

Talbot County Public Schools
ARP ESSER Application and Certification Plan
August 2021

Part 1- Safe Return to In-person Instruction and Continuity of Services

1. A. Since the closures of Maryland Public Schools announced on March 12, 2020, Talbot County Public Schools (TCPS) has been committed to developing plans that prioritize the health and safety of students, families, and staff. Our *Recovery Plan* (September 2020), developed by a broad range of stakeholders, outlined the various models for school operations to position TCPS to be able to engage students safely in learning regardless of the instructional delivery model dictated by local health metrics. All TCPS decisions were informed by CDC guidance, the governor's *Maryland Strong Roadmap to Recovery* and the Maryland State Department of Education (MSDE) *Maryland Recovery Plan for Education* as well as guidance from the Talbot County Health Department. TCPS's *Safe Return to In-person Instruction and Continuity of Services Plan* (Reopening Plan, August 2021), continues the same level of diligence in planning for the safe return of students for full, in-person instruction for Fall 2021. Our Reopening plans are centered on recent CDC guidance and our on-going consultation and collaboration with the Talbot County Health Department (TCHD) to implement prevention and mitigation strategies to allow for the safest learning environment possible for all students and staff. Pages 32-51 outline our prevention and mitigation plans for the start of the 2021-2022 school year. TCPS is fortunate that our school nurses are also TCHD employees so that we have access to the most up-to-date information to inform our policy and procedures. The full Safe Return to In-Person Instruction and Continuity of Services Plan may be found at: <https://tcps.k12.md.us/wp-content/uploads/2021/08/TCPS-Plan-for-Safer-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan-8-17-v3.pdf>

1. B. No ESSER III funds are being requested to implement prevention and mitigation strategies. These needs have been met through previous grant funding resources.

1. C. A broad stakeholder committee was convened to provide valuable consultation for the development of the 2020 Recovery Plan. The first meeting of this group was held on June 22, 2020. Comprised of school system leadership, teachers, support staff as well as parents, students and community organizations, the committee engaged in robust conversation from multiple perspectives to develop the original plan that resulted in TCPS being one of the only school system in the state that did not have to close a school due to Covid outbreak. This committee was reconvened to update our strategies to accommodate full reopening of schools for fall 2021. This committee will meet at a minimum every six months to reassess our status, and more frequently as warranted by possible changes in local health metrics. In addition to this workgroup, input will be sought from other established district groups including staff through the Superintendent's Roundtable, the Citizens' Advisory Group, and the Parent Advisory. District and school-based leadership will also engage in continuous monitoring of the plan to ensure day-to-day aspects of implementation. The larger community has been kept updated through the

Superintendent’s weekly video messages, updates at monthly Board of Education meetings, and updates to the district website.

2. A. A total of \$2,444,862 of the total ESSER III grant allocation is being requested to address the impact of lost instructional time on student achievement in grade level standards. This represents 29.70% of the overall allocation.

2. B. TCPS has outlined a comprehensive assessment plan at the start of the 2021-2022 school year to measure the impact of interrupted learning precipitated by school closures related to the pandemic. A full accounting of this plan, including on-going measures to revisit individual student data, can be found on pages 9-13 of the Reopening Plan. Below is a summary of the measures to be implemented with a time line.

Readiness Screeners to Assess Impact of Interrupted Learning

Grade	Content	Assessment/Readiness Screener	Timeline
K-8	Math	<i>Eureka Math Equip</i> : a research-based tool that is designed to provide students with pre-module assessments to assist in determining if a gap exists and where misunderstandings remain. Assessment data provides teachers the opportunity to utilize supporting lessons with individuals, small groups or the whole class. The pacing guide allows all students to remain on track with grade level material while catching up on unfinished learning from the previous grade level.	Start of each module beginning September
8-12	Algebra, Algebra II, Geometry	Utilize Course and Unit Readiness Assessments from Savvas Envision AGA to determine student readiness for new learning. Throughout MCCRS aligned units, students will complete formative assessments to measure progress toward mastery of Unit Standards. At the midway point and end of the Unit, students will complete condensed Summative assessments to provide the most up-to-date data to show learning that is occurring.	Start of course in September and each unit throughout the year
9-12	Math	Course Pre-Assessments will be administered with alignment to standards prerequisites to determine student readiness. Regular Formative assessment will occur to monitor progress toward mastery and to indicate preparedness for Summative Assessments occurring at the conclusion of instruction for Units of Study.	September 1-10
K-1	ELA	<i>DIBELS</i> : Universal reading screener to determine student reading needs. Assist in identifying students who need instructional supports and those who need more targeted interventions	October, January, May
K-5	ELA	<i>MAP Reading Fluency</i> : measures oral reading fluency with an online adaptive benchmark and progress monitoring assessment. In addition, it measures foundational skills and literal comprehension. This will be administered to all students K-1 and students in grades 2-5 not on level as determined by <i>MAP Growth</i> assessment	January, May

K-5	ELA	<i>MAP Growth</i> : measures what students know and their readiness for grade level standards. It offers a personalized assessment to measure whether students are performing on, below, or above grade level. This will be administered to all students	October, January, May
6-10	ELA	<i>StudySync Readiness Screener</i> : assesses students' preparedness with relation to standards-aligned skills and content from the previous grade level. Teachers can use this assessment to determine student strengths as well as reteaching and remediation needs	September 1-10
11-12	ELA	<i>Springboard screener</i> assesses students' preparedness with relation to standards-aligned skills and content from the previous grade level. Teachers can use this assessment to determine student strengths as well as reteaching and remediation needs	September 1-10
3-8, HS	ELA, Math, HS Alg, ALg 2, Geom, MISA	Early Fall MCAP: Students will take assessment for the grade/course completed in 2020-2021	Sept 13- Oct 22
K	ELA/Math	KRA: Measures specific skills and determines what each student knows and is able to do across four domains: social foundations, language & Literacy, mathematics, and physical well-being & motor development	Set 6- Oct 10

Individual course pacing guides have been developed to inform assessments and intervals. In addition, individual content areas have developed [assessment guidance documents](#). (Appendix C example)

TCPS recognizes the need to establish baseline data and to set projected student outcomes. Although we have extensively analyzed 2020-2021 data, we have reservations that this data accurately reflects individual and demographic progress relative to standards. We believe that beginning of school year 2021-2022 data that will be completed in-person will be more reflective of student needs. TCPS will utilize 2020-2021 data in developing an initial plan, but will rely more heavily on beginning of year screeners and fall MCAP for establishing baseline data so as not to misidentify student learning needs. Baseline data and projected student outcomes will be added to our grant implementation plan in early fall. These targets will be generated with input from school-based staff and district leadership. School-based teams will use data to identify students with priority needs for interventions. Grade level team meetings, school-based data monitoring meetings, and district elementary and secondary focus group meetings will include scheduled time for on-going monitoring.

