

VI. SCHOOL ENROLLMENT IF IN THE STUDENT'S BEST INTERESTS TO ENROLL IN THE SCHOOL SERVING THE OUT-OF-HOME PLACEMENT'S GEOGRAPHIC ATTENDANCE AREA

- A. After receiving notification from the CWA that it is not in the best interests of the student to remain at the school of origin, the LEA Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The CWA caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The LEA serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
 - 1. Documentation that the child is in foster care, including:
 - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and
 - (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
 - 2. Identification of the person who is authorized to enroll the student, including:
 - (a) Documentation that identifies the person as a CWA caseworker, or someone else authorized to enroll a child; and
 - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. The CWA shall promptly present any additional required documentation after enrolling the student.

VII. TRANSPORTATION TO THE SCHOOL OF ORIGIN IF THE STUDENT REMAINS ENROLLED IN THE SCHOOL OF ORIGIN

- A. The LEA will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as the CWA finds that it continues to be in the student's best interests to attend the school of origin. The LEA shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.

- B. For students whose out-of-home placement is in a group facility, the CWA will advise the LEA if transportation to school is provided and funded by the facility.
- C. Within two (2) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, the LEA will advise the CWA of the transportation plan for the student.
- D. The LEA will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. The LEA will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route, use of public buses, use of transportation routes provided through other school systems, and private transportation services.
- F. The LEA will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, the LEA will provide and fund such transportation services.
- G. When the LEA has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," the CWA will assess and notify the LEA if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the LEA or to a stop on an LEA existing route.
- H. The LEA will verify to the CWA that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form)**, which is attached hereto.
- I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.
- J. In the five (5) school days during which the LEA is developing and implementing a transportation plan for the student to attend his or her school of origin, interim

transportation will be provided by the CWA. Interim transportation should be addressed during the best interests determination.

- K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA produces a receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The CWA will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The LEA's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.

VIII. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, the LEA will provide information to the CWA relating to the school enrollment and school performance of students in foster care, including information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, the CWA has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The CWA will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.

IX. TERM OF AGREEMENT

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at anytime by written consent.

X. AMENDMENTS OR MODIFICATIONS

Each Party expressly reserves the right to alter, vary, modify or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

XI. TERMINATION

Either Party may terminate this Agreement on sixty (60) calendar days advance written notice to the other.

Authorization by LEA:

(Signature)

(Date)

(Printed Name)

(Title)

Authorization by CWA:

(Signature)

(Date)

(Printed Name)

(Title)

TRANSPORTATION PLAN FORM
ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

Once completed, a copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student Name: _____

Student DOB: _____ Student School ID No.: _____ Current Grade: _____

Local Department of Social Services (CWA): _____

The LEA is responsible for implementing the Transportation Plan that will be in place within five (5) school days of the LEA learning of the student's Best Interests Determination. In the interim, the CWA is responsible for implementing the student's interim transportation plan.

The LEA verifies that:

1. The following efforts were taken to identify a no-cost or low-cost transportation service from the student's out-of-home placement to the school of origin (i.e., transportation provided by foster resource; use of existing bus routes, other public transportation) (check all that apply):

Exploration of existing school bus routes and public transportation to determine if feasible to add a stop or make some other low/no-cost request.

Discussion with CWA regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CWA for mileage.

Other: _____

2. After reviewing possible low-cost and no-cost transportation options for the student, the LEA has determined (check the applicable option):

No existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement.

An existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement. The modification consists of: _____

An existing transportation option that can maintain the student in the school of origin from the new living placement exists. The existing option is: _____

STUDENT'S TRANSPORTATION PLAN

1. The most cost effective, appropriate transportation option for maintaining the student in the school of origin is: _____
2. Additional costs for this transportation will be covered according to previously agreed upon procedures set by the LEA and CWA in the Educational Stability Memorandum of Agreement.
3. These transportation procedures will be implemented on _____, within five (5) school days of the LEA learning of the Best Interests Determination. (date)

LEA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____

CWA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____

BEST INTERESTS DETERMINATION FORM

SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student's Name: _____
State Assigned Student Identifier (SASID): _____ DOB: _____
Current School: _____ Grade: _____
Previous School(s): _____
Date of Best Interests Determination Meeting: _____

Best Interests Determination: A Checklist for Decision Making

Remaining in the School of Origin Considerations

- ☐ Social/emotional considerations – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)
- ☐ Length of anticipated stay in an out-of-home placement location – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.
- ☐ Continuity of instruction – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ Academic performance – the transfer will significantly and adversely affect the student's academic performance.
- ☐ Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.
- ☐ Safety of the student – the school of origin is a safe environment for the student.
- ☐ Transportation considerations – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

Transferring to a New School Considerations

- ☐ Social/emotional considerations – the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
- ☐ Length of anticipated stay in an out-of-home placement location – the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
- ☐ Continuity of instruction – the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ Academic performance – the transfer will not significantly and adversely affect the student's academic performance.
- ☐ Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
- ☐ Safety of the student – the new school will be a safe environment for the student.
- ☐ Transportation considerations – the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.

Attach all documents relevant to the student's best interests determination. Check any that apply.

- | | |
|---|---|
| ☐ Report Cards/Progress Reports | ☐ IEP Plan or 504 Plan |
| ☐ Achievement Data (test scores) | ☐ Correspondence from individuals consulted. |
| ☐ Attendance Data | ☐ Other: _____ |

Best Interests Determination Meeting Participants

In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.

Relationship to Student	Name	Contact Information

Best Interests Determination

- ☐ It is not in the student's best interests to remain enrolled in the school of origin. The student will be enrolled in the school serving the current residence.

Name of School: _____

NOTE: If a change in enrollment is in the student's best interests, enrollment should take place immediately at the new school. To enroll the student in the new school, all that is needed is documentation showing that the student is in out-of-home placement, the address of the out-of-placement, proof of authorization to enroll the student in school, and identification of the person enrolling the student. All other educational records will be provided to the new school promptly and in accordance with state and federal law.

- ☐ It is in the student's best interests to remain enrolled in the school of origin.

Name of School: _____

Interim Transportation Plan

Complete only if the student will remain in the school of origin.

While the LEA works to develop and establish a Transportation Plan for the student to attend the school of origin from the out-of-home placement, a period of time that could be up to five (5) school days, the student will be transported to the school of origin in the following manner:

Considerations for the LEA in Establishing a Transportation Plan for the Student

Complete only if the student will remain in the school of origin.

In developing a Transportation Plan, the LEA should consider the following needs of the student:

Case Worker Name

Case Worker Signature

Date

Title I/Student Services
Homeless/Foster Care Update Meeting
01/18/18

Sign-In

Name

Tracey Williams
Alyssa King

Department

Supervisor: Student Services

Title I

Title I/Student Services
Homeless/Foster Care
Update Meeting
01/18/18

~ Agenda ~

I Welcome/Sign-In

The purpose of the meeting is for Title I and Student Services representatives to collaborate RE: Homeless and Foster Care issues in order to support students and families who are experiencing homelessness and/or involved in foster care.

- II. McKinney Vento – Changes? Implications for KCPS
- III. Current Number and Status of Homeless Students within the KCPS
- IV. Current Number and Status of Foster Students within the KCPS
- V. Transportation of Homeless/Foster Students. Issues?
- VI. Partner Agreement, Review
- VII. Title I Homeless Funds; Update
- VIII. Other

Title I/Student Services
Homeless/Foster Care Update Meeting
01/18/18

Notes

The Homeless/Foster Care Update meeting held on 01/18/18 included Student Services Supervisor, Tracey Williams and Title I Coordinator, Lloyd Taylor. Items discussed were as follows:

- A review of the current number of homeless students attending the KCPS revealed that there are currently ninety-seven students from fifty-four families. The current number of foster students attending KCPS is seven.
- Their status is that all of the above students are enrolled and attending public schools within the county. A review of their attendance is ongoing, conducted at each school and monitored by Mrs. Williams. Each student is provided with transportation to and from school. There are no outstanding youngsters who require placement in a school nor are there any outstanding transportation issues.
- The Partner Agreement is up-to-date and has been agreed to and signed by all stakeholders.
- Title I funds (\$900.00) are available for foster and homeless students. Principals have been reminded to request funds for clothing, school supplies, etc. It was agreed that guidance counselors will next be reminded that funds are available.

No other business was discussed and it was agreed to meet again in mid-March (tentatively 03/12/18.)

COMPONENT H
ENGLISH LEARNERS

EL ENGLISH LEARNERS

Non-Regulatory Guidance: English Learners and Title III

MSDE English Learners Guidance

MSDE Title I and Title III Questions and Answers

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 LEA may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS: N/A

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

Name	Position
Dr. Karen Couch	Superintendent
Mrs. Jane Towers	Director of Finance
Mrs. Gina Jachimowicz	Director of Instruction
Mrs. Lynne Ewing	EL Coordinator

Mrs. Jane Towers	Director of Finance	-Overall monitoring of fiscal implementation and record keeping	
Mrs. Gina Jachimowicz	Director of Instruction	-Overall monitoring of system goals / Master Plan -Assists in organizing and facilitating peer review of SIP's; Supervises the EL program which is under the direction of Mrs. Ewing (below)	
Mrs. Lynne Ewing	EL Coordinator	EL Program Coordinator; manages the EL program including assessments and data collection	

ENGLISH LEARNERS			
Grade/Enc	Assurances	Citations	Sample Evidence of Implementation
☒ Yes ☐ N/A	1. The LEA ensures that Title I funds support a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(c)(3)	☐ Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version
☒ Yes ☐ N/A	2. The LEA ensures that Title I funds support collaboration with federal, state, and local programs to develop intentional	1116(c)(4)	☐ Copy of a communication log ☐ Copy of interpreter receipt ☐ Translated documents or flyers

ENGLISH LEARNERS			
Check one	Assurances	Citations ^a	Sample Evidence of Implementation
	practices to implement effective outreach to parents of ELs regarding their education.		☐ If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
☒ Yes ☐ N/A	3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	☐ Sample LEA's report card

Process Employed to Share EL Learner Progress/Proficiency

The following pages (with last names whited out) show identified EL students' progress over time (2016 -2017 vs. 2017-2018). Included as well is a column that charts whether or not students have "Met Their Growth Targets." These data are shared with administrators and professional staff in order to a) chart and recognize each EL students' progress and level of proficiency and, b) plan for instructional strategies going forward.

The final two pages are "ELP Expected Growth by Years" and an "ESSA Accountability Chart" that outline expected outcomes as developed by MSDE and adopted by KCPS as progress and proficiency measures.

A report of student progress is sent home in the home language, a cover letter also in Spanish is included. These letters and reports are generated through the wida.us website which also includes the standards/proficiency descriptors.

