

Kent County Public Schools 2021

FINAL

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan



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

2021 Local ESSA Consolidated Strategic Plan

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

Due: November 15, 2021

Local School System Submitting this Report:

Kent County Public Schools

Address:

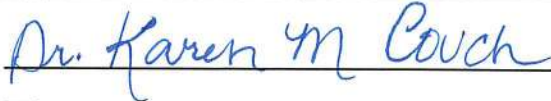
**5608 Boundary Avenue
Rock Hall, Maryland 21661**

Local School System Point of Contact: Gina Jachimowicz

Telephone: 410-778-7116

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

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



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



Date



Signature of Local Point of Contact



Date

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**Denotes edits made in final submission*

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

**Maryland Local School System
Application and Certification**

January 15, 2021



PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

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

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

Maryland Local School System Application

Part I – Planned Use of ESSER II Funds

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

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

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

Part II – Budget Documents

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

Appendix A

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

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

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

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

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

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						69,504.80	69,504.80
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 18 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	773,403.53	54,000.00	266,208.34	144,314.17			1,237,926.04
Prog. 02 Special Prog.	383,720.54	48,170.00					431,890.54
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services	12,480.00						12,480.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	206,547.66						206,547.66
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation	40,320.00						40,320.00
210 Plant Operation							
Prog. 30 Warehousing & Disir.							0.00
Prog. 31 Operating Services	38,400.00						38,400.00
211 Plant Maintenance							0.00
212 Fixed Charges				287,708.98			287,708.98
213 Food Services	5,376.00						5,376.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,460,247.73	102,170.00	266,208.34	432,023.13	0.00	69,504.80	2,330,154.00

Finance Official Approval	Aileesa Stewart, MBA	<i>Aileesa Stewart</i>	3/22/2021	410-778-7123
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch	<i>Karen M. Couch</i>	3/22/2021	410-778-1695
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Local ESSA Consolidated Strategic Plan Planning Team Members

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

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

Executive Summary

Instructions:

Introduction

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

Area of Focus #1: Academics

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

Area of Focus #2: Equity

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

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

Goal Progress

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

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

Areas of Focus

Local ESSA Consolidated Strategic Plan

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

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

Ensuring Equity

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

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

Considerations for Specific Student Groups

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

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

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

Local ESSA Consolidated Strategic Plan Reporting Requirements

(Complete a separate plan for each area of focus)

Area of Focus #1: ELA/Math

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

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

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

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

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

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

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

Area of Focus # 1: ELA/Math

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

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

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

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

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	District Total	Asian	Black/African American	Hispanic or Latino	White	Other	Female	Male	ELL	Non-ELL	SWD	Non-SWD	Economically Disadvantaged	Non-Economically Disadvantaged
51st Percentile or Higher MAP Language Arts	31%	44%	15%	18%	42%	42%	33%	29%						
41st Percentile or Higher MAP Language Arts	51%	66%	33%	37%	63%	42%	55%	47%						
51st Percentile or Higher MAP Mathematics	16%	40%	6%	8%	23%	0%	13%	19%						
41st Percentile or Higher MAP Mathematics	33%	60%	16%	17%	45%	67%	30%	36%						
Kindergarten Readiness	54%	80%	29%	29%	72%	*	61%	44%	33%	56%	31%	56%	30%	69%

* Not enough data to report

51% or higher is predictive of a score of 4 or 5 on PARCC/MCAP
41% or higher is predictive of a score of 3, 4, 5

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

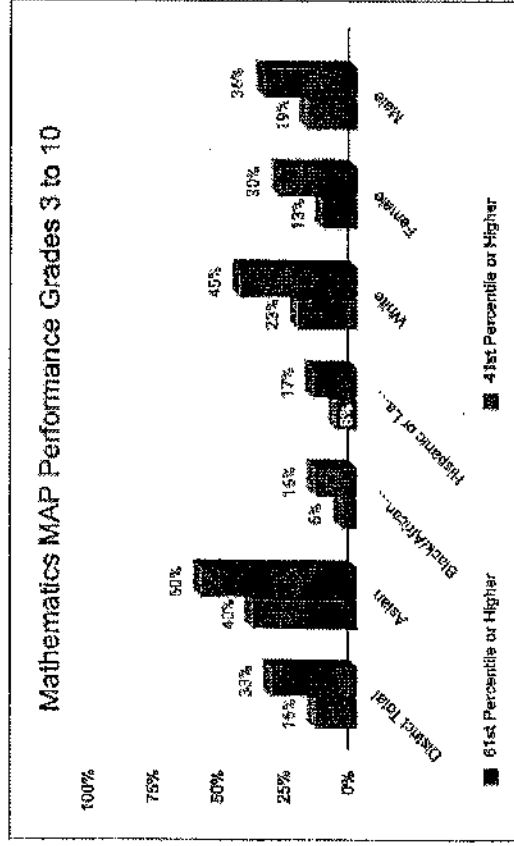
A	B	C	D	E	F	G	H	I	J	K	L	M
	District Total											
	Non-SWD											
	SWD											
	Non-ELL											
	ELL											
	Male											
	Female											
	White											
	Hispanic or Latino											
	Black/African American											
	Asian											