Specific school-based plans for implementing grant interventions will be completed upon final approval of grant requests. Where required, procurement of materials will be facilitated by district curriculum supervisors through our established procedures for purchase order submissions. Implementation guidance will be shared with building administrations and personnel they identify on their team by the Assistant Superintendent for Instruction and Curriculum Supervisors. Since all of leadership was engaged in identifying interventions, there is a foundational shared understanding of priorities. The designated curriculum supervisor will

be responsible for working with school teams to ensure that there are no gaps in service or shortcomings in materials to implement interventions identified in the grant.

Intervention requests to address the academic impact of lost instructional time are included in Appendix A.

3. The remaining funds are requests that are associated with technology needs to support effective instruction, mental health services to support student engagement in learning, and human resource supports to plan for staff support in the event of Covid related health issues. The requests are outlined Appendix B.

Part II- LEA Maintenance of Equity for High Poverty Schools

Documents to be provided for FY 22 and FY23

Part III- Budget Documents

1. Budget Narrative

SIGNATURE PAGE

LEA ESSER Fund Contact/Title: HELGA EINHORN

Contact Email: heinhorn@talbotschools.org Contact Phone: 410-822-0330

Local School System Superintendent (Printed Name): KELLY L. GRIFFITH

Signature: Kelly L Griffith, Ed.D SP Date: 8/17/2021

**Talbot County Public Schools
 ESSER 3 Grant
 20% Reserve Intervention Requests
 Appendix A**

Goal: All students will meet rigorous expectations in English Language Arts and Mathematics.
Objective 1: At least 80% of students will achieve a score of 3, 4 or 5 on Spring MCAP in grade 3 and beyond in English Language Arts
Milestones: <ul style="list-style-type: none"> • At least 80% of students in all subgroups and in the aggregate will demonstrate minimal risk or better by DIBELS Spring data. • At least 75% of students in all subgroups and in the aggregate will demonstrate a passing score on the end of unit assessments in ELA. • At least 75% of students will score within 1 standard deviation of the mean RIT score on the MAP assessment during each administration window. • At least 80% of students will show 10 points of growth from their starting RIT score on the MAP assessments during each administration window.
Strategy: Provide staffing, professional development, and resources to support improved student learning in ELA standards.

Literacy Intervention	Rational for Need	Timeline	Tier Rating	Data Collection and Analysis	Cost
Heggerty Bridge the Gap (Materials of Instruction) Bridge the Gap is a series of systemic phonemic awareness intervention lessons for students in 2 nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically. TCPS has already implemented Heggerty in grade PreK-1.	Foundational reading skills are essential for ensuring that all students are reading by grade 3. End of year Dibels data for grades K and 1 demonstrates that almost 50% of students are “at risk.” This number increases for historically underserved student groups when data is disaggregated.	September 2021	Evidence Level Tier 2 - Strong evidence that general phonological processing instruction benefits students who may be struggling to read. https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/374	A placement assessment is provided to identify where to begin targeted instruction. Assessments are also included throughout the curriculum to progress monitor specific skills and inform instruction. This data will be reviewed by individual classroom teachers and grade level teams during weekly	\$3,600

				meetings and school-based teams quarterly. Student progress will be analyzed in conjunction with classroom assessments. The Supervisor of Early Childhood will monitor data at the district level to identify patterns and opportunities for continued improvement.	
Heggerty Online Training Teachers will participate in the online training to more effectively implement the Heggerty curriculum materials.	This will support greater fidelity in implementation and better understanding of how to monitor student progress.	September 2021	Evidence Level Tier 2 - Strong evidence that general phonological processing instruction benefits students who may be struggling to read (WWC). https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/374 Teacher effectiveness is the most significant and sustainable factor in addressing the needs of students impacted by the disruption to learning, so investments in professional learning will enable teachers to help students get back on track. For maximum effectiveness, professional learning should be paired with evidence-based literacy interventions that meet the comprehensive needs of students.	Data will be collected on the number of teachers who complete the training. Additional measures to assess implementation of the training will come through formal and informal observation of instruction and data monitoring at the school level.	\$4,000
LETRS Training Materials	Data from 2020-2021 school year indicates the need to intentionally focus	Fall 2021	Evidence level 3	DIBELS, MAP, and unit assessment data will be analyzed by classroom	\$14,175

<p><i>LETRS</i> gives teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. Teachers also learn: how to implement instructional routines and activities, approaches to differentiate instruction to meet the literacy needs of all students, Bridge to Practice activities that ensure they can transfer what they learn in <i>LETRS</i> to the classroom</p>	<p>on foundational reading skills. This is reflected in approximately 25% of students scoring below average on MAP end of year data.</p>		<p>https://www.voyagersopris.com/docs/default-source/professional-development/lettrs/essa_flyer_lettrs_web.pdf?sfvrsn=7d79fb7_</p> <p>Folsom, J. S., Smith, K. G., Burk, K., & Oakley, N. (2017). Educator outcomes associated with implementation of Mississippi’s K–3 early literacy professional development initiative (REL 2017–270). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs.</p>	<p>teacher and grade level teams. The Elementary ELA/Early Childhood Supervisor will monitor data and provide quarterly updates to the Assistant Superintendent for Instruction.</p>	
<p>Wonders Materials of Instruction Consumables to support core curriculum.</p>	<p>Student 2020-2021 data on unit assessments suggests that there is a need to provide additional practice opportunities and curriculum embedded interventions. These resources will support both differentiation in the classroom and tutoring opportunities aligned with standards</p>	<p>Fall 2021</p>	<p>Evidence Level 3 McGraw-Hill Education’s Wonders program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings. https://s3.amazonaws.com/ecommerce-prod.mheducation.com/units/school/explore/sites/reading-</p>	<p>Data from student end of unit assessments will be analyzed by classroom teachers to better inform instructional decisions for differentiation and to provide guidance to tutors who will provide during school learning opportunities. Data will also be reviewed by grade-level teams and school-based teams to monitor student progress.</p>	<p>\$14,853</p>

			wonders/essa-evidence-for-wonders.pdf		
<p>MAP MAP Growth measures what students know and what they are ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment that accurately measures performance – whether a student performs on, above or below grade level. Timely, easy-to-use reports help educators differentiate instruction to meet the academic needs of each student.</p> <p>MAP Reading Fluency is a computer adaptive, automatically scored pre-K–5 universal screening and progress monitoring assessment that eliminates the need for one-on-one, teacher-student administration. The innovative assessment of oral reading fluency, comprehension, and foundational reading skills is delivered online, enabling educators to assess an entire class in a short time. Teachers receive immediate objective results, actionable data, and instructional guidance to support individualized reading development for every student.</p>	<p>A required component of the MSDE Safe Return to School and Continuity of Services requirement is to implement multiple measure to assess student learning and possible unfinished learning associated with school closures. The adaptive computer diagnostic capacity of MAP allows for limited interruption to learning time and quick results that teachers can use to plan for the differentiated needs of students to support acceleration of learning.</p>	<p>FY 2022 FY 2023 FY 2024</p>	<p>Evidence Level 3 Identify and use assessments that gather the appropriate information for determining and/or adapting instruction.</p> <p>https://www.nwea.org/content/uploads/2017/03/TF_ESSA-Guidance-Document-March2017.pdf</p> <p>https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/ESSA_EvidenceBasedGuide_Reading.pdf?la=en</p>	<p>MAP will be administered three times per year in October, January, and May. This data will be used to monitor student progress on grade level standards throughout the year. Data will support team planning as well as district level supports to improve instruction. Data will also be reviewed by school administration for conversation regarding intentional planning of small groups. Elementary ELA Supervisor will provide updates on trends to district Leadership.</p>	<p>\$20,000 annually for a total of \$60,000 for three years</p>