COMPONENT I
FISCAL REQUIREMENTS

Local School System

Local School System																Submission Date	
Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q		
			Public School Name (Must rank order by Percent of Poverty Highest to Lowest, include Skipped Schools)	Specific: Nursery Grade Span (public)	CEP School (Y or N)	Public School Enrollment (as of 9/30/17)	Number of Low Income Public School Children (as of 10/31/17)	Number of Direct Certification Children not Reap- in CEPs Schools (10/31/17)	CEP Direct Certification Children not count multipled by 1/16 multiples	FTE Low Income Public School Children Allocable Title I Funds	Percent of Poverty for Title I Allocations (#I+M) #I+M	Number of Low Income Private School Children Residing in this School's Attendance Area	Low Income Private School Children Residing in this School's Attendance Area				
M or S or C	SW or TAS	MSDE Sch ID #															
1	SW	0504	Rock Hill Elementary School	PreK-5	N	259	188	0.0	0.0	188.0	64.95%			\$813.82	\$101,884.12		
2	SW	0403	H.H. Garnett Elementary School	PreK-5	N	351	221	0.0	0.0	221.0	82.88%			\$808.82	\$134,107.22		
3	SW	D402	Kent County Middle School	8-8	N	449	243	0.0	0.0	243.0	54.12%			\$299.82	\$145,750.26		
4	SW	D106	Galena Elementary School	PreK-5	N	351	185	0.0	0.0	185.0	52.71%			\$588.81	\$110,984.65		
5									0.0		#DIV/0!				\$0.00		
6									0.0		#DIV/0!				\$0.00		
7									0.0		#DIV/0!				\$0.00		
8									0.0		#DIV/0!				\$0.00		
			Total				815.0	0.0	0.0	815.0		0.0			\$892,721.45		

*Community Eligibility Provision

1. The 18-month-old student is a Community Eligibility school.

¹ The 1.6 multiplier applies to a Community Eligibility school.

Table 7-1

SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. The LEA must only check one method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- | | |
|--|--|
| ☐ A. | Free Lunch |
| ☒ B. | Free and Reduced Lunch |
| ☐ C. | Temporary Assistance for Needy Families (TANF) |
| ☐ D. | Census Poor (Children ages 5-17 based on 2000 Census Data) |
| ☐ E. | Children eligible to receive medical assistance under the Medicaid program |
| ☐ F. | Community Eligibility Provision(CEP) |
| ☐ G. | NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)) |

PRIVATE SCHOOLS: N/A

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- | | |
|-----------------------------|--|
| ☐ A. | Use FARMs to identify low-income students |
| ☐ B. | Use comparable poverty data from a survey of families of private school students that, to the extent possible, provide Extrapolate data from the survey based on a representative sample if complete actual data are unavailable |
| ☐ C. | Use comparable poverty data from a different source, such as scholarship applications |
| ☐ D. | |

Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)

☐ E.
☐ F.

Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the

Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
3. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

☐ Percentages -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. Schools below the district-wide average cannot be served. Complete Table 7-3.

☐ Grade span grouping/district-wide percentage -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-4.

☐ 35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. Complete Tables 7-3.

X

Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-4.

Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. Complete Tables 7-3 and 7-4.

New Exception as of 2017-2018: An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). Complete Tables 7-6.2.

District-wide and school percentage below 35% rule -- District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, but not below district-wide percentage. Title I, Part A funds may run out before serving all schools above 35%. Complete Tables 7-3 and 7-5.

VOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

e 7-3

DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)

LEA may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the effective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2017 to complete this table with the September 30, 2017 enrollment data.

Points of Clarification:

*Pre-K students are counted as ONE child.

$$\frac{1,070.00}{1,993.00} = 53.69\%$$

Total LEA Student Enrollment
(September 30, 2017)

District Wide Average
(percentaged) of Low-Income Children

al Number of Low-Income Children ending ALL Public Schools (October 31, 2017)

le 7-4

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

le span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. PreK-6, K-8, 6-9) the school system should include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 INDICATE below the district-wide grade span poverty averages for each grade span groupings.

TRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below			
mentary (PreK-5)	572	971	58.91%
Idle (6-8)	243	449	54.12%

High (9-12)

255

/

583

**CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT
SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% RULE)**

N/A

**Total Number of Low-
Income Public and
Private School
Students (Taken from
Allocation
Worksheet)**

Per Pupil Amount

**Local Educational Agency Title I, Part A Allocation
(Taken from Table 7-9) (Should match # on C-1-25)**

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.			
Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A			

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY

Ranking High Schools - New ESEA Exceptions to the Ranking Requirement
 Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B)).

List the high schools that the LEA is choosing to serve under this exception.



Name of School(s)	MSDE School ID Number	Poverty Percent
N/A	—	

Skipped School FY19 Allocation Worksheet (Compensatory Funds only--No Federal Funds) N/A

Note: 1/2 day Pre-K equals .5 FTE

Local School System

Notations	D MSDE Sch ID #	E Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	F Specific Numeri c Grade Span (public)	G Percent of Poverty (I/H=G)	H Public School Enrollment (as of 9/30/17)	I Number of Low Income- Public School Children (as of 10/31/17)	J FTE Low Income Public School Children (10/31/17)	K Per Pupil Allocation (PPA)	L District/State Allocation/PPA (10/31/17)
Code as 1, 2, 3, or 4									
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Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

- 1. The school meets the comparability requirements of section 1118 (c);**
- 2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115;**
- 3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.**

Note: The completed 2018-2019 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.

N/A

Table 7-8 EQUITABLE SERVICES

N/A

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)

1.a: Determining Proportional Share for Equitable Services			
0	/	=	Proportion of reservation
Total # of private school children from low income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)	
	x	=	Proportional Share for Equitable Services
Proportion of reservation		Total Title I Allocation Use # from Table 7-9.1, 1st line	
1.b: Determining Parental and Family Engagement Reservation			
	x	=	Proportional share available to parents of private school participants
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		1%	
		For Parent Involvement	
1.c: Remaining for Instruction, Professional Development and Administration			
	-	=	Proportional share for instruction, Professional Development, administration and/or other allowable services
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		0	
		Proportional share available to parents of private school participants	
1.d: If using funds for PD, subtract amount for agreed upon PD			

Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)	=	Agreed amount of Professional Development (determined during consultation)	Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration			
Remaining for instruction and administration	=	Agreed amount of Administration (determined during consultation)	Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

Points of Clarification
 This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts

Remaining proportional share for instruction (Table 7-8, line 1e)	/	0	PPA Allocation for eligible private school students
		=	

DETAILED BUDGET DESCRIPTION		Calculation	Total
Parent & Family Engagement			

	Total Equitable Share
Instructional	
Administration	
Professional Development	

Before allocating funds to schools, a school system MUST reserve funds for certain services.

LHST (calculate) the amount of reservations the district will set aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the n support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

Total Title I 2018-2019 Allocation: Taken from the C-1-25	\$ 612,200	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. Minimum of 90% of 1% that must go to Schools	\$ 6,122.00	\$ 5,127.00	Total \$1,861.40
	Total Reservations	Detailed Budget Description	Calculation		Total
2 Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$5,127	The 1%+ reservation distributed to the four KCPS Title I schools is \$6,126.71. The funding is used to host family activities in order to increase parent engagement. It provides resources for parents to assist with home-school connections in order to improve student achievement. Funds are used to sponsor speakers at parent events, including reading and math workshops as well as provide materials for newsletters and other resources, e.g., Title I	RHIES @ 64.05% FARMS (156/259) = \$7.19/student x 259		\$1,364.16
					\$1,652.40
					\$1,248.75
					\$6,126.71
3 Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with			Total (four schools)		
					\$900.00
4 Required: Education for Homeless Children and Youth	\$900	Services for homeless KCPS students. She also serves as the POC for the McKinney-Vento Homeless Education Act and associated funds. On May 10th a meeting was held (chaired by the KC Supervisor of Student Services) that included representatives from Kent County coordinating agencies. They met to review KCPS needs and assistance for homeless children as well as budget recommendations for the upcoming year at the four Schoolwide Title I schools as well as Kent County High School. There are approximately 65 families who are eligible to receive assistance such as winter coats, school supplies, books and help funding school-sponsored field trips. The Title I Coordinator in collaboration with the Supervisor of Student Services and principals at each	Equal to approximately \$13.85 per family (2017 - 2018) which is based on past experience as well as each school's recommendation and in collaboration with the Kent County Department of Social Services		

Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the Mandatory Set Asides					
4a	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education, as per homeless.education.net)	\$0			
4b	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the	\$0			
Total Mandatory Set Asides		\$7,027			\$7,027

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)					
7	Management		Title I/ESSA Pamphlets and other supplies to be shared with parents at all Title I schools	1.00 X \$1.20/ copy	\$1,200.00
	Staff		Title I Coordinator	Salary; \$50,000; FICA \$3,825	\$53,825.00

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of reservations the district will set aside from the Title I allocation for activities authorized by ESEA. Provide a budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

	Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)	DETAILED BUDGET DESCRIPTION			Total
		Total Reservations	Calculation	Total	
7	Management		Title I/ESSA Pamphlets and other supplies to be shared with parents at all Title I schools	1,00 X \$1.20/ copy	\$1,200.00
	Staff		Title I Coordinator	Salary: \$50,000; FICA \$3,825	\$53,825.00

[illegible]

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

NA

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST the amount of reservations set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.

LIST of Comprehensive Support and Improvement (CSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation (LEA providing funding for CSI Schools)
8	Additional Support for Title I CSI Schools			
	N/A			
LIST of Targeted Support and Improvement (TSI) Schools (can eventually be reclassified as CSI Schools)		Total Reservations	TSI School (List each school on a separate line)	Total Amount of Allocation (LEA providing funding for TSI Schools)
9	Additional Support for Title I TSI Schools			
	N/A			

Table 7-10

BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)

1	Total Title I Allocation (Use amount shown on C-1-25)	--	
2	Equitable share total reported in Table 7-8	minus	
3	Mandated set-asides total reported in Table 7-9.1	minus	
4	Districtwide Reservations total reported in Table 7-9.2	minus	
5	Administration total reported in Table 7-9.3	minus	
6	Additional Support for CSI and for TSI schools total reported in Table 7-9.4	minus	
7	Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. (LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)		equals

Table 7-11 ESTIMATE OF TITLE I CARRYOVER
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2017-September 30, 2018)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within the timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2017-2018 allocation:

\$597,220.00

The estimated amount of Title I funds the school system will carryover:

16,000

1. The estimated percentage of carryover Title I funds as of September 30, 2018 :

THIS IS A PROJECTION

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes ☐

No ☒ X

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

ORIGINAL GRANT BUDGET	612,200	AMENDED BUDGET #		REQUEST DATE	10/15/18
GRANT NAME	Title I - Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT	190623	RECIPIENT GRANT #	21		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/18 - 6/30/2020		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						15,106.00	15,106.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	50,000.00			720.00			50,720.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,450.68	1,000.00	3,676.03				6,126.71
Prog. 02 Special Prog.	284,381.32		113,506.97	3,000.00			400,888.29
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.	8,100.00						8,100.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation				500.00			500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				123,732.00			123,732.00
214 Community Services				7,027.00			7,027.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	343,932.00	1,000.00	117,183.00	134,979.00	0.00	15,106.00	612,200.00