61st Percentile or Higher
MAP Mathematics

41st Percentile or Higher
MAP Mathematics

33%

* 3 students in this category



Area of Focus #2: Equity

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

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

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

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

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

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

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

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

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

Area of Focus #2: Equity

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

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

		<p>English Language Arts K-12 curriculum, standards-aligned instruction, and assessment (CIA). Core curriculum revisions and unit development, and common assessments are a priority. Providing job-embedded and ongoing professional development focused on quality initial teaching (Tier I Instruction), evidence-based engagement strategies, differentiation, and progress monitoring are also key strategies to reaching the target goal.</p> <p>Targeted tutoring will take place afterschool at all schools to offer intensive and individualized supports through intervention or enrichment to students.</p>			<p>Professional development will be monitored and evaluated through Learning Walks, which includes a measure of commitment to equity and monitoring fidelity of implementation. Effectiveness of the cohort will be measured through a student survey, data from the Learning Walk tool which includes a measure of commitment to equity, monitoring fidelity of implementation of the engagement strategies during formal and informal classroom observations.</p> <p>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.</p> <p>The training for teacher leaders on designing and implementing specialized instruction will be evaluated for effectiveness through professional development surveys, teacher lesson plan design, and monthly formal and informal teacher observations using a specific look-for tool focused on specialized instruction.</p> <p>Multiple benchmark assessments are in place to provide additional data points on student growth and progress. These benchmarks include the RIT level on NWEA MAP and Reading Fluency as</p>
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ACHIEVEMENT (E/M/H)	PERCENT PROFICIENT			ENGLISH LANGUAGE ARTS		
	MATH					
	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
Black/African Amer.	11.3% / 5% / 6.9%	✖	✖	21.7% / 15% / 40%	✖	✖
Hispanic/Latino	17.6% / 21.9% / na	✖	✔	20.6% / 31.3% / na	✔	✔
White	27.4% / 28.8% / 45.5%	✖	✔	31.5% / 49.6% / 76.3%	✔	✔
Two or more races	9.7% / 10% / na	✖	✖	19.4% / 30% / na	✔	✖
Students w/Disabilities	1.5% / 6.7% / 6.7%	✖	✔	3% / 8.3% / 8.3%	✖	✔
English Learner	5.6% / na / na	✖	✖	5.6% / na / na	✖	✖
Econ. Disadvantaged	11.9% / 8.2% / 12.5%	✖	✖	21.9% / 26.5% / 56.5%	✔	✔
All Students	21.7% / 22% / 32.8%	✖	✔	27.7% / 39.8% / 65.5%	✔	✔

TRANSFERABILITY

OVERVIEW

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

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

TRANSFERS BY LEAs

Updates to programs from which an LEA may transfer funds

Updated Programs from which an LEA May Transfer Funds

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

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

Updates to programs to which an LEA may transfer funds

Updated Programs to which an LEA May Transfer Funds

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

TRANSFERABILITY OF FUNDS CHART

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

☒ TRANSFERABILITY OPTION WILL NOT BE UTILIZED

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

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

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

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

N/A

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

N/A

2. Targeted Support and Improvement (TSI) Schools.

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

Kent County High School
Students with Disabilities
60 students

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

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

(up to 1,000 characters).

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

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

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

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

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

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

Math support will be the same model as reading.

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

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

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

Joe Graf
25301 Lambs Meadow Rd.
Worton, MD 21678

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

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

.04 Requirements — Educational Equity in Maryland.

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

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

C. The policy and regulations shall:

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

COMAR 13A.04.07 Gifted and Talented Education
 (Click the link above to access the Gifted and Talented Education regulation)

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

COMAR 13A.04.07 Gifted and Talented Education

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

1) The process for identifying gifted and talented students

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

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

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

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

Elementary Universal Screening

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

BEHAVIORAL

APTITUDE

ACHIEVEMENT

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

Universal Design for Learning (UDL)

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

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

Cluster Grouping

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

After School Enrichment Clubs

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

Enrichment Groups

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

Independent Study

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

Elementary School Curriculum

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

Middle School Curriculum

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

High School Curriculum

- Advanced students may participate through Dual Enrollment either at Chesapeake College or Washington College.
 - Advanced students are also offered a full range of Advanced Placement courses are offered.
- Areas of talent that can be developed/enhanced.

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

Target(s) Identified GT lead teachers will participate in professional learning and work with school teams to develop a implementation plan for grades 3-5	Strategy(ies) Professional development provided to teachers/volunteers modeling various strategies of targeted instruction (differentiation, curriculum compacting, etc.)	Timeline(s)
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[COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring](#)
 (Click the link above to access the Teacher Induction and Mentoring Education regulation)

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

.05 Participation in the Comprehensive Induction Program.

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

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

(1) A reduction in the teaching schedule;

(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or

(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

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

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

Mrs. Gina Jachimowicz, Director of Teaching and Learning,

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

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

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	0
Part Time Mentors	8
Full Time Teachers	17
Total Number of Mentors	25

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

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

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

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

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

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

Section C- Comprehensive Teacher Induction Program Overview

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

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

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

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

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

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

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

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

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