Tanisha	Judy Center Coordinator	
Smith	Haley	Second Grade Teacher	
Brown	Mary	Parent/ Second Grade Teacher	
Coveney	Joanne	Community Member	
Morrone	Laura	Parent	
Ranville	Maureen	Parent	

Title I Components	Page Number(s)
1 - Comprehensive Needs Assessment	7-14
2 – Schoolwide Reform Strategies	15-22
3- Parent/ Family Engagement	23-30
4- Coordination and Integration of Federal, State and Local Services and Programs	31-32

Meeting Location and Times	Meeting Dates
All meetings will be held in the HHGES Media Center.	September 26, 2018
	October 31, 2018
	November 14, 2018
	December 12, 18
	January 30, 2019
	February 27, 2019
	March 27, 2019
	May 22, 2019

HHGES Mission Statement

The mission of Henry Highland Garnet Elementary School is to provide a safe and productive learning environment, using rigorous academic experiences that all students can become lifelong learners and responsible citizens

HHGES Vision Statement

Henry Highland Garnet Elementary School Community envisions our school as a place that offers a safe, warm, and welcoming climate that promotes active engagement and responsible risk-taking. This community communicates and collaborates to differentiate learning to meet the needs of all learners.

Schoolwide Program Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

An eligible school operating a schoolwide program shall develop a comprehensive plan that must include the following components in their plan

Return to application

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:
- What types of qualitative and quantitative data are being collected?
- Examples include student performance, student demographics, attendance, behavior, and family and community involvement
- Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic needs/gaps and needs?
- How is the data being used by administration, teachers and parents to guide goals and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:

a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);

b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
- Counseling, school-based mental health programs, specialized instructional support services;
- Preparation for and awareness of opportunities for postsecondary education and the workforce;
- Schoolwide tiered model to prevent and address problem behavior;
- Professional development and other activities for teachers;
- Strategies to assist preschool children in transition

Things to consider:
- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

3A. Parent, Family and Stakeholder Involvement – developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Strategies to Increase Parent and Family Engagement (Section 1116)

Things to consider:
- How will parents, families, and community members be involved in developing the schoolwide plan?
- How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

4. Coordination and Integration of Federal, State, and local services and programs – If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

Things to consider:
- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

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Title 1

KCPS TEACHING AND LEARNING

Early Childhood Education

Kent County Elementary Schools

Kent County Secondary Schools

Gifted & Talented

Professional Development

Service Learning

Title 1 Overview

Title I Overview

What is Title I?

Title I is a grant program originally authorized through the *No Child Left Behind Act* of 2001 and more recently reauthorized through the *Every Child Succeeds Act (ESSA)* of 2016. The purpose of Title I is to provide supplemental resources to economically disadvantaged schools to support the achievement of its students.

Additional information may be accessed through the U.S. Department of Education at:
http://www.ed.gov/program/titleiparta

In Kent County's Public schools, all elementary and middle school students are eligible to receive Title I services as a result of each school having a Free and Reduced Meals (FARMS) participation rate of 50% or higher. The four schools are each identified and ranked in order to receive a supplemental allocation. These funds are used to provide additional staffing, extended time for learning, family involvement, and professional development activities, as well as for supplemental purchases of materials and equipment. Administrators, teachers, parents, and other stakeholders share in the development of each school's Title I program which is tailored to meet the needs of their students.

Brochure

Brochure -English - Page 1

Brochure - English - Page 2

Brochure - Spanish - Page 1

Brochure - Spanish - Page 2

STEM

Title 1

Environmental Education

MSDE 2017 Report Cards

How Do Schools Receive Title I Funds?

The federal government provides funding to each based on a formula tied to levels of poverty. State educational agencies send this money to school districts. The number of low-income students attending each school is the determining factor for how much money a Title I eligible school receives.

Which of Kent County's Public Schools receive Title I funds?

All three of Kent's elementary schools and its middle school are "Schoolwide Title I Schools" and receive funding. They are:

- Rock Hall Elementary School
- Henry Highland Garnet Elementary School
- Galena Elementary School
- Kent County Middle School

Schools are designated as "Schoolwide" when at least 50 percent of students are eligible for Free or Reduced Meals (FARMS). Title I funds are used to upgrade the entire school's education program so that the overall education of ALL students who attend that school may be improved. All children enrolled in the Schoolwide Title I School, including those with disabilities and children with limited English proficiency, are eligible to receive Title I services.