Finance Official Approval	Jane K Towers	<i>Jane K Towers</i>	10-15-18	410-778-7123
	Name	Signature	Date	Telephone #
Supt /Agency Head Approval	Dr Karen Couch	<i>Karen M. Couch</i>	10/15/18	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Kent County Public Schools

Note: 172 day Pre-K equals 5 FTE

Submission Date

Neighbors	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
	MSOE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Shopped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/20/17)	Number of Low Income Public School Children (as of 10/31/17)	Number of Direct Certification Children for HSLP in CEP Schools (10/31/17)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title 1 Funds ²	Percent of Poverty for Title 1 Allocations (M-F)	Number of Low Income Private School Children Reading in this School's Attendance Area	FTE Low Income Private School Children Reading in this School's Attendance Area		Public School Allocation (L-P * Q)
1	SW 0504	Rock Hall Elementary School	PreK-5	N	259	185	0.0	0.0	166.0	84.00%				\$613.82
2	SW 0403	H.H. Gaines Elementary School	PreK-5	N	351	221	0.0	0.0	221.0	82.96%				\$606.82
3	SW 0402	Kent County Middle School	6-8	N	449	243	0.0	0.0	243.0	54.12%				\$134,107.22
4	SW 0105	Galena Elementary School	PreK-5	N	351	185	0.0	0.0	185.0	52.71%				\$599.81
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Attachment 8

Revised June 2018



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

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Kent

Fiscal Year 2018-2019

Title II-A Coordinator: Gina Jachimowicz

Telephone: 410-778-7116

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

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (Required)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (Required)

6.0: Private School Services (Required)

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

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

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

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local education agency will:

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation cannot interfere with the timely submission of the application

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Kent County

Fiscal Year: 2018-2019

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

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

Kent County Public School leadership team will use percent of poverty and academic data to prioritize funds for resource allocations, support for interventions, placement of staff, and ongoing staff development and interventions. Data suggests the need for students to be able to engage in higher order thinking within and across disciplines. In addition, students at all levels will benefit from differentiated instruction based on individual needs as determined by analysis of state and local assessments. Early learning data denotes a disparity in readiness in math and literacy as students enter kindergarten and first grade. Achievement gaps exist between student groups in grades 2-12 in core content as well as literacy measures.

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

The Kent County leadership team meets with community stakeholder groups and staff to coordinate school, family, and community resources for students in need. Kent County district meaningfully consults with teachers, principals, and other staff through monthly A&S, Principal, Guiding Coalition, and PLC team meetings. KCPS administrators deliberately and strategically collaborate with community partners and MSDE content leaders with demonstrated expertise for instructional and student support.

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

Kent County Public Schools collect and use assessment and climate data, as well as non-academic barriers to learning such as attendance and discipline incidents, to identify and provide appropriate interventions. SchoolNet, the KCPS data system, provides all decision makers (administrators and teachers) with a data dashboard. This system also links to PowerSchool and provides parents access to relevant data. Data on the number of new teachers is analyzed yearly and mentors provide support to new teachers beginning before the first week of school. Evaluation data is collected and analyzed following all staff trainings. This along with survey climate data are used to continually update and improve the activities supported by Title IIA.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Kent County

Fiscal Year: 2018-2019

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

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	Salary Support	Title II A Support – 5% Grant Coordinator salary to provide PD, organization and implementation of grant funded activities, and progress reports.	\$5,000.
2.2			
2.3			
2.4			
		Total for Section 2.0	\$5,000.

ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

	Local School System: Kent County	
	Fiscal Year: 2018-2019	

3.0 ENSURING EQUITABLE ACCESS –Required

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

The Partnership for Assessment of Readiness for College and Career (PARCC) data is part of Kent County Public Schools' ongoing cycle of system improvement and offers invaluable support for making good decisions about instruction. This comprehensive, technology-based test is designed to measure the attainment of grade-level standards. It tells how well students have learned material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. PARCC includes questions that measure fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. Scores are reported at 5 performance levels; Level 1 - Did Not Yet Meet Expectations, Level 2 - Partially Met Expectations, Level 3 - Approached Expectations, Level 4 - Met Expectations, Level 5 - Exceeded Expectations. Kent County Public Schools (KCPS) has decreased performance levels of met and exceeded expectations by 4 percent in mathematics. English Language Arts showed an increase of 2 percent for the met and exceeded performance levels.

Elementary Schools While some school-based elementary PARCC data is encouraging, KCPS recognize that there are still major challenges in seeing all children succeed at the met and exceeded expectation levels; Levels 4 & 5. In elementary mathematics, KCPS saw a decrease of 5% in grade 3 and a 3.6% decrease in grade 4. KCPS recognizes the systemic work of the KCPS professional learning communities (PLC) and their efforts to design and align units of instruction to the rigor of the standards. Mathematics continues to be an area of weakness and is being addressed through ongoing professional development and coaching on unpacking and teaching grade-level standards, designing lessons that build mathematical practices, and analyzing and understanding mathematical explanations. Districtwide professional development will be supported by NCTM's Susan O'Connell and will include school-based coaching days. Our English Language Arts focus has been on standards, scrolling, and differentiation as a system-wide process for improvement and rigorous learning for all. Through our KCPS Striving Readers Literacy Grant, we will be adding a writing program for grades 3-5 to improve writing instruction across the district. In English Language Arts, KCPS saw a slight increase of 8.6% in grade 5 at the met and exceeded expectation levels, but grades 3 and 4 remained static.

Middle Schools At the middle school level, only 24.1% of grade 6 students, 29.4% of grade 7 students, and 45.6% of grade 8 students are meeting or exceeding expectations in English/Language Arts. Grade 8 students increased their performance by approximately 21%, but grades 6 and 7 remained static. The middle school is under the second year of new leadership focused on building a culture of teaching and learning. Additional time for reading and math instruction have been added to the master schedule. Through the KCPS Striving Reader's Literacy Grant, we will be adding Revision Assistant to our ELA writing program. Time is also provided for research, exploration, and connected learning. The KCMS guiding coalition has planned site visits to high performing middle schools to identify best programs and practices. English Language Arts teachers are provided weekly PLC time to align units of instruction and assessments, examine student work, develop common formative assessments, and plan for personalized instruction. The percentage of students in grades 6 meeting or exceeding expectations in math decreased

slightly, while grade 7 achievement increased by 4.1% and grade 8 achievement increased by 9.6%. However, overall achievement at met or exceeded expectations was only 19% in grade 6, 24% in grade 7, and 9% in grade 8. Middle school teachers will be implementing TenMarks under the direction of the Title I coordinator. Secondary math teachers will study using growth mindset to develop conceptual understanding and engagement.

High Schools Kent County High School students take the PARCC assessments in Algebra I and English 10 as part of their graduation requirements. In English 10, the percentage of students meeting or exceeding expectations decreased by about 5%; more than double the percentage of African American students scored at the lowest compared to all students. The percentage of students meeting or exceeding expectations in High School Algebra I decreased by 7.8%, however the pass rate for middle school algebra was 100% and the overall pass rate for algebra I was 50.6%. All high school core content teachers meet weekly to analyze data, provide interventions, and monitor student progress toward readiness for college and careers. Across our district, schools collaborate in professional learning communities in order to engage in data discussions. Through the KCPS Striving Reader's Literacy Grant, we will be adding Revision Assistant to our HS English program. The high school mathematics teachers will study using growth mindset to develop conceptual understanding and engagement. The greatest gaps exist between our Students with Disabilities, English Learners and African American students. The Special Education supervisor works with all teachers to provide "Specially Designed Instruction" to ensure access, equity, and progress for ALL students remain a priority. KCPS plans to provide professional learning opportunities: Working with all teachers to improve their instructional practice through professional learning communities, as well as improving the use of evidence-based interventions in the classroom to engage ALL students will be a priority. Through the use of Title II funds, KCPS will provide professional learning opportunities several ways: instructional mentors assigned to all new teachers, training on digital tools to assist with differentiating instruction aligned to MDCCRS, using multiple representations in Algebra, and through our KCPS Striving Reader's Literacy Grant, KCPS plans to offer LETRS (Language Essentials for Teachers of Reading and Spelling) training to Special and General Educators as well as ELL teachers.. Working with all teachers to improve their instructional practice through a "Co-teaching Model"

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- **REQUIRED**

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

Item #	US Ed Allowable Activities	Brief Description of Specific Services including: • Timeline • Audience • Implementation Evaluation	Cite: • the level of evidence • study or studies that support this activity/series • the rationale for your rating	Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 111(g)(1)(B).	N/A		
1.2	The LEA may develop initiatives that provide: Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;	N/A		
1.3	Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	N/A		N/A

2. Strategies and Activities to Improve the Quality of the Teaching Force			
2.1	Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. The LEA may develop initiatives that: provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	Need: Continue to increase the capacity of literacy coaches, administrators, and teachers on current research in assessment. Team will attend the MID Assessment Group Conference (MAG), and will use research to inform instructional practice. Timeline- November 2018 Audience- Coaches, Administrators, Teachers Need: KCP's teachers need leadership and time to examine change process, leadership development, and successful practices. Timeline- August 28- June 1, Audience – New Teachers Professional Learning Communities- reflective dialogue and vertical articulation to examine the results of unit planning in terms of student achievement. (7 sessions) School Improvement Teams- meet to analyze data and update the school plan including strategies and activities.. (3 sessions) AP Training- 2 teachers will attend summer AP training to learn strategies and share resources to improve advanced learning.. (5 days)	MAG Conference – PI) on assessment and instruction Level of evidence: 4; [Evaluation – PARCC data Timeline- November 2018 Presenters are current practitioners/ researchers in the field of assessment; sharing their research to leaders in teaching and administration. PLC and School Improvement Team Meetings: Collaborative Planning: – Level of Evidence: 4 Evaluation: School PARCC data growth Timeline- August 28- June 1 PLC Research : DuFour (2004) reiterates this notion when he writes that the mission “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications” Leadership- staff serve an important role in providing expertise and coaching at the school level. Darling-Hammond, L., & McLaughlin, M. (1995, April)
2.1.6			
2.2	Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and	Need: Increase the capacity of teachers to design an effective K-12 Mathematics program. Teachers and administrators will attend Mathematics in a PLC at work summit and will receive materials/handbook.	Mathematics PLC: Level of evidence: 4

talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards	Timeline- December 12-18 2018 Audience – Teachers and Administrators Math Professional development in using growth mindset to develop conceptual understanding and engagement strategies for secondary math teachers. Timeline- August 28- June 1, Audience Audience – K-12 Math Teachers & Leaders	Evaluation: School PARCC data growth PD Timeline- SY 18-19 PLC Summit - Dec. 12-18 2018 The collection of research studies cited in this review clearly identifies the power of the organized professional learning community that makes possible the advancement of student achievement. Through the learning community, teachers learn "how to translate enhanced curricula and higher standards into teaching and learning for all of their students" (McLaughlin & Talbert, 1993, p. 5). (Hord, 1997). <i>Professional Learning Communities: Communities of Collective Inquiry and Improvement</i>; American Institute for Research; Southwest Educational Development Laboratory; 1997 Research on the positive effect of Growth Mindset has been conducted by Carol Dweck & Jo Boaler of Stanford University Evaluation plan: PARCC Mathematics data and Measures of Academic Progress (MAP) (comparison of school year to prior year)	
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3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students			
3.1.1	The LEA may develop initiatives that: provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	KCPS New Teacher/Mentor Program Timeline: August 2018 – June 2019 Audience- New Teachers / Mentors - mentors support new teachers to improve classroom instruction and student learning and achievement; and - mentors support principals to improve school climate, culture, and student learning - meet monthly to provide new teacher course led by supervisors	New Teacher Academy: New Teacher Mentoring Program Level of Evidence: 4 Evaluation: New teacher Retention rates Timeline- August 2018 – June 2019 Research from the New Teacher Center: Supported teachers demonstrate higher proficiency in using assessment in instruction and demonstrate higher proficiency in engaging students. (SRI International Evaluation, 2015.) New teacher retention increased by 30% after just 2 years of NTC support. (NTC Analyses, 2015. Comparison study conducted in a southeastern district.)	