<p>Literacy Coach Literacy coaches enable professional learning that is responsive to teacher needs, and supportive of collaboration, reflection, and decision-making that supports student achievement. This model allows for teachers to be exposed to new ideas and evidence-based strategies for improving literacy and to apply those practices on their classrooms in real time.</p>	<p>The focus on unfinished learning and the corresponding action steps that are being planned and supported through multiple grant funding sources requires on-going professional learning for staff. New interventions, greater focus on flexible small grouping all warrant immediate feedback to help teachers improve practice. Student data from 2020-2021 suggest that students, especially at the elementary level, need to accelerate their progress in literacy. Coaches will support teachers in planning and implementing best practices.</p>	<p>FY 2023 and FY 2024</p>	<p>Evidence Level 3 Literacy coaches have proven effective in providing purposeful, ongoing professional learning that increases teacher capacity in effective, informed practices (Stephens, D. et al. (2011). The impact of literacy coaches on teachers’ beliefs and practices. <i>Journal of Literary Research</i>, 43(3), 215-249</p> <p>Positive effects of literacy coaches extend to improved student outcomes and increased achievement Matsumura, L et al. (2013). Literacy coaching to improve student achievement: A multi-mediation model. <i>Learning & instruction</i>, 25, 35-48.</p> <p>Characteristics of effective professional learning include coaching “over an extended period of time. This supports the role of deliberate practice in moving towards expertise in teaching” https://aasa.org/uploadedFiles/AASA_Blog(1)/Reinvesting_Rebounding%20white%20paper_VLN21296_FN.pdf</p>	<p>Literacy coaches will focus on supporting teachers in implementing instruction in writing. Data will be collected on student writing samples as milestones and MCAP performance.</p>	<p>\$160,000 FY 23 \$165,600 FY 24 Total \$325,600</p>
<p>SpringBoard Professional Learning: Differentiated Instruction</p>	<p>Data from 2020-2021 school year indicates that more than 20% of high</p>	<p>Fall 2021</p>	<p>Evidence Level 1 SpringBoard English Language Arts 2021 edition</p>	<p>Impact on student learning will be informally assessed by increased teacher</p>	<p>\$ 4,100 Contract services</p>

<p>Participants examine how to use SpringBoard resources to support differentiating instruction in order to meet the demands of MCCRS for all learners. They analyze the principles of differentiated instruction and practice making strategic adjustments to process, content, and product in order to support and extend learning.</p>	<p>school students failed their assigned English course. Data also suggests that there were decreased levels of engagement across all student demographic groups in engaging with more complex text and extended writings. A focus on differentiation will assist teachers in meeting students where they are in their level of mastery of standards and provide scaffolds to accelerate learning. While TCPS is focused on unfinished learning for students, we also recognize the need to accelerate learning for all students. Fidelity of implementation of SpringBoard and an understanding of how to use its resources to differentiate will also benefit higher achieving students.</p>	<p>received all green ratings from EdReports for grades 6–12. SpringBoard consistently met expectations, the highest category, across all three gateways.</p> <p>https://www.edreports.org/compare/results/ela-hs</p> <p>SpringBoard saw greater increases in AP and PSAT/NMSQT participation, growing 4%–8% more, with no loss in performance. In addition, black and Hispanic students in these SpringBoard schools saw greater increases in AP participation and performance, growing up to 7 percentage points more than similar students in comparable non-SpringBoard schools.1 à SpringBoard schools showed statistically significant gains in access to AP, their AP Literature and Language participation rate increasing 4.5 percentage points more than that of comparable non-SpringBoard schools, with no loss of performance. 2 à Hispanic Students in SpringBoard schools showed statistically significant increases in access to AP, their AP Literature and Language participation</p>	<p>practice of differentiation as support in lesson plan and classroom observation. Improved student achievement on benchmark and unit assessments will be analyzed by classroom teachers, data coaches, and supervisor for secondary ELA to inform classroom practices and on-going professional learning for teachers. TCPS will also track student performance on SAT and AP enrollment and success.</p>	<p>\$1,616 teacher stipend</p> <p>Total \$5,716</p>
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			<p>rate increasing 4.7 percentage points more than that of comparable non-SpringBoard schools, with no loss of performance.</p> <p>https://springboard.collegeboard.org/media/pdf/springboard-research-compendium.pdf</p>		
<p>Newsela is an Instructional Content Platform that brings together engaging, accessible content with integrated assessments and insights to supercharge reading engagement and learning in every subject. Content on Newsela covers topics students care about, that connect to core curriculum, and are aligned to standards. Each article on Newsela is published at 5 reading levels so that every article is accessible to every student in a class, regardless of reading ability. Thousands of articles are leveled specifically for grades 2-6, ensuring that you'll find content that is accessible for younger readers too. Additionally, many articles available in both English and Spanish. Access will be for students in K-12</p>	<p>TCPS is making a concerted effort to focus on an integrated approach to literacy to support student mastery of standards. This includes implementing more time in social studies and science at the elementary level beginning in the 2021-2022 school year to engage students in critical thinking associated with informational text analysis. A review of 2020-2021 ELA data suggests that students still struggle with informational text standards.</p>	<p>Fall 2021 with continued subscription in FY 23 and FY 24</p>	<p>Evidence Level III research shows that differentiation through adjusted reading levels supports students with disabilities in improved outcomes, which Newsela provides. Additionally, research shows that there is a correlation between student achievement and ensuring that learning is relevant, specifically with regard to media literacy.</p> <p>Busey, C. L., & Russell, W. B., III. (2016). "We Want to Learn": Middle School Latino/a Students Discuss Social Studies Curriculum and Pedagogy. <i>RMLE Online: Research in Middle Level Education</i>, 39(4).</p> <p>Mahoney, J., & Hall, C. (2017). Using Technology to Differentiate and Accommodate Students with Disabilities. <i>E-Learning and</i></p>	<p>Assessments are integrated directly into Newsela articles to help students engage with the content and to give teachers actionable insights on students' learning needs to better plan instruction. Student data will be considered as a component of multiple measures to get a more complete understanding of student needs and growth. The Social Studies and Science Curriculum Supervisors will collaborate with ELA supervisors to address data from Newsela in grade level and content team meetings.</p>	<p>\$27,345 annually for a total of \$82,035</p>