How Will Title I Help My Child?

The Title I program will provide your child with extra educational assistance beyond the regular classroom. In most cases, these additional services will include all or some of the following depending upon the needs of the students at that school.

- Instruction in small, flexible groups during portions of the day
- Special instructional areas
- Additional teachers (such as interventionists) and/or tutors
- Opportunities for professional development for school staffs
- Extra time for teaching Title I students the skills they need
- A variety of supplementary teaching methods
- An individualized program for students
- Additional teaching materials for the regular instructional program

C. TARGETED ASSISTANCE SCHOOLS

Please note that KCPS does not have any Title I Targeted Assistance Schools, please see "B" Schoolwide Schools.

C. TARGETED ASSISTANCE SCHOOLS *

If an LSS does not have any Title I Targeted Assistance Schools, proceed to next section.

MSDE Targeted Assistance School Program Guidance

MSDE Targeted Assistance School Program Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application (found here) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))

3. If applicable, a Letter of Intent to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115.

TARGETED ASSISTANCE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
☐ Yes ☐X NA	1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020. 1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. List Title I school(s) and School ID number below **OR attach a list on REQUIRED ATTACHMENT** template: 	Title I School(s)	School ID Number
---	---
			1114(a)(1)(B)	☐ SAN documents for the following evidence of planning and technical assistance: ○ Initial planning meeting agenda and list of participants; ○ Whole-school orientation including agenda and signed roster of participants. ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.) ○ Meeting dates ○ Plan approval process. ☐ A Letter of Intent to transition from TAS to SW, if applicable. ☐ A letter approving transition from TAS to SW, if applicable.
☐ Yes ☐ No X N/A	2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible	1115(c)(1)(B)	**Developing/Implementing:** ☐ Weighted selection criteria ○ Data sources for multiple selection criteria (by school)

students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
(Required Attachment #1)

- Master ranking (all students ranked showing most needy students served by grade and subject area)
- Targeted Assistance teachers and para schedules with matching student roster
  o Service delivery model
- Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)
- Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting
- School master schedules
- Exit criteria by school

LSS School Monitoring:
- Evidence of implementation of the LSS Monitoring Plan may include:
  o SAN from program monitoring
  o Program monitoring reports
  o Email communication
- LSS Schedules with dates for regular review for each Title I Targeted Assistance school.

1115(b)(2)(A-G)

☐ Yes

☒ N/A

3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components:
Targeted Assistance School Checklist

A. Use program's resources to help eligible children meet the state's challenging academic standards;
B. Use methods and instructional

Program's resources to help eligible children meet the state's challenging academic standards may include:
- Programs, activities, and academic courses necessary to provide a well-rounded education.

Methods and instructional strategies to strengthen the academic program of the school may include:

strategies to strengthen the academic program of the school;

C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;

D. Provide Professional Development;

E. Strategies to increase the involvement of parents of eligible children;

F. If appropriate and applicable, coordinate with Federal, State, and local programs;

G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:

(i) help provide an accelerated, high quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

□ expanded learning time, before- and after-school, and summer programs and opportunities

□ a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Coordination with the regular education program may include:

□ SAN from collaboration meetings
  o Timelines with evidence of implementation

□ Documentation of articulation between regular education program and Title I

Professional Development:

□ Data sources demonstrating the need for identified professional development

□ SANE documents from professional development

□ Professional development schedules, plans, and/or calendars

□ See Parent and Family Engagement Section

Strategies to increase the involvement of parents of eligible children:

□ *NOTE: these items may be available in component D – Parent and Family Engagement.*

Response	Criteria	Citation	Documentation
			Coordinate with Federal, State, and local programs; if applicable: □ Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)
□ Yes ☒X N/A	4. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.	1115 (b)(2)(G)(iii)	□ LSS schedules with dates for regular review for each Title I Targeted Assistance school. □ SAN documentation of data review meetings □ Documentation of program adjustments based on data review and progress monitoring □ Student progress monitoring (evidence of progress/lack of progress)