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

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

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

Activities:

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

The "practices" within the standards call for students to be engaged through discourse. All of our schools recognize the need for less "teacher talk" and more "student talk." Teachers need professional development on how to engage all students in instruction. Providing professional development on engagement strategies through "Teach Like a Champion 2.0" as well as "Intentional Talk" will support this need.

Access to the standards for our neediest subgroups of children is an area of concern for KCPS. Working with general educators, special educators and English Learner educators to follow a "Co-teaching" model will improve instructional delivery for these subgroups. Professional development on "Co-Teaching" during the fall of 2018 will improve the practice in our classrooms as we continue PD around this topic.

PLC Mathematics Summit: professional development for mathematics leaders to support the improved learning and teaching of math in KCPS.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System:

Fiscal Year:

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - REQUIRED

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

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

N/A

A meeting was held Spring 2018; KCPS did not have any Private Schools choose to participate in the use of Title II funds.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

N/A

Total Amount for Transfers:

Category	Description	Calculation	Calculation Details				Amount
			staff	hrs	sessions	rate	
	SALARY Support for MDCCRS, NGSS, C3	5.31% of Grant Coordinator Salary \$5,000. 94,162*.0531	1			\$5,000.00	\$5,000.00
	STIPENDS PLC and Data Analysis	PLC Mtgs 17 teachers x 2 hours x 8 sessions x \$21.07/hr	17	2	8	\$21.07	\$5,731.04
	STIPENDS Environmental Ed, and Service Learning collaboration	Environmental & SL 7 staff x 1.5 hours x 2 sessions x \$21.07/hr	7	1.5	2	\$21.07	\$442.47
	STIPENDS GC/SIP Data Analysis and School Improvement Planning	17 staff x 4 hours x 2 days x \$21.07/hr	17	4	2	\$21.07	\$2,865.52
	STIPENDS GC/SIP Team Data Analysis and School Improvement	11 staff (6 high school + 5 middle school) x 4 hours x 2 days x \$21.07/hr = \$1,854.16	11	4	2	\$21.07	\$1,854.16
	STIPENDS AP Training	2 teachers for 5 days each	2	1	5	\$200.00	\$2,000.00
	SUBSTITUTES for standards-based teaching collaboration & vertical articulation	6 teachers x 4 full day sessions x 80.00	6		4	\$80.00	\$1,920.00

Highly Qualified Teachers that serve as Mentors for year one teachers	20 teachers x 2 hours x 27 weeks x 30.00	20	2	27	\$30.00	\$32,400.00
Highly Qualified Teachers that serve as Mentors for year two teachers	15 teachers x 1 hour x 24 weeks x 30.00	15	1	27	\$30.00	\$12,150.00
Highly Qualified Teachers that serve as Mentors for principals	4 staff members x 1 hour x 22 weeks x 30 per hour	4	1	22	\$30.00	\$2,640.00
Mentor meetings	9 mentors x 5 meetings x 30 per hour	9	1	5	\$30.00	\$1,350.00
Standards-based curriculum development	20 staff x 4 hours x 3 days	20	4	3	\$25.00	\$6,000.00
Total Salary						\$74,353.19
Pension	Salary Support \$ 5,000*0.1543			0.1543	\$5,000.00	\$771.50
FICA	.0765* \$ 74,353.19			0.0765	\$74,353.19	\$5,688.01
Health Care	Board Cost of Health Care 6,500*.0531			6500	\$0.0531	\$345.15

Instructional/Staff Development Other Charges	OTHER CHARGES Registration to attend AP training	1 teachers Registration Only	1				\$1,650.00	\$1,650.00
	OTHER CHARGES Registration to attend MAG conferences	MAG- Registration: 1 staff x \$ 85 Hotel: \$ 132 per night * 2 Meals: \$ 125	1				\$474.00	\$474.00
	OTHER CHARGES Registration to attend PLC conferences	PLC- Conference- Registration Only 3 staff @ \$695 Hotel: \$ 396 Meals \$ 176.67	1				\$2,657.67	\$2,657.67
	OTHER CHARGES TRAVEL	\$0.545 x 515 miles			515		\$0.545	\$280.68
	MATERIALS/ SUPPLIES Professional Development Materials	28 books x 35.52				28	\$35.52	\$994.56
Contracted Services	Standards-based instruction consultants	2 sessions @ \$500 each				2	\$500.00	\$1,000.00
Total all categories-Salary/Fringe Costs/Travel/Contract Ser/Supplies								\$88,214.77
Business Support	Indirect Costs	2% of total all categories \$ 88,214.76*.02				0.02	\$88,214.77	\$1,764.24

Total Requested

\$89,979.00

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

ORIGINAL GRANT BUDGET	\$89,979	AMENDED BUDGET #		REQUEST DATE	07/11/18
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/18	6/30/19	

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						1,784.24	1,784.24
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	5,000.00						5,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog							0.00
Prog. 02 Special Prog							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	69,353.19	1,000.00	994.56	5,082.35			76,430.10
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				6,804.68			6,804.68
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	74,353.19	1,000.00	994.56	11,867.01	0.00	1,784.24	89,979.00

Finance Official Approval

James K. Towes
Name

James K. Towes
Signature

10-24-18 4107787123
Date Telephone #

Supt./Agency Head Approval

Karen McCaugh
Name

Karen McCaugh
Signature

10/25/18 4107787113
Date Telephone #

MSDE Grant Manager Approval

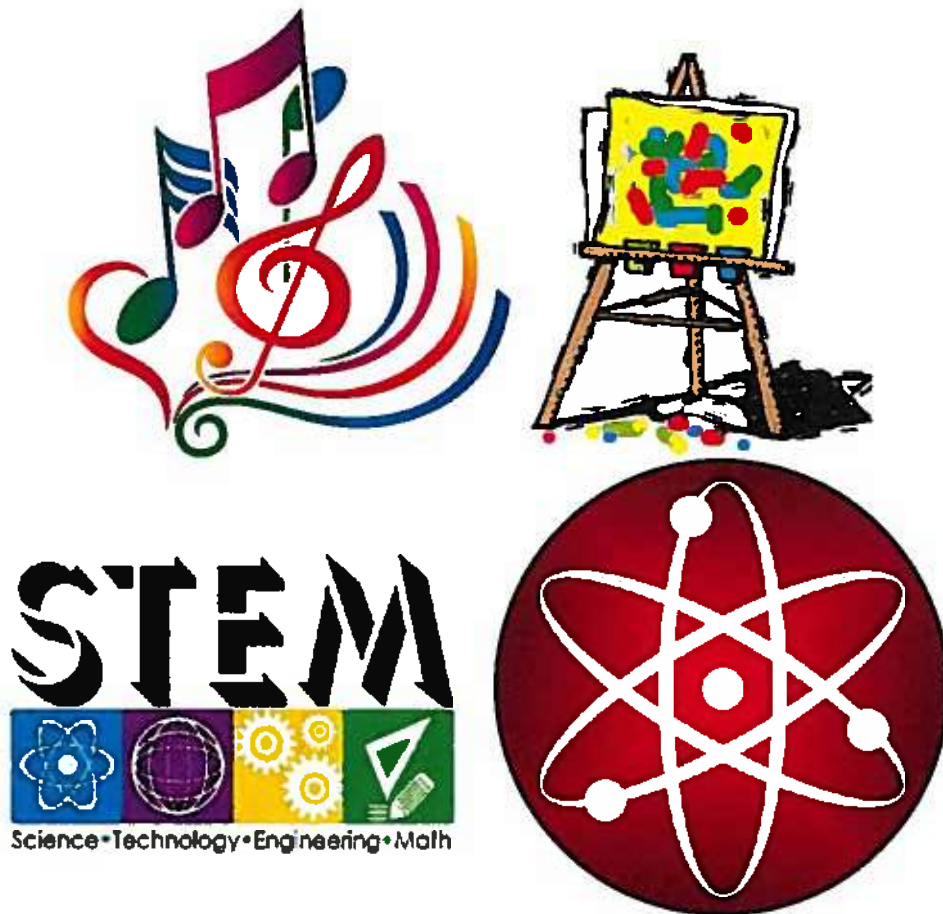
Name

Signature

Date

Telephone #

Attachment 9



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants
Revised 5-21-18

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency (LEA): Kent County Public Schools Fiscal Year 2018-19

Title IV-A Coordinator: Janice Steffy

Telephone: 410-778-6902

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

Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

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

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

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

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

- 1) How the required stakeholders were involved;

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

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Note: All Kent County Public Schools have completed Needs Assessments as part of their School Improvement Plans updated annually. Each takes into account information and data relative to the academic achievement of students in that school in relation to challenging State academic standards. Particular attention has been paid to the needs of those students who are failing, or at risk of failing to meet the State academic standards. Needs Assessments at each school are completed by the School Improvement Teams. Members include teachers and paraprofessional staff, administrators, parents and other stakeholders. Strategies included and described in Schoolwide needs assessments have been tailored to meet each school's targeted identified data-based needs and include intervention strategies. Needs assessment plans call for professional development activities for staff to better assist students in improving their academic achievement. Plans are housed in the Office of Instruction.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Kent County Public Schools Fiscal Year: 2018-19

1.0 CONSULTATION - Required

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

The Kent County leadership team meets with community stakeholder groups (Local Management Board, Character Counts Advisory Board, Multicultural Committee, Environmental Education Steering Committee, Local Care Team, Department of Human Services, etc.) and staff to coordinate school, family, and community resources for students in need. Kent County district meaningfully consults with teachers, principals, and other staff through monthly A&S, Principal, Guiding Coalition, and PLC team meetings. KCPS administrators deliberately and strategically collaborate with community partners and MSDE content leaders with demonstrated expertise for instructional and student support.