			Digital Media, 14(5), 291–303.		
<p>**Collaborative Planning</p> <p>Time for collaboration was identified by teachers as a strategy that worked well throughout the 2020-2021 school year. This intervention will allow collaboration for more purposeful planning among teachers to meet student needs as well as allowing instructional assistants to have access to school-based professional learning that is aligned with teaching and learning. Instructional assistants are integral to instructional delivery and thus need to be included in professional learning opportunities that happen outside of their contracted work day.</p>	<p>Covid did provide an opportunity for collaboration as all staff had Wednesday Collaboration has been understood to mean “divide and conquer” rather than intentional planning for student needs. This has resulted in students underperforming on assessments and the lack of alignment to standards in the planning process.</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Evidence Level III intended to build collective teacher efficacy, which has been proven to have a positive outcome on student achievement</p> <p>Çoğaltay N., Karadağ E. (2017) The Effect of Collective Teacher Efficacy on Student Achievement. In: Karadağ E. (eds) The Factors Effecting Student Achievement. Springer, Cham. https://doi.org/10.1007/978-3-319-56083-0_13</p> <p>Donohoo, J. (2018). Collective Teacher Efficacy Research: Productive Patterns of Behaviour and Other Positive Consequences. <i>Journal of Educational Change</i>, 19(3), 323–345.</p> <p>Research demonstrates the importance of creating opportunities for general educators and EL focused educators to work collaboratively to improve teaching practices and promote equity for EL students.</p>	<p>Data will be collected through the observation process that shows improved alignment to standards and differentiated instruction in comparison to 2020-2021 data. Evidence will also be collected on small group instruction incorporated in planning and supported by role of instructional assistants. Unit assessment data will also be analyzed to measure impact of alignment and effective strategies in promoting student master of grade level standards. Teachers will engage in class data analysis and grade level teams will do a further data dig.</p>	<p>\$72,706 FY 22</p> <p>\$73,796 FY 23</p> <p>\$74,903 FY 24</p> <p>Total \$221,405</p>

			https://annenbergbrown.edu/sites/default/files/EdResearch_for_Recovery_Brief_15.pdf		
<p>**Communities of Practice District-wide professional learning opportunities will be provided through the implementation of Communities of Practice. A Community of Practice is a sustained professional learning opportunity about a specific topic. Topics for these groups include Student Agency in Learning (SAIL), instructional strategies to support student achievement in reading and writing, social emotional learning, book studies such as <i>Grading for Equity</i>, as well as others.</p>	<p>Covid did provide an opportunity for collaboration as all staff had Wednesday Collaboration has been understood to mean “divide and conquer” rather than intentional planning for student needs. This has resulted in students underperforming on assessments and the lack of alignment to standards in the planning process. The review of data from 2020-2021 school year and the subsequent development of the TCPS Reopening Plan has identified priorities for instructional improvement that will be the focus of communities of practice.</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Evidence Level III intended to build collective teacher efficacy, which has been proven to have a positive outcome on student achievement</p> <p>Çoğaltay N., Karadağ E. (2017) The Effect of Collective Teacher Efficacy on Student Achievement. In: Karadag E. (eds) The Factors Effecting Student Achievement. Springer, Cham. https://doi.org/10.1007/978-3-319-56083-0_13</p> <p>Donohoo, J. (2018). Collective Teacher Efficacy Research: Productive Patterns of Behaviour and Other Positive Consequences. <i>Journal of Educational Change</i>, 19(3), 323–345.</p>	<p>Qualitative data will include participant pre and post surveys for understanding of practice and application in instruction. Student assessment data will be analyzed to determine whether or not impact transferred to student learning.</p>	<p>\$50,490 2021-2022 \$61,497 2022-2023 \$62,419 2023-2024 Total \$174,406</p>
<p>**Data Coaching Given the increased importance of data in assessing unfinished learning and appropriate acceleration strategies, TCPS has identified the need for developing Data Coaches to provide guided access and support to teachers in making data informed decisions as they are planning. Identified</p>	<p>While TCPS has been data rich for many years, it is imperative that the data is accurately analyzed and in a timely manner to promote improved instruction and thus greater student learning. Data Coaches will help ensure</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Evidence Level 3 Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008</p>	<p>Lesson plan review in grade level teams and in district content teams will be monitored to determine improvement in incorporating data informed instructional decisions (more differentiation, small groups, varied strategies). Student unit, benchmark and</p>	<p>\$20,196 2021-2022 \$20,499 2022-2023 \$20,806 2023-2024 Total \$61,501</p>

<p>grade level and/or content lead teachers will be provided with additional professional learning on using our data management platforms to analyze data. These individuals will work collaboratively with curriculum supervisors to analyze course/grade specific data and will serve as the lead in school-based team level data discussion to inform instruction in real time to meet student needs.</p>	<p>on-going data review to support learning.</p>		<p>But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009)</p> <p>https://sedl.org/pubs/sedl-letter/v22n02/using-data.html</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p>	<p>MCAP data will be analyzed by content teams to assess impact.</p>	
<p>**Instructional Assistants TCPS recognizes that school closures due to the pandemic had a significant impact on all students, but this is especially true for our youngest students. A heavy emphasis of our reopening planning has been on how to support our youngest learners in developing foundational skills in reading and math. TCPS will hire additional instructional assistants for first grade classrooms. TCPS locally funds instructional assistants in all of our PreK and Kindergarten classrooms. This has proven effective in providing focused small group instruction as well as allowing the certified teacher to provide intensive intervention in the regular classroom context. Given the interrupted teaching and truncated instructional time for in-person learning, TCPS will provide shared instructional</p>	<p>Teaching foundational skills in literacy and math is essential for student academic success. Research consistently suggests that early intervention is the best measure for promoting academic growth. 2020-2021 Dibels data for incoming first graders in 2021-2022 indicates that almost 50 % of students were “at risk” and another 21% demonstrated “some risk.” Disaggregated math data suggests extensive unfinished learning with 42% of black, 57% of Hispanic, and 62% of FARMS students not meeting grade level standards as measured by end of module assessments.</p>	<p>2021-2022 2022-2023 2023-2-24</p>	<p>“In terms of substantive findings, the most important finding is the remarkably strong and consistent evidence on the role of teaching assistants . . . Positive effects of teaching assistants emerge for most of the outcome measures and across most of the specifications that we present. Moreover, the evidence is consistent with the hypothesis that teaching assistants are more productive in terms of academic achievement for minority students than for white students.”</p> <p>https://files.eric.ed.gov/fulltext/ED573191.pdf</p> <p>“We conclude that teacher assistants are a cost-effective means of raising student</p>	<p>DIBELS, MAP, and unit assessment data will be analyzed by classroom teacher and grade level teams. The Elementary ELA/Early Childhood Supervisor will monitor data and provide quarterly updates to the Assistant Superintendent for Instruction.</p>	<p>\$144,000 2021-0222</p> <p>\$197,760 2022-2023</p> <p>\$203,693 2023-2024</p> <p>Total \$545,453</p>