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

Kent County Public Schools collect and use assessment and climate data, as well as non-academic barriers to learning such as attendance and discipline incidents, to identify and provide appropriate interventions. SchoolNet, the KCPS data system, provides all decision makers (administrators and teachers) with a data dashboard. This system also links to PowerSchool and provides parents access to relevant data. Data on the number of new teachers is analyzed yearly and mentors provide support to new teachers beginning before the first week of school. Evaluation data is collected and analyzed following all staff trainings. This along with survey climate data are used to continually update and improve the activities supported by Title IVA.

Please provide a description of how the LEA or consortium of such agencies will *coordinate the implementation of local activities with other programs*, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

The administration and teachers of Kent County Public Schools take part on/partner with various community based panels/committees such as: Local Management Board, Economic Council, Rotary Club, Character Counts, etc. As part of this participation Kent County coordinates our instructional plans and activities with those programs offered by our community partners (Environmental education Steering Committee- Collaborative planning with Science teachers and local outdoor providers, Character Counts Advisory Board- Coaches teaching weekly lessons in grades K-9 and yearly sponsor of the CC Essay contest, Local Management Board- sponsor of multicultural events, etc.)

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Kent County Public Schools

Fiscal Year: 2018-19

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

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE)

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
	5 easel pads x \$34.99	<u>Post-it® Self-Stick Easel Pad, 25" x 30", Plain White Paper, 30 Sheets</u>	\$174.95
	2 packs x \$10.99	<u>Office Depot® Brand 2-PocketFolders Without Fasteners, Yellow, Pack Of 25</u>	\$32.97
	4 packs x \$6.29	<u>Office Depot® Easel Pad Markers, 100% Recycled, Assorted, Pack Of 8</u>	\$25.16
	1 pack x \$20.09	Post it® Super Sticky Notes, 3" x 3", Rio de Janeiro, Pack Of 24 Pads	\$20.09
	4x \$31.99	<u>Office Depot® Brand Copy & Print Paper, Letter Size Paper, 20 Lb, 500 Sheets...</u>	\$127.96
	150 x \$2.75	Marketing materials (brochures) for STEM/GT Program	\$412.50
	100 x \$.49	Postage for mailings	\$49.00
		Total for Section 2.0	\$842.63

ATTACHMENT 9 TITLE IV, PART A

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: Kent County Public Schools Fiscal Year: 2018-19

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

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

3.0 NEEDS ASSESSMENT- Required

Item	Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	Administration, teachers, support staff, parents, community members. Through curriculum and school improvement teams	Parents have access to our data warehouse for ongoing communication regarding student progress and school apps are utilized to foster timely communication regarding school events. Weekly/biweekly SST and PLC team meetings at the school level
3.2	What data are needed to best understand local needs?	National, state and local assessments (Ex. MSDE School Climate Survey, Youth Risk Behavior, MAP, Measures of Academic Progress 3x year, KRA, MCAP, etc)	National, state and local assessments (1-1 student devices to take MCAP, MSAA, MISA, MAP, etc.assessments) Weekly/biweekly SST and PLC team meetings at the school level (Files on Google Drives used to aggregate assessment data and track progress towards growth targets)

3.3	Do our current systems fully capture the needs of our hardest to serve students- including those who might experience adversity that might not come-up in a survey or other data tools?	Yes. Schools analyze disaggregated data to make instructional decisions, and regularly utilize parent conferences to reach those through student services, special/general education.	Special education, transportation an food services collaborate to capture and meet student needs.	The Data Wise process is being implemented through the PLCs.
3.4	Are there inequities inherent in the system that are driving some of the local needs?	Our small size can at times limit the number of opportunities we offer students, as well as, limits content specific administrative oversight.	Yes, as it is not always feasible to have a small class size to meet very specific/unique needs.	1-1 devices for students provide opportunity for a variety of programs to meet individual needs. However, once students leave campus, all may not have internet access in their homes.
3.5	How should the identified needs be prioritized when several significant needs are identified?	Basic health and safety needs are first met. Academic needs are prioritized once data has been analyzed to first attend to these subgroups most in need of support (Special Education, African Americans, ELL)	The most current available data is used to partner with local agencies to provide necessary wrap around services to meet significant needs.	To best personalize learning, data from a variety of measures is regularly analyzed and instructional decisions made to improve student learning.

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

ATTACHMENT 9 TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: Kent County Public Schools Fiscal Year: 2018-19

To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)).

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required		
4.1	1. Coordinated with other schools and community-based services and programs; (Section 4107)(a)(1)	Coordination with other schools and community-based services and programs is satisfied through local steering committee meetings (STEM, E-Lit, Fine Arts, etc.) that meet on a quarterly basis.
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities (Section 4107)(a)(2)	KCPS has an ongoing partnership with both QACPS and Washington College as a Professional Development School and Kent County Arts Council.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
May include programs and activities, such as – (complete all that are applicable)				
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A). B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).			
4.4		FINE ARTS PROGRAM Brief Description of Specific Services: • Program Objective Design KCPS Fine Arts curriculum to align with the new NCAS, Unit Organizers, and Understanding by Design, UDL components and anticipated MSDE adoptions. • Intended Outcome • All KCPS Fine Arts teachers will participate in staff development under the supervision of an expert to help guide an understanding of integrated lesson implementation, KCPS Curriculum with the new NCAS implementation, unit, lessons, teaching best practices, and support or coaching where needed.	PLC Process Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools William M. Saunders, Claude N. Goldenberg, Ronald Gallimore	Funds To Be Used For: * Consultants to provide professional development training \$1,800 * Training materials for professional development \$1,000

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are--	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		- Expand cultural arts programs and field experiences. Timeline October-May 2018-2019 Implementation PLC Teams will continue to collaboratively design units of instruction and instructional strategies, and innovative assessment. Evaluation Plan A local steering committee has been identified and will continue to meet on a quarterly basis to monitor progress on the local fine arts goals and craft media messages to be shared via website, email, and local newspapers.		* Buses for 5 field trips to local artists \$1144.35 * 1 Bus for 3 field trips to out-of-county museums/shows \$1,311 TOTAL: 5,255.35
4.5	C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as-- (1.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (11.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);	ENGINEERING IS ELEMENTARY Brief Description of Specific Services including: Program Objectives Teachers gain knowledge of EIE curriculum and the 5-Step Engineering Design Process to guide students through hands-on engineering design challenges developing engineering literacy. Intended Outcome All new elementary science teachers will participate in staff development under the supervision of an	Evidence based study supporting this strategy/activity: The Exploring the Efficacy of Engineering is Elementary (E4) is a multi-year efficacy study of the EIE curriculum and is funded by the National Science Foundation.	Funds To Be Used For: * Substitutes for teachers \$850 * FICA \$65.03 * Consultants to provide professional

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects; (IV.) supporting the creation and enhancement of STEM-focused specialty schools; (V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C)	expert to help guide an understanding/develop expertise of the EIE curriculum, new NGSS implementation, teaching best practices, and support or coaching where needed. Timeline October-May 2018-2019 • Implementation Teachers will continue to gain hands on experience with EIE materials, units/kits of instructions, and learn the most effective instructional strategies. Evaluation Plan • A local steering committee will continue to meet on a quarterly basis to monitor student progress. • Review unit specific instruments to indicate percentage of students proficient, including subgroups.		development training \$600 * Training materials for professional development \$3,677.80 TOTAL: 5,192.83

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	LESSON STUDY MODEL <i>The percentage of students in grades 6–8 math meeting or exceeding expectations in math is only 19% grade 6, 24% grade 7, 9% grade 8. High School Algebra I decreased by 7.8%</i> Brief Description of Specific Services including: • Program Objectives Provide content specific teacher training to increase the capacity/deepen content knowledge of middle school math teachers. • Intended Outcome Middle school math teachers will participate in staff development under the supervision of an expert to plan key standards based lessons, co-teach rigorous lessons, and hold debrief conferences for continued improvement of student success. • Timeline October-May 2018-2019 • Implementation PLC Teams will continue to collaboratively design units of instruction and instructional strategies, and innovative assessments. Evaluation Plan • Participation in PD feedback forms	Learning Forward https://learningforward.org/standards/implementation	Funds To Be Used For: • Staff after-school stipends \$2,022.72 • FICA \$154.73 • Consultants to provide professional development training \$1,800 • Training materials for professional development \$320 TOTAL: 4,297.45	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		• Teachers meet as PLC's to unpack/analyze data (review assessments) to look for gaps and plan instruction based on student data to meet student needs. • Review end of course summative to indicate percentage of students proficient, including subgroups. <u>Gifted and Talented Steering Committee</u> Brief Description of Specific Services including: • Program Objectives To update and monitor the implementation of GT services per COMAR 13A.04.07 • Intended Outcomes Provide a well rounded curriculum to meet individual needs of more capable students. • Timeline October-May 2018-2019 • Implementation The steering committee will meet quarterly with community partners to review effectiveness of programs and best practices relevant to gifted learners. Evaluation Plan Participation in meeting evaluation forms	<i>A Symposium</i> Professional Learning in Gifted Education: Research, Models, and Practice Biennial World Gifted Conference Sydney July 2017 https://www.world-gifted.org/WCGTC17-Presentations/3-9-1.pptx	Funds To Be Used For: * Staff after-school stipends \$842.80 * FICA \$64.47 TOTAL: \$907.27

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required					
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
4.6	D. efforts to raise student academic achievement through accelerated learning programs, such as: (I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or (II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.				
4.7	E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)				
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)	LESSON STUDY MODEL <i>Lesson Study Model Teacher Training in Spanish Program</i> Brief Description of Specific Services including: • Program Objectives Teach with the Backwards Design Model.	Evidence based study supporting this strategy/activity: PLC Process Increasing Achievement by Focusing Grade-Level Teams on Improving	Funds To Be Used For: * Substitutes for teachers \$510 * FICA \$39.02	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		Curriculum Map for Units 7 and 8 (Spanish II) • Intended Outcomes This teaching model lends itself very well to proficiency-based language teaching as it requires the teacher to focus on what students will ultimately be able to do with the language, rather than simply knowing about the language. With this approach, learning is an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning ultimately aimed at developing self-regulation and self-efficacy. • Timeline October-May 2018-2019 • Implementation Teachers will continue to gain experience with Backward design and learn the most effective instructional strategies. Evaluation Plan • Participation in PD feedback forms • Teachers meet as PLC's to unpack/analyze data (review assessments) to look for gaps and plan instruction based on student data to meet student needs. • Review end of course summative to indicate percentage of students proficient, including subgroups.	Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools William M. Saunders, Claude N. Goldenberg, Ronald Gallimore	* Consultants to provide professional development training \$600 TOTAL: \$1,149.02

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
4.9	G. environmental education; [Section 4107](a)(3)(G)	<u>ENVIRONMENTAL LITERACY</u> Brief Description of Specific Services: • Program Objective Develop scope and sequence of lessons, activities and field experiences to align with the NGSS, C3, and MD E-Lit standards. • Intended Outcome • All KCPS Science teachers will participate in staff development under the supervision of an expert to help guide an understanding of grade band environmental issues/topics, content vocabulary, and analogies aligned with the NGSS, C3, and MD E-Lit standards. • Implementation of unit, lessons, activities through teaching of best practices, and support or coaching where needed. • Timeline October-May 2018-2019 • Implementation Teachers will continue to deepen their understanding of the content standards and learn the most effective instructional strategies. Evaluation Plan • Participation in PD feedback forms	PLC Process Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools William M. Saunders, Claude N. Goldenberg, Ronald Gallimore Washington College Center for Environmental & Society	Funds To Be Used For: * Substitutes for teachers \$8,500 * FICA \$650.25 * Consultants to provide professional development training \$2,275 * Training materials for professional development \$1,037.20 TOTAL: 12,462.45

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		• Teachers meet as PLC's to unpack/analyze data (review assessments) to look for gaps and plan instruction based on student data to meet student needs. • Review end of course summative to indicate percentage of students proficient, including subgroups.		
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(I)			
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)			
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Kent County Public Schools Fiscal Year: 2018-19

To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

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

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required	
5.1	1. Coordinated with other schools and community-based services and programs; [Section 4108](1)] Partnerships with Local Drug and Alcohol Council, KC Behavioral Health, Kent County Health Department- 2x a year guest speakers discuss drug addiction (importance of avoidance, impact their lives/families, and Challenge Day, etc.
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)] PE/Health teachers have developed units specific to Opiod and drug use which are implemented at the classroom level in middle and high school.
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)] Kent County Goes Purple- Ex. Kent Goes Purple distributed commemorative T-shirts to all Kent County High and Middle school students and sponsored a pre-game rally and halftime show at the Kent County High School varsity football game against Kent Island High School on Friday, Sept. 14. Two free showings of Andy Irons: Kissed by God at Kent County High School/Washington College on October 18 and 25.
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in Kent County Behavioral Health funds an on-line Alcohol Education Class that has expanded to Opiod and Fetanyl education as part of health classes. Youth Risk Behavior Survey (old tobacco survey) provides data on sexual activity, drug/alcohol use, other risky behavior to incorporate education/prevention strategies and ways to get help.

	implementing activities described in this section; [Section 4108](4)]	School counselors to attend MSDE The Sexual Violence Prevention Conference.
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5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or strategy/activity if applicable.	Explanation of how funds will be used
May include, among other programs and activities—(complete all that are applicable)				
5.5	A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: (i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]			
5.6	B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)]			
5.7	ii. school-based mental health services partnership programs that-			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(I.) are conducted in partnership with a public or private mental health entity or health care entity; and [Section 4108](5)(B)(ii)(I)]			
5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are- (aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise [Section 4108](5)(B)(ii)(U)]			
5.9	Ci. integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]			
5.10	ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	[Section 4108](5)(C)(ii)]			
5.11	iii. help prevent bullying and harassment; [Section 4108](5)(C)(iii)]	CHALLENGE DAY Brief Description of Specific Services including: • Program Objectives Students and staff commit to making daily intentional act change to create culture of acceptance and compassion within school. • Intended Outcomes Bring people together for purpose of inclusion and acceptance. • Timeline October-May 2018-2019 • Implementation This is a ONE day event. Be the Change Team offers additional activities to create ongoing culture of respect and acceptance. Evaluation Plan Yearly Climate Survey	Challenge Day- Close Case Studies https://www.challengeday.org/resources/research-and-evidence/	Funds To Be Used For: * Contacted Service \$7,150 TOTAL: \$7,150
5.12	iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13	v. provide mentoring and school counseling to all students, including children who are at risk of			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]			
5.14	vi. Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]			
5.15	vii. Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]			
5.16	D. high-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]	ACES TRAINING Brief Description of Specific Services including: • Program Objectives Teachers gain knowledge of what adverse childhood experiences are, how student learning and behavior is impacted by trauma, and how educators and support staff can help students develop a greater sense of safety at school and begin to build new emotional regulation skills. • Intended Outcomes Teachers will participate in professional development to gain understanding of the importance/how to develop caring relationships and safe/supportive environments to help prevent and mitigate the consequences of ACEs. • Timeline	Adverse Childhood Experiences (ACE) Study https://traumainformedoregon.org/resources/adverse-childhood-experiences-ace-study/	Funds To Be Used For: * Contacted Service \$1,700 TOTAL: \$1,700

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		December-May 2018-2019 • Implementation Staff is provided with science-based information on how chronic trauma impacts a child's nervous system and educational experience. Staff is trained to implement trauma-informed practices and tools to prevent trauma, increase resiliency, and implement effective methods of working with traumatized children and their parents. Evaluation Plan Adverse Childhood Experience (ACE) Questionnaire, suicide data, types of discipline referrals, chronic absenteeism, etc.		
5.17	E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](S)(E)]			
5.18	F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices;			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)]			
5.19	G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
5.20	H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]			
5.21	I. pay for success initiatives aligned with the purposes of this section.			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	[Section 4108](5)(1)]			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>Kent County Public Schools</u>	Fiscal Year: <u>2018-19</u>
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To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)).

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how fund will be used
6.1	1. providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources;			

	(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]				Funds To Be Used For: Instructional Materials \$ 4,267 TOTAL: \$ 4,267
6.2	2. building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			The main Physics with Vernier lab book: https://www.vernier.com/pwv	
6.3	3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]	PHYSICS Brief Description of Specific Services: • Program Objective Bring Physics curriculum in line with the NGS standards to better prepare students for college level work in the sciences. • Intended Outcome • Allows students to conduct kinematic and hands-on experiments, collect data, and then interpret/manipulate it. • Timeline October-May 2018-2019 • Implementation Teachers will implement the new equipment to deepen student understanding of the content standards and learn through hands-on experimentation. Evaluation Plan • Teachers meet as PLC's to unpack/analyze data (review assessments) to look for gaps and plan instruction based on student data to meet student needs.			

		Review end of course summative to indicate percentage of students proficient, including subgroups.		
6.4	4. carrying out blended learning projects which shall include: (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5	(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]			
6.6	providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: Kent County Public Schools

Fiscal Year: 2018-19

**7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[ESEA, SECTION 8501]:**

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

Each LEA is required to provide written affirmation (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) that a meeting(s) occurred with nonpublic school representative(s) regarding Title IV services. The signed written affirmation that consultation has occurred must provide an option for private school officials to indicate whether timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Participating Private Schools and Services: Provide information regarding *the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.* (Include below or as an attachment)

N/A

A meeting was held Spring 2018; KCPS did not have any Private Schools choose to participate in the use of Title II funds.

Describe the school system's *process for providing equitable participation* to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

N/A

Total Amount for Transfers:

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: Kent County Public Schools

Fiscal Year: 2018-19

8.0 ASSURANCES [ESEA, SECTION 4106(c)(2)]:

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

- ☒X(A) **prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—**
 - (i) **are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**
 - (ii) **have the highest percentages or numbers of children counted under section 1124(c);**
 - (iii) **are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);**
 - (iv) **are implementing targeted support and improvement plans as described in section 1111(d)(2); or**
 - (v) **are identified as a persistently dangerous public elementary school or secondary school under section 8532;**
- ☒X(B) **comply with section 8501 (regarding equitable participation by private school children and teachers);**
- ☒X(C) **use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;**
- ☒X(D) **use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;**
- ☒X (E) **use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and**
- ☒X (F) **annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).**

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

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Kent County Public Schools

Fiscal Year: 2018-20

9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

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

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

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

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

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

☐X By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Kent County Public Schools

Fiscal Year: 2018-20

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

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

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

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

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

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

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

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands

for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

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

Contracted Services

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

Supplies and Materials

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

Other Charges

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

Equipment

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

Transfers

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

- **Budget Narrative- Lesson Study Model (Teacher Training in Secondary Mathematics)**

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages (After School)	<i>Stipends</i> Professional Development Strategy # 4.12	<i>Lesson Study</i> 8 teachers x 2 hours x 6 sessions x \$21.07/hr	\$2,022.72		\$2,022.72
Fixed Charges	<i>FICA</i>	.0765 x total salary	\$154.73		\$154.73
Instructional Staff Development Contracted Services	<i>Consultant</i> providing professional development training Strategy # 4.12	6 sessions x \$300 per session	\$1,800		\$1,800
Instructional Staff Development Supplies	Training materials for professional development Strategy # 4.12	8 teachers x \$40	\$320		\$320
	TOTAL		\$4297.45		\$4297.45

- **Description of the specific item (What is it?)**

Provide content specific teacher training to increase the capacity/deepen content knowledge of middle and high school math teachers. Sessions allow for collaborative planning of lessons with math consultant, co-teaching of lessons, and debrief conferences.

- **Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)**

The PARCC percentage of students in grades 6-8 meeting or exceeding expectations in math only 19% in grade 6, 24% in grade 7, and 9% in grade 8. High School Algebra I decreased by 7.8%, however the pass rate for middle school algebra was 100% and the overall pass rate for algebra I was 50.6%. Focused personalized professional development supports our efforts to provide specialized training needed by our new/untenured math teachers.

- **Budget Narrative- Lesson Study Model (New Teacher Training in Spanish)**

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	<i>Stipends</i> Substitutes Strategy # 4.8	<i>Professional</i> <i>Development</i> 3 substitutes x 2 days x \$85 per day	\$510		\$510
Fixed Charges	FICA	.0765 x total salary	\$39.02		\$39.02
Instructional Staff Development Contracted Services	<i>Consultant</i> providing professional development training Strategy # 4.12	2 sessions x \$300 per session	\$600		\$600
	TOTAL		\$1,149.02		\$1,149.02

- Description of the specific item (What is it?)

Objective 1- Understanding By Design- Completion of Stage 3 for Spanish I and II

One of the ACTFL Core Practices is to teach with the Backwards Design Model. Backward Design is a teaching method that involves designing educational curriculum by setting goals before choosing instructional methods and forms of assessment.

Objective 2- Curriculum Map for Units 7 and 8 (Spanish II)

Learning targets, expressed in terms of Can-Do Statements provide an important venue for setting learning goals to provide language learners the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals.

- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)

Objective 1- This teaching model lends itself very well to proficiency-based language teaching as it requires the teacher to focus on what students will ultimately be able to do with the language, rather than simply knowing about the language.

Objective 2- Curriculum Map for Units 7 and 8 (Spanish II)

SMART (specific, measurable, achievable, relevant, time bound) goals, such as the Can-Do Statements, provide a clear direction to focus learners' language learning efforts that will help them meet these goals. With this approach, learning is an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning ultimately aimed at developing self-regulation and self-efficacy.