<p>assistants in first grade classrooms to provide the additional support for helping students master foundational skills.</p>			<p>achievement, especially in reading.” https://doi.org/10.3102/0162373721990361</p>		
<p>**EL Teacher Provide EL teacher for Title I elementary school to support increased EL population.</p>	<p>TCPS continues to see an increased EL student population at our largest, Title I elementary school. All elementary data for 2020-2021 school year indicates that EL students performed significantly lower than their non-El peers. This was most pronounced at the early grades where 76% of kindergarten EL students were “at risk” as compared to 9% of non-El students. Math data also shows a similar pattern almost 50% of EL students not meeting end of module standards.</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Evidence Level I Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. The interventions should include phonological awareness, phonics, reading fluency, vocabulary, and comprehension and be delivered through explicit, direct instruction. Source: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (NCEE 2007-4001) Provide high-quality vocabulary instruction throughout the day and teach vocabulary learning strategies and essential content words in detail; teach a set of academic vocabulary intensively over multiple days. Carlo, M., August, D., McLaughlin, B., Snow, C., Dressler, C., Lippman, D., Lively, T., White, Cl., (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and</p>	<p>Student intervention data will be tracked and data from class assessments will be analyzed to determine student growth in prerequisite skills and grade level standards. A particular focus will be on content vocabular. School based team will monitor data and make adjustments to students identified for services. EL Supervisor will review and analyze data quarterly and share with the Assistant Superintendent for Instruction.</p>	<p>\$77,946 2021-2022 \$80,674 2022-2023 \$83,498 2023-2024 Total \$242,118</p>

			mainstream classrooms. Reading Research Quarterly, V39, n2, PP. 188- 215. PreK-3 4-5 6-8 Tier 1, Strong Source: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (NCEE 2014-4012)		
**EL Tutors	TCPS continues to see an increased EL student population at our largest, Title I elementary school. All elementary data for 2020-2021 school year indicates that EL students performed significantly lower than their non-El peers. This was most pronounced at the early grades where 76% of kindergarten EL students were “at risk” as compared to 9% of non-El students. Math data also shows a similar pattern almost 50% of EL students not meeting end of module standards. This data is representative of disparity in unfinished learning experienced by El students across grade levels.	2021-2022 2022-2023 2023-2024	Evidence Level 1 “A recent meta-analysis reviewed studies of tutoring interventions that have been evaluated by randomized controlled trials in the past few decades and found that, on average, tutoring increased achievement by roughly an additional three to 15 months of learning across grade levels. Another review of almost 200 rigorous studies found that high-dosage tutoring—defined as more than three days per week or at a rate of at least 50 hours over 36 weeks—is one of the few school-based interventions with demonstrated large positive effects on both math and reading achievement. While effective tutoring programs can be expensive, their large average effects make them highly cost effective relative to many other educational interventions.”	Student intervention data will be tracked and data from class assessments will be analyzed to determine student growth in prerequisite skills and grade level standards. A particular focus will be on content vocabulary. The tutor will work directly with the certified classroom teacher and certified EL teacher and will receive intervention training from the certified EL teacher to ensure fidelity of implementation. School based team will monitor data and make adjustments to students identified for services. EL Supervisor will review and analyze data quarterly and share with the Assistant Superintendent for Instruction.	\$ 31,910 2021-2022 \$45,584 2022-2023 \$46,267 2023-2024 Total \$123,761

			https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf		
<p>**TES Tutor</p> <p>TES is our most rural, smallest elementary school. As such, it has limited staffing in comparison to other elementary schools in the district. In the past two years, it has experienced an almost complete staff turnover. This intervention would support a tutor to provide support to students during the school day using district approved interventions. The tutor would work under the direct supervision of classroom teachers.</p>	<p>TES MAP Growth data indicates that 30-50% of students showed regression. End of module math assessments show 50% of 3rd grade, 76 % of 4th grade and 70% of 5th graders were either approaching or did not meet grade level standrads.</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Evidence Level 1</p> <p>“A recent meta-analysis reviewed studies of tutoring interventions that have been evaluated by randomized controlled trials in the past few decades and found that, on average, tutoring increased achievement by roughly an additional three to 15 months of learning across grade levels. Another review of almost 200 rigorous studies found that high-dosage tutoring—defined as more than three days per week or at a rate of at least 50 hours over 36 weeks—is one of the few school-based interventions with demonstrated large positive effects on both math and reading achievement. While effective tutoring programs can be expensive, their large average effects make them highly cost effective relative to many other educational interventions.”</p> <p>https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf</p>	<p>Student intervention data will be tracked and data from class assessments will be analyzed to determine student growth in prerequisite skills and grade level standards. The tutor will work directly with the certified classroom teacher and will receive intervention training from district supervisors to ensure fidelity of implementation. School based team will monitor data and make adjustments to students identified for services. Title I Supervisor will review and analyze data quarterly and share with the Assistant Superintendent for Instruction.</p>	<p>\$ 20,046 2021-2022</p> <p>\$20,747 2022-2023</p> <p>\$21,058 2023-2024</p> <p>Total \$61,851</p>

<p>**Special Ed Coaches</p>	<p>Students with special needs have been adversely impact by the interrupted schooling. Data across all measures and grade levels in 2020-2021 suggest that special education students underperformed in meeting grade level standards in comparison to their non-disabled peers.</p>	<p>2021-2022 2022-2023 2023-2024</p>	<p>Coaching can “create meaningful change in teachers’ instruction . . . recent meta analysis of 60 instructional coaching evaluations found large, positive effects of coaching on instructional practice (0.49 standard deviation) https://www.brookings.edu/blog/brown-center-chalkboard/2019/01/25/instructional-coaching-holds-promise-as-a-method-to-improve-teachers-impact/</p> <p>Characteristics of effective professional learning include coaching “over an extended period of time. This supports the role of deliberate practice in moving towards expertise in teaching” https://aasa.org/uploadedFiles/AASA_Blog(1)/Reinvesting_Rebounding%20white%20paper_VLN21296_FN.pdf</p>	<p>Several data sources will be analyzed. The first is compliance with writing IEPs as measured through record reviews. This will ensure more targeted supports as appropriate to individual student needs which should limit overaccommodation that limits student mastery. Data will also be tracked on fidelity with implementing interventions using a fidelity observation tool that coaches can use when doing informal observations. Student intervention data will be tracked to measure student progress as will progress in grade level coursework. Data analysis will be the responsibility of the case manager and be reviewed at school level meetings with admin and core content teachers to support improved instruction. The Special Education Director will provide quarter data reviews to the Assistant Superintendent for Instruction.</p>	<p>\$13,464 2021-2022</p> <p>\$13,666 2022-2023</p> <p>\$13,871 2023-2024</p> <p>Total \$41,001</p>
<p>**Mindfulness Coach Mindfulness Training This position would work with school leadership to make mindfulness a part of their</p>	<p>The past 18 months have had a significant emotional toll on students and staff alike. Research suggests the need to create a</p>	<p>2021-2022 (training) 2022-2023</p>	<p>Evidence Level “Mindfulness is a promising approach to teaching educators and students self-awareness and self-regulation</p>	<p>Initially data will be monitored in terms of coaching sessions and professional learning provided. Participant pre</p>	<p>\$10,000 (training FY 22)</p>