Budget Narrative- *Engineering is Elementary (New Teacher Training)*

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	<i>Stipends</i> Substitutes Strategy # 4.5 C.III	<i>Professional</i> <i>Development</i> 5 substitutes x 2 days x \$85 per day	\$850		\$850
Fixed Charges	FICA	.0765 x total salary	\$65.03		\$65.03
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy # 4.5 C	2 days x \$300 per day	\$600		\$600
Instructional Staff Development Supplies	Training materials for professional development Strategy # 4.5 C	5 teachers x 10 replacement kits @ \$ 367.78 each	\$3,677.80		\$3,677.80
	TOTAL		\$5,192.83		\$5,192.83

- *Description of the specific item (What is it?)*

Provide content specific teacher training to increase the capacity/deepen content knowledge of elementary science teachers. Sessions allow for supporting teachers as they build knowledge of engineering and develop confidence of teaching it. Teachers will also gain hands on experience with EIE materials and learn the most effective strategies for teaching each of the units.

- *Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)*

With the recent consolidation of two elementary schools, several teachers are now teaching at a new grade level/content. Focused personalized professional development supports our efforts to provide specialized training needed by not only our new/untentured teachers, but those veteran elementary teachers affected by the consolidation of schools.

Budget Narrative- *Environmental Literacy* (Curriculum Development/Course Alignment)

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy # 4.9	65 hours x \$35 per	\$2,275		\$2,275
Instructional Staff Development Salaries & Wages	<i>Stipends</i> Substitutes Strategy # 4.5 C	<i>Professional Development</i> 10 substitutes x 10 days x \$85 per day	\$8,500		\$8,500
Fixed Charges	FICA	.0765 x total salary	\$650.25		\$650.25
Instructional Supplies	Equipment and supplies to accomplish Investigations	\$103.72 x 10 teachers	\$1,037.20		\$1,037.20
	TOTAL		\$12,425.25		\$12,462.45

- *Description of the specific item (What is it?)*

Provide content specific teacher training to increase the capacity/deepen content knowledge of K-12 science teachers. Sessions will allow for the development of a scope and sequence of lessons, activities and field experiences and alignment with NGSS, C3, and MD E-Lit Standards.

- *Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)*

The identification of NGSS & MD E-Lit Standards for each grade band focus on Environmental Issues and Topic, as well as, the determination of appropriate vocabulary and analogies for age level and best understanding will create teacher confidence and capacity to teach with the NGSS 3-D teaching methodology. This focused professional development supports our efforts to provide specialized training needed by our K-12 school science teams.

Budget Narrative- Fine Arts (Curriculum Development)

Category/ Object	Line Item	Calculation	Amount		Total
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy # 4.4 B	<i>Curriculum Development</i> 6 days x \$300 per day	\$1,800		\$1,800
Instructional Staff Development Supplies	Training materials for professional development Strategy # 4.4 B	10 teachers x \$100	\$1,000		\$1,000
Student Transportation Contracted Services	Buses for 5field trips to local artists Strategy # 4.4 B	1 bus x 5 trips x \$228.87 per trip	\$1,144.35		\$1,144.35
Student Transportation Contracted Services	Buses for 5field trips to out-of- county museums/shows Strategy # 4.4 B	1 bus x 3 trips x \$437 per trip	\$1,311		\$1,311
	TOTAL		\$5,255.35		\$5,255.35

- Description of the specific item (What is it?)

Provide teacher training to increase the capacity/deepen knowledge of fine arts teachers. Sessions allow for further the design of a KCPS Fine Arts curriculum for each respective discipline aligned to the National Core Arts Standards under the supervision of an expert to help guide an understanding of integrated lesson implementation, KCPS Curriculum with the new NCAS implementation, unit, lessons, teaching best practices, and support or coaching where needed.

Expand cultural arts programs and field experiences.

- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)

Expertise in the Arts curriculum is necessary to build teacher capacity within the PLC teams allowing for high quality designed units of instruction, implementation of meaningful transdisciplinary experiences/projects and innovative assessments. These teams will continue to meet quarterly throughout the 2018-2019 school year.

Transportation for teachers and students to varied arts scenes to enhance student participation in fine arts experiences and programs.

Budget Narrative- Gifted and Talented Steering Committee (Curriculum Development/Promotion)

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages (After School)	<i>Stipends</i> Professional Development Strategy # 4.5.C.IV	<i>Steering Committee</i> 5 teachers x 2 hours x 4 sessions x \$21.07/hr	\$842.80		\$842.80
Fixed Charges	<i>FICA</i>	.0765 x total salary	\$64.47		\$64.47
	TOTAL		\$907.27		\$907.27

- Description of the specific item (What is it?)
The purpose of the Steering Committee is to update and monitor the implementation of Gifted and Talented services per Comar chapter 13A.04.07. The team will meet quarterly to review programs and best practices relevant to the gifted students in Kent County.
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
Revisiting the identification process, programing, and best practices is needed to ensure we are providing a well rounded curriculum to meet individual needs of all students.

Budget Narrative- Challenge Day (Program)

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Contracted Services	Consultants to provide professional workshop Strategy # 5.11	2 sessions x \$3,575	\$7,150		7,150
	TOTAL		\$7,150		\$7,150

- **Description of the specific item (What is it?)**

The vision is to make every child live in a world where they feel safe, loved, and educated. **Be the Change** Movement is about a shared humanity and creating the school, community and world of our dreams everyday. During the workshop participants are guided in ways to and make a commitment to do one of the following three things on a daily basis: Love and accept ourselves while continuing to grow, See others through the eyes of acceptance, love and compassion, Be the Change by living life in service. Students and staff commit to doing an intentional act of change each day to create a culture of acceptance and compassion within their school.
- **Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)**

Be the Change Challenge Day is a series of activities and events that will bring people together for the purpose of inclusion and acceptance. It is just ONE event on a school calendar of **Be the Change** activities. The school **Be the Change** Team and the activities they offer afterwards are important to creating an on-going culture of respect and acceptance.

Budget Narrative- ACES (Professional Development)

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Contracted Services	Consultant to provide professional workshops Strategy # 5.16	1 session x \$1,700	\$1,700		\$1,700
	TOTAL		\$1,700		\$1,700

- Description of the specific item (What is it?)
Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders.
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
Training will provide staff with important trauma-focused information about how student learning and behavior is impacted by trauma and how educators can help students develop a greater sense of safety at school and begin to build new emotional regulation skills.

Budget Narrative- Physics (Hands-on (Lab Equipment))

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Supplies	<u>Dynamics Cart and Track System with Go Direct® Sensor Cart Strategy # 6.3</u>	4 systems x \$495	\$1,980		\$1,980
Instructional Supplies	<u>Go Direct® Motion Detector Strategy # 6.3</u>	4 detectors x \$99	\$396		\$396
Instructional Supplies	<u>Go Direct® Force and Acceleration Sensor Strategy # 6.3</u>	6 sensors x \$99	\$594		\$594
Instructional Supplies	<u>Bumper and Launcher Kit Strategy # 6.3</u>	6 kits x \$89	\$534		\$534
Instructional Supplies	<u>Physics with Vernier Strategy # 6.3</u>	1 x \$48	\$48		\$48
Instructional Supplies	<u>Go Direct® Centripetal Force Apparatus Strategy # 6.3</u>	1 x \$299	\$299		\$299
Instructional Supplies	<u>Go Direct® Charge Station Strategy # 6.3</u>	1 x \$69	\$69		\$69
Instructional Supplies	<u>Go Direct® Sound Strategy # 6.3</u>	1 x \$89	\$89		\$89
Instructional Supplies	<u>Go Direct® Light and Color Sensor Strategy # 6.3</u>	1 x \$79	\$79		\$79
Instructional Supplies	<u>Go Direct® 3-Axis Magnetic Field Sensor Strategy # 6.3</u>	1 x \$69	\$69		\$69
Instructional Supplies	<u>Rotational Motion Accessory Kit Strategy # 6.3</u>	1 x \$110	\$110		\$110
	TOTAL		\$4,267		\$4,267

- Description of the specific item (What is it?)

The above items allow students to conduct kinematic and hands-on experiments, collect the data, and then interpret/manipulate it. The materials are all reusable; nothing disposable or consumable, and are also adaptable to a number of electronic probes already in our possession. The new devices will also connect directly with student MacBooks negating the need for separate data collecting systems.

- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)

The overall objective is to bring our physics curriculum in line with the NGSS (Next Generation Science Standards) and better prepare our students for college level work in the sciences. College physics is required for those majoring in engineering, pre-med, pre-vet, and many other fields. KCHS simply does not have enough material resources to give students a proper exposure to physics. Included is a variety of materials that can be used throughout the curriculum.

FINAL BUDGET NARRATIVE

Category	Line Item	Calculation	Total
Subtotal of 8 Activities			\$42,381.38
Administrative Costs	2%	\$	\$842.63
Indirect Costs			\$0.00
2019-20 Allocation	100%		\$43,224

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

ORIGINAL GRANT BUDGET	43,224	AMENDED BUDGET #		REQUEST DATE	11/08/18
GRANT NAME	Title IV Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/18 - 6/30/2020		

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						842.63	842.63
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	12,725.52	15,925.00	10,302.00				38,952.52
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation				2,455.35			2,455.35
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				973.50			973.50
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	12,725.52	15,925.00	10,302.00	3,428.85	0.00	842.63	43,224.00

Finance Official Approval	Jane K Towers	<i>Jane K Towers</i>	11-8-18	410-778-7123
	Name	Signature	Date	Telephone #
Supl./Agency Head Approval	Dr Karen M Couch	<i>Karen M Couch</i>	11-8-18	410-778-7113
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Maryland's Goals, Objectives and Strategies

English Language Proficiency

ESOL teachers completed charts (included) for their school/s using ACCESS for ELL 2.0 overall scores from 2016-2017 and comparing them to overall scores for 2017-2018.

There was significant progress in the two elementary schools – 73% at one and 70% at the other - of EL either meeting the annual growth target or earning a proficiency score of 4.5 or higher. At the middle school there were only 7 students, but no progress was shown. At the high school, of the EL having two data points, only 40% of that group met the annual growth target and no EL scored 4.5 or above.