<p>approach to leadership and instructional support. This position would also work with school system coaches and mentors to integrate mindfulness practices into coaching work with teachers (new teachers, sped, literacy, math). A focus will be on integrating mindfulness into staff routines.</p>	<p>welcoming school environment where students feel safe and have positive relationships with peers and staff. A great deal has been addressed in previous grants in implementing SEL/mindfulness for students and training staff to identify student social emotional needs. Less attention has been for the care of the adults who may have been traumatized themselves. Given the increased demands on teachers precipitated by the uncertainties of teaching during a global pandemic, a focus on staff well-being is essential to support their capacity to work with students.</p>	<p>2023-2024 (coaching)</p>	<p>skills associated with success in school . . .” https://files.eric.ed.gov/fulltext/ED606075.pdf</p> <p>“Most school-based interventions are designed for students. There are fewer efforts to address stress and burnout among teachers and boost teacher well-being. Programs that have been geared toward teachers are varied in scope and have been met with varying degrees of success (Richardson & Rothstein, 2008). However, there remains yet to be a program that is systematically implemented as part of professional training for teachers. Clearly more needs to be done to address and support teachers in meeting the continuously shifting demands of the classroom. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3855679/</p> <p>“Randomised control trials (RCTs) with adults and young people have shown moderate impacts on mental and physical health, social and emotional competences, and performance of various kinds, and on many indicators of quality of life and wellbeing. MRI (brain</p>	<p>and post surveys will provide some measure of perceived impact on practice. Data regarding student referrals and course failures will be tracked and compared to baseline to attempt to determine quantitative impact on student achievement. Mindfulness coach will provide quarterly reports to the Assistant Superintendent for Instruction.</p>	<p>\$94,814 FY 23</p> <p>\$98,133 FY 24</p> <p>Total \$202,947</p>
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			<p>scan) studies suggest that mindfulness meditation reliably and profoundly alters the structure and function of the brain to improve the quality of both thought and feeling.”</p> <p>https://mindfulnessinschools.org/wp-content/uploads/2014/10/Evidence-for-Mindfulness-Impact-on-school-staff.pdf</p>	
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Goal: All students will meet rigorous expectations in English Language Arts and Mathematics.

Objective 1: At least 80% of students will achieve a score of 3, 4 or 5 on Spring MCAP in grade 3 and beyond Mathematics.

Milestones:

- At least 80% of students in all subgroups and in the aggregate will demonstrate a passing score on the mid module assessments in Math.
- At least 80% of students in all subgroups and in the aggregate will demonstrate a passing score on the end of module assessments in Math.
- At least 80% of students in all subgroups and in the aggregate will demonstrate a passing score of end of unit assessments in Math

Strategy:

Provide staffing, professional development, and resources to support improved student learning in ELA standards.

Math Intervention	Rationale for Need	Timeline	Tier Rating	Data Collection and Analysis	Cost
<p>Ellevation Math for grades 6-12. Develops the academic language of EL students in math. Frontloads key vocabulary concepts within the context of solving math problems and provides practice in all four language domains: listening, reading, writing and speaking,</p>	<p>Data from 2020-2021 school year indicates that EL students underperformed grade level peers in math. For example, fifth grade end of module math assessments reveal that only 23% of EL students met or approached grade level standards with 42% not meeting and another 34% having incomplete data sets.</p>	<p>Fall 2021 with grant funding request to continue in FY 23 and FY 24</p>	<p>Evidence Level 1 provide explicit vocabulary instruction, make available intensive and individualized interventions for struggling readers that can be provided by trained specialists</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p>	<p>Student have access to three assessment functions within each primer. Teachers will be able to review detailed reports to tack progress within the Ellevation program. Additionall, student progress will be monitored on grade-level course assessments aligned with MCCRS to ensure transfer of knowledge and skills. The EL Supervisor and Math Supervisor will oversee data monitoring and collaborate with school level personnel (including the data coaches) to monitor and adjust student learning plans to support success. Quarter progress reports will be provided to the Assistant Superintendent for Instruction.</p>	<p>\$14,613 annually</p> <p>Total \$43,839</p>
<p>Ellevation Math Professional Learning (practice): professional development for classroom or content areas teachers of Els to support program implementation.</p>	<p>Based on data reflecting overall unfinished learning for EL students specific to math. Teacher professional learning in the use of the intervention will support better fidelity of implementation and thus support greater student mastery.</p>	<p>Fall 2021 for intial training with follow-up in Spring 22 to calibrate teacher understanding of program component and to</p>	<p>Evidence level - 1 "Findings indicated that the research-based, needs-oriented professional development provided teachers with useful strategies and resources. ESL student performance data also demonstrated the effectiveness and impact of the professional development. Implications were drawn to further enhance the collaboration</p>	<p>Quarterly student data reviews; informal teacher feedback on capacity to use program</p>	<p>\$3,754</p>

		assist with student progress monitoring.	between university and school districts, and between ESL teachers and regular classroom teachers, for the achievement of all ESL students." https://eric.ed.gov/?id=EJ910291		
Zearn The Zearn Math curricular materials includes Independent Digital Lessons that are used as a supplemental tool to assist students in meeting specific standards as assigned by their teachers. Zearn Math aligns with the UDL principles by providing students with different ways of acquiring knowledge, showing understanding, and engaging in learning. Within the Zearn digital lessons, students learn by demonstrating their math thinking utilizing virtual manipulatives as they work through concrete math problems. Zearn implements personalized remediation paths. These remediation paths provide built-in support on concepts from previous grades, so that students can strengthen foundational understanding while staying on-track to complete grade-level content with their peers.	End of module data from the 2020-2021 school year demonstrates that 20-30 % of students in grades 2-6 did not meet grade level standards in math as measured by end of module assessments and 42% in 7 th grade did not meet. Research also suggests that the greatest impact in unfinished learning is in the area of mathematics. This necessitates having resources that augment core instruction to support elementary students.	2022-2023 2023-2024	Evidence level Tier I with strong evidence Research supports the implementation of the Zearn Digital program as the disaggregated data shows growth over time on student standardized test scores. Zearn Math meets the criteria in the USDOE ESSA guidance as an evidence-based intervention that qualifies for Title I funding and is eligible for School Improvement Grants under Section 1003, as well as other federal and state grant programs. <i>EdReports.org</i> cites that Zearn Math meets expectations. https://about.zearn.org/research/louisiana-educational-assessment-program-results https://about.zearn.org/research/california-sbac https://about.zearn.org/research/efficacy-study-of-zearn-	The program has the capability of providing immediate feedback that student learning in real time which teachers will use to inform instructional decisions. Student data and growth from Equip diagnostic to end of module will be analyzed by classroom teachers supported by math coaches. Data will be further reviewed at grade level teams and the Supervisor of elementary math will provide quarterly progress reports to the Assistant Superintendent for Instruction.	\$12,500 per year Total \$25,000