2018 ACCESS 2.0 Data District-wide	Listening	Speaking	Reading	Writing	Overall Proficiency
Entering	14	23	28	23	21
Emerging	11	17	17	17	17
Developing	12	16	10	17	18
Expanding	3	7	4	6	6
Bridging	6	1	3	1	2
Reaching	18	0	2	0	0
Total test Takers	64	64	64	64	64

Kent County will provide direct services in language acquisition instruction to LEP students from ESOL teachers. ESOL teachers support the instructional program by ensuring that the classroom and content teacher's instruction is understood and fully achieved by English Language learners. In addition a bilingual ESOL tutor will be used at the district's elementary school with the largest number of EL; this tutor will also provide a link between the school and its Spanish-speaking families to promote and encourage family engagement. (Funding source: Local Funds)

Although Kent County Public Schools did receive Immigrant Funding in January 2018 and a summer professional development grant during the summer of 2018, it should be noted that Kent County Public Schools no longer receives Title III funding. With the lack

of Title III funding for the 2015-16, 2016-17, 2017-18 and now 2018-2019 school years, not as many ESOL specific professional learning opportunities are planned. However, in-county planning time will be used to work with ESOL teachers on best practices for EL. (Funding source: Local funds)

The Professional Learning Communities (PLC) process will provide time and a structure for ESOL and general education teachers to identify specific interventions to help all EL's meet the targets for Indicators 1-3. Title I schools will receive additional coaching to promote children's social, emotional, and behavioral development and appropriately address challenging behaviors. (Funding source: Local Funds and Title I)

KCPS will provide interpreters for parent meetings, conferences and workshops outside regular school hours to help parents and families of EL's become more active participants in their child's education (Funding source: Local funds)

KCPS will purchase supplemental classroom materials for use in regular classrooms and during LEP pull out, including grade-level appropriate content related bilingual texts. In the selection of texts and other materials of instruction, the focus will be on providing students with highly engaging bilingual Informational Texts related to the mastery of Science, Social Studies and Mathematics skills and processes (Funding source: Local Funds and Title I)

Academic Achievement Indicator

Grades 3 - 5	ELA	Math
	11 test takers no proficient EL 54.5% scoring at lowest level 30% gap between All Students and EL subgroup	11 test takers 9% proficient 36% Level 1 27.3% Level 2 20% gap between All Students and EL subgroup
Grades 6-8	ELA	Math
	3 test takers 2 EL or 67% Level 1 1 EL or 33.3% Level 2	5 test takers 2 or 40% Level 1 2 or 40% Level 2 1 or 20% Level 3
High School	English	Algebra
	No test takers	1 test taker 1 or 100% Level 1

KCPS PARCC Assessment Data

KCPS Elementary

GALENA ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	53	19	35.8%	8	15%	12	22.6%	14	26.4%	0	0%
MATH 3	53	5	9.4%	11	20.3%	17	32%	14	26.4%	8	11.3%
ELA 4	48	5	10.4%	19	39.5%	11	22.9%	13	27%	0	0%
MATH 4	49	6	12.2%	17	34.6%	17	34.6%	9	18.3%	0	0%
ELA 5	45	4	8.8%	10	22.2%	11	24.5%	15	33.3%	0	0%
MATH 5	45	4	8.8%	8	20%	15	33.3%	14	31.1%	3	6.6%

GARNET ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	59	21	35.5%	8	13.5%	13	22%	17	28.8%	0	0%
MATH 3	59	14	23.7%	15	25.4%	11	18.6%	16	27.1%	3	5%
ELA 4	69	10	14.4%	25	36.2%	9	13%	23	33.3%	2	2.8%
MATH 4	69	10	14.4%	19	27.5%	15	21.7%	25	36.2%	0	0%
ELA 5	34	5	14.7%	5	14.7%	7	20.5%	17	50%	0	0%
MATH 5	34	5	14.7%	7	20.5%	11	32.3%	9	26.4%	2	5.9%

ROCK HALL ELEMENTARY

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 3	32	7	21.8%	10	31.2%	10	31.2%	5	15.6%	0	0%
MATH 3	32	7	21.8%	9	28.1%	9	28.1%	7	21.8%	0	0%
ELA 4	27	9	30.7%	6	22.2%	7	25.9%	3	11.1%	2	7.4%
MATH 4	27	10	33.3%	8	29.6%	5	18.5%	4	14.8%	0	0%
ELA 5	44	3	22.7%	12	27.2%	9	20.4%	18	40.9%	2	4.5%
MATH 5	44	10	22.7%	8	18.1%	13	29.5%	13	29.5%	0	0%

KCPS PARCC Assessment Data

KCPS Secondary

KENT COUNTY MIDDLE

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ELA 6	158	25	16.4%	33	20.9%	58	36.7%	38	24%	3	1.9%
Math 6	159	36	22.6%	51	32%	40	25%	30	18.8%	2	1.3%
ELA 7	135	21	15.5%	22	16.3%	47	34.8%	39	28.9%	6	4.4%
Math 7	134	15	11.2%	42	31.3%	40	28.9%	33	24.6%	4	3%
ELA 8	138	16	11.6%	20	14.5%	39	28.3%	53	38.4%	10	7.2%
Math 8	94	25	29.8%	31	33%	26	27.7%	9	9.5%	0	0%
Algebra I	42	0	0%	0	0%	11	26.1%	30	71.4%	1	2.3%
Geometry	1	0	0%	0	0%	0	0%	0	0%	1	100%

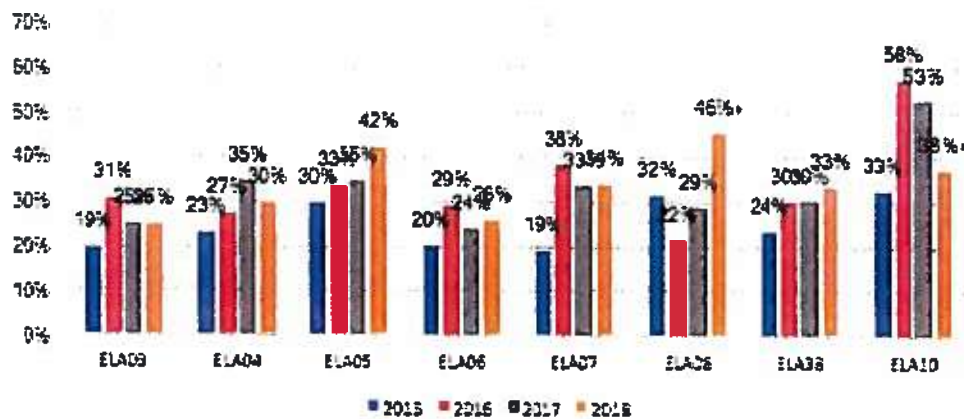
KENT COUNTY HIGH

SUBJECT GRADE	TOTAL	1	NM%	2	PM%	3	A%	4	M%	5	E%
ENG 10	182	38	24%	25	15.4%	29	17.8%	47	29%	22	13.6%
ALGEBRA 1	162	38	19.4%	52	34.2%	60	39.4%	12	7.9%	0	0%
ALGEBRA 2	34	3	8.8%	1	2.8%	9	28.6%	19	55.9%	2	5.9%

KCPS PARCC Assessment Data

English Language Arts/Literacy for Grades 3-8 and Grade 10:

Percent at Level 4 + ELA



ELA PARCC Subgroup Analysis 2018

PARCC SCORES BY SUBGROUPS

Grade In Spring 2018	Score/Range	OVERALL	White	African American	IEP/504	FARM
3rd	4 & 5	25%	32%	5%	0%	15%
	1 - 3	75%	68%	95%	100%	85%
4th	4 & 5	30%	41%	11%	7%	20%
	1 - 3	70%	59%	89%	93%	80%
5th	4 & 5	42%	53%	21%	8%	34%
	1 - 3	58%	47%	79%	92%	66%
6th	4 & 5	26%	38%	17%	5%	24%
	1 - 3	74%	62%	83%	95%	76%
7th	4 & 5	33%	52%	35%	17%	33%
	1 - 3	67%	48%	65%	83%	67%
10th	4 & 5	43%	56%	17%	11%	27%
	1 - 3	57%	44%	83%	89%	73%

A review of PARCC English Language Arts/Literacy data for grades 3-5 and 6-8 shows student performance remained flat overall. The percentage of students scoring at Performance Levels 4 and 5 increased by 1.5% and in grades 6-8 decreased by 1.3%.

PARCC English Language Arts/Literacy Grades 3-5:

A review of PARCC English Language Arts/Literacy data for grades 3-5 indicates 31% of Kent County students have met or exceeded proficiency levels in reading. This is an increase of 1.5%. Merely 29% of Kent County students in grades 6-8 met or exceeded proficiency levels in reading. Overall this year, student reading performance remained flat. When examining PARCC trend data, the challenges arise with scores from the following populations: special education, LEP, and FARMS. A substantial gap exists between the achievement of minority students and their white peers. 40% of grades 3-5 white students scored at levels 4 and 5 while only 14.5% African Americans achieved at this level. Only 6% of the Special Education students met expectations. 15% percent of African American students scored at levels 4 and 5. Not a single LEP student met proficiency in reading. Only 22% FARM met proficiency.

PARCC English Language Arts/Literacy Grades 6-8:

When examining PARCC data, the challenges for PARCC English Language Arts/Literacy in Grades 6-8 include substantial gaps remaining between the achievement of minority students and their white peers. 35% of grades 6-8 white students scored at levels 4 and 5 while only 11% of

African Americans achieved at this level. Not one single Special Education or LEP student met PARCC English Language Arts proficiency.

PARCC English Language Arts/Literacy Grades 10: A review of PARCC English Language Arts/Literacy data for grades 10 indicates 53% of Kent County students have met or exceeded proficiency. The challenges include a gap between the achievement of minority students and their white peers. 64% of grade 10 white students scored at levels 4 and 5 while only 20% of African American students achieved at this level. Only 5% of Special Education students reached this level. There were no LEP students tested in grade 10 English.

English Language Arts Changes/Strategies

Professional Learning Communities (PLC) teams will continue to revise the written, taught, and tested units of instruction to ensure good first instruction for all students. General and special education teachers will build common formative assessments based on common core standards with emphasis on literacy and writing in every content/classroom. PLC teams will integrate the Data-Wise Improvement Process into district, school, and grade-level practice and PLC's. They will follow a protocol to access learning statements via the interactive MAP Learning Continuum to see what students learn, create skill-based small group instruction, and provide daily differentiated lessons, and promote gap reduction and growth allowing for teachers to provide "just in time" interventions and enrichment. The implementation of units of instruction will be monitored through informal and formal classroom observations. Local common formative assessments, specific intervention progress monitoring tools, and the PARCC data will help determine instructional effectiveness. (Funding Sources: Unrestricted and Title IIA).

NWEA Measures of Academic Progress (MAP) assessment, a universal screening tool will be administered three times per year and expanded to include grades K-10. The data will be used to gain information about our students as readers, and create and reinforce evidence-informed instructional practices. MAP data is predictive of PARCC and provides information regarding achievement gaps in performance for African American, Special Education, and FARM students. District teams will also use this rich data to analyze program effectiveness and track growth throughout the school year. An additional measure is the utilization of quarterly benchmarks, and common formative assessments administered every two to three weeks. (Funding Source: Unrestricted and SpEd Local Priority and Flexibility).

KCPS will offer reading incentive programs to promote increased independent reading. The Scholastic Reading Counts (RC)! Incentive program has been purchased where students read books of their choice and are recognized for being "Anchored in Reading Excellence." KCPS' will also participate in multiple "One School, One Book" initiatives to promote parental involvement and children reading for pleasure outside of school. In March of 2019, all KCHS students will receive a copy of the book "Tigerland," and participate in interdisciplinary lessons and activities. Author Wil Haygood will provide on-site support to KCHS teachers and hold focus groups with identified students. (Funding Source: Literacy Grant, Rotary and other Local Donations)