			math-in-a-large-urban-school-district-year-two		
<p>Moby Max MobyMax identifies learning gaps and its adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.</p>	<p>End of module data from the 2020-2021 school year demonstrates that 20-30 % of students in grades 2-6 did not meet grade level standards in math as measured by end of module assessments and 42% in 7th grade did not meet. Research also suggests that the greatest impact in unfinished learning is in the area of mathematics. This supports having an additional resource to augment core instruction to support student learning needs.</p>	<p>2022-2023 2023-2024</p>	<p>Evidence level Tier 1 with strong evidence MobyMax conducted a large-scale experimental study with approximately 4,000 students in 230 classrooms within the United States. Findings of the study qualified the MobyMax digital learning platform as an ESSA Tier 1 program with Strong Evidence for identifying student learning gaps and evidence of improvement over time. The study performed determined that the experimental group using MobyMax had an effect size of 0.698 for math, 100 minutes/weeks over 40 weeks.</p> <p>https://data.mobymax.com/mc/documents/MPResearchMathStudyPaper.pdf</p>	<p>The program has the capability of providing immediate feedback that student learning in real time which teachers will use to inform instructional decisions. Student data and growth from Equip diagnostic to end of module will be analyzed by classroom teachers supported by data coaches. Data will be further reviewed at grade level teams and the Supervisor of math will provide quarter progress reports to the Assistant Superintendent for Instruction.</p>	<p>\$3,495.00 X 2 years (22-23, 23-24)= \$6,990.00</p>
<p>Eureka Math Equip As part of our comprehensive tutoring plan, we are looking to implement the adaptive diagnostic assessment, <i>Eureka Math Equip</i>, which is a research-based tool that is designed to provide students with pre-module</p>	<p>End of module data from the 2020-2021 school year demonstrates that 20-30 % of students in grades 2-6 did not meet grade level standards in math as measured by end of module assessments and</p>	<p>2022-2023 2023-2024</p>	<p>Evidence Level 1 According to <i>EdReports.org</i>, <i>Eureka</i> grades K-8, published by Great Minds, met the criteria for alignment at all grade levels. The materials</p>	<p>Student data and growth from Equip diagnostic to end of module will be analyzed by classroom teachers supported by data coaches. Data will be further reviewed at grade level teams and the Supervisor of math will</p>	<p>\$32,500 2022-203 \$35,750 2023-2024 Total \$68,250</p>

<p>assessments to assist in determining if a gap exists and where misunderstandings remain due to the recent school closures. Assessment data provides teachers the opportunity to utilize supporting lessons with individuals, small groups or the whole class. The pacing guide allows all students to remain on track with grade level material while catching up on missed skills from school closures.</p>	<p>42% in 7th grade did not meet. Research also suggests that the greatest impact in unfinished learning is in the area of mathematics. This necessitates reliable diagnostic measure to assist teachers in planning accelerated learning experiences to address missed skills in real time and in the context of grade level learning.</p>		<p>reviewed are aligned to the CCSSM. The materials are focused within assessments and spend the majority of time on the major work of the grade. The materials are also coherent, following the progression of the standards and connecting the mathematics within the grade level. The materials include all three aspects of rigor and there is a definitive balance between conceptual understanding, fluency and application. https://greatminds.org/data-stories</p>	<p>provide quarter progress reports to the Assistant Superintendent for Instruction.</p>	
<p>Eureka Math Learn Workbook Sets Eureka Math is a common core based math program that is aligned to the Maryland State Standards. It is a reciprocal program PK-8, that encourages students to use mental strategies to solve real-world application strategies to solve problems. The workbook sets are a companion to support additional practice.</p>	<p>End of module data from the 2020-2021 school year demonstrates that 20-30 % of students in grades 2-6 did not meet grade level standards in math as measured by end of module assessments and 42% in 7th grade did not meet. Research also suggests that the greatest impact in unfinished learning is in the area of mathematics. Workbooks will allow for teachers to incorporate practice and to differentiate to address unfinished learning.</p>	<p>2022-2023 2023-2024</p>	<p>Evidence Level 1 The Eureka Math curriculum offers many research studies on their data study page at the link below. Student, school and district gains through the use of the math series, teacher use of the Eureka Math Digital Suite and intervention programs offered through the use of programs such as Eureka Equip as a pre-assessment diagnostic all assist in creating a sound curriculum. All Eureka Math components are Tier I with strong evidence. https://greatminds.org/data-stories</p>	<p>Student data and growth from Equip diagnostic to end of module will be analyzed by classroom teachers supported by data coaches. Data will be further reviewed at grade level teams and the Supervisor of math will provide quarter progress reports to the Assistant Superintendent for Instruction.</p>	<p>\$53,482 2022-2023 \$59,124 2023-2024 For total of \$112,606</p>

** indicates that the intervention is considered supportive of both literacy and math goals.

Talbot County Public Schools
ESSER 3 Grant
Remaining Allocation of Funds Request
Appendix B

Area of Focus	Activity	Timeline	Addressing Student Need	Expected Outcome	Budget
Mental Health	Social Worker EES	FY 22 FY 23 FY 24	Supports provided will assist students in reacclimating to in person learning, address trauma experienced during Covid, and best position students to be available for learning.	Identified students will engage in mental health services with outside agency or school based social worker that will support emotional stability	\$80,207 \$83,014 \$85,920 Total \$249,141
Mental Health	Social Worker CDES/TES	FY 23 FY24	Supports provided will assist students in reacclimating to in person learning, address trauma experienced during Covid, and best position students to be available for learning.	Identified students will engage in mental health services with outside agency or school based social worker that will support emotional stability	\$52,162 \$53,988 Total \$106,150
Mental Health	Social Worker SM Campus	FY 22 FY 23 FY 24	Supports provided will assist students in reacclimating to in person learning, address trauma experienced during Covid, and best position students to be available for learning.	Identified students will engage in mental health services with outside agency or school based social worker that will support emotional stability	\$54,501 \$56,409 \$58,383 Total \$169,292
Student Services	Addiction Specialist	FY 22 FY 23 FY 24	Students will be available for learning by addressing addiction issues that developed during Covid	Identified students will engage in referred services from community agencies	\$48,557 \$50,256 \$52,015 Total \$150,829

Area of Focus	Activity	Timeline	Addressing Student Need	Expected Outcome	Budget
Student Services	Engagement Coordinator	FY 22 FY 23 FY 24	Services will support acceptable student attendance rates so that students are available for learning and other needed emotional/social supports offered in school	services will result in student attendance that does not meet the criteria for habitual truancy or chronic absenteeism.	\$48,557 \$50,256 \$52,015 Total \$150,829
Mid-level Administration	Implementation Coordinator (.5 for mid-year hire)	FY 22	Improving Teaching and learning	Blueprint Implementation	\$50,000
Supplies and Materials	2 new early childhood classrooms	FY 22	Purchase center materials and curriculum resources for new classrooms	Reduce class sizes which will positively affect student achievement	\$5,291
Instructional Salaries	Permanent Building Subs (5 positions)	FY22 FY23 FY24	Positions will ensure that a known, qualified individual is available to assume teaching responsibilities as needed due to potential health issues related to COVID	Teaching and learning will continue to support student success	\$118,750 \$122,313 \$125,982 Total \$367,044
Technology	IT Assistant System Administrator	FY24	Maintains all systems that provide communication links between parents, students, and teachers. Given the increased reliance on technology for instructional delivery, additional support is needed.	Increase user support for expanding 1:1 device.	\$90,000
Technology	(DDI) DHCP, DNS IPAM (Annual)	FY 25	Provides for network integrity and security. This is imperative for maintaining student access to learning, data management systems, etc	Improve management of network and thus continuous access to technology to support teaching and learning	\$20,400

Area of Focus	Activity	Timeline	Addressing Student Need	Expected Outcome	Budget
Technology	Avanon - email screening, DLP, Malware	FY 25	Provides for communication integrity and security. Email has become increasingly important tool for students and staff to support all aspects of instruction.	Adds layer of protection for our email service	\$30,000
Technology	Patch & Remote mgt/teamviewer/unitrends	FY 25	Reduces risk to devices identified as compromised. Maintaining integrity of data and system processes to ensure no break in student or staff access to instructional technology	Patches and updates firmware and operating systems to mitigate vulnerabilities	\$48,000
Technology	Virtual Information Security Officer (VISO)	FY 25	System Security and Data governance is essential to supporting a secure online administrative and Academic environment.	Provides consultation and support developing policy procedure, and documentation to meet NIST and data privacy goals and objectives	36,000
Technology	SIEM Security Info Event Mgt	FY 25	Provides a suite of tools to identify and mitigate internal and external threats to the network and our user's devices to support continuous access to instructional technology and resources	Provides a suite of tools to identify and mitigate internal and external threats to the network and our user's devices	28,800
Technology	WiFi User Management	FY 25	Adds to the integrity of the academic and administrative network.	Adds a layer of secured access to the network by limiting only approved devices on the network	\$5,100

Area of Focus	Activity	Timeline	Addressing Student Need	Expected Outcome	Budget
Technology	Threat Scanning and Auditing	FY 23 FY 24 FY 25	Provides opportunities to evaluate, adjust and execute programs to maintain a secure Academic and Administrative environment for teaching and learning.	Identifies vulnerabilities in the network infrastructure and policies currently in place	\$25,000 \$28,000 \$30,000 Total \$83,000
Technology	Learning Management System	FY 23 FY 24 FY 25	24/7 availability and customization of individual student learning outcomes	students and parents to access curriculum, assignment and private communication between stakeholders	\$44,000 \$38,000 \$40,000 Total \$122,000
Technology	Virtual Desktop infrastucture (VDI)	FY 23 FY 24 FY 25	Allows students the ability to work any time and any location. This is especially pertinent to CTE coursework.	Student, using standard laptops and tablets access complex software products to engage in learning	\$55,000 \$49,000 \$51,000 Total \$155,000
Technology	Laptops for Grade 9 students	FY 23 FY 24 FY 25	Combined with the LMS Students have substantial access to academic resources required or prescribed by teachers to support learning standards	Students able to access LMS and content anytime and any place	\$175,000 \$389,500 \$100,000 Total \$664,500
Technology	iPads for Grades 8	FY 23 FY 24 FY 25	Combined with the LMS Students have substantial access to academic resources required or prescribed by teachers to support learning standards	Students able to access LMS and content anytime and any place	\$190,000 \$190,000 \$190,000 Total \$570,000

Area of Focus	Activity	Timeline	Addressing Student Need	Expected Outcome	Budget
Technology	Nutanix Hyper converged Server system	FY 23	Existing system is at end-of-life and is required for continuity of learning and all other essential academic, business and security processes	Provides flexible servers and application access for all on-premises software: Academic, administrative, & Security Supports 60 servers, a VDI environment, backup and business continuance support	\$315,156
Fixed Charges	FICA 7.65%	FY 22 FY 23 FY 24			\$63,720 \$90,534 \$100,104 Total \$254,358
Fixed Charges	Retirement 14.67%	FY 22 FY 23 FY 24			\$122,193 \$173,612 \$191,965 Total \$487,769
Fixed Charges	Healthcare \$14,000 (using emp/child)	FY 22 FY 23 FY 24			\$236,600 \$329,280 \$361,179 Total \$927,059
Transfer	Indirect Costs: 11.84%	FY 22 FY 23 FY 24 FY 25			\$163,059 \$244,473 \$266,356 \$34,253 Total \$708,141

Talbot County Public Schools ESSER III Grant - Budget Narrative -

For detailed descriptions including quantities please refer to 20% Reserve Intervention Request and to Remaining Allocation of Funds Request

Product or Service	Vendor	FTE	ESSER III		ESSER III		ESSER III		ESSER III		Total Budget	Category
			Year 1 (FY22)	FTE	Year 2 (FY23)	FTE	Year 3 (FY24)	FTE	Year 4 (FY 25)			
Salaries & Wages												
Plant Ops:												
B	I/T Assistant System Administrator	0.0		0		1	90,000	0	0	90,000		Plant Op Op Svcs
Student Services:												
B	Addiction Specialist - (ME)	1.0	48,557	1	50,256	1	52,015	0	0	150,829		Stud. Pers Svcs
B	Engagement Coordinator - (TBD)	1.0	48,557	1	50,256	1	52,015	0	0	150,829		Stud. Pers Svcs Mid Level
B	Implementation Coordinator - FY22 Only/partial year	0.5	50,000	0	0	0	0	0	0	50,000		Supervision
Instructional Salaries:												
B	Social Worker #1 EES (BP)	1.0	80,207	1	83,014	1	85,920	0	0	249,141		Psychological
B	Social Worker #2 CDES/TES (LC)	0.0		1	52,162	1	53,988	0	0	106,150		Psychological
B	Social Worker #3 SMES/SMMHS (DW)	1.0	54,501	1	56,409	1	58,383	0	0	169,292		Psychological
B	Permanent Bldg Subs - Annual Salary of \$23,750	5.0	118,750	5	122,313	5	125,982	0	0	367,044		Reg Program
A	Collaborative Planning	0.0	72,706	0	73,796	0	74,903	0	0	221,405		Reg Program
A	Communities of Practice - Professional Learning	0.0	50,490	0	61,497	0	62,419	0	0	174,406		Inst Staff Dev
A	1st grade IAs	6.0	144,000	6	148,320	6	152,770	0	0	445,090		Reg Program
A	Early Childhood IAs	0.0		2	49,440	2	50,923	0	0	100,363		Reg Program
A	EL Teacher	1.0	77,946	1	80,674	1	83,498	0	0	242,119		Spec Prog
A	El Tutors (P/T no bene's): 3	0.0	31,910	0	45,584	0	46,267	0	0	123,761		Spec Prog
A	TES Tutor (RR) - 2 days per week = 40% salary	0.4	20,046	0	20,747	0	21,058	0	0	61,851		Reg Program
A	Special Ed Coaching: 3 coaches & 5 mentees, 50 hrs, \$33.66/hr	0.0	13,464	0	13,666	0	13,871	0	0	41,001		SPED Staff Dev
A	Data Coaching: 6 coaches*100 hr, \$33.66/hr	0.0	20,196	0	20,499	0	20,806	0	0	61,501		Reg Program
A	Literacy Coaching	0.0		2	160,000	2	165,600	0	0	325,600		Reg Program
A	Mindfulness Coaching	0.0		1	94,814	1	98,133	0	0	192,947		Reg Program
A	SpringBoard PD - Stipends: 8 teachers*6hrs*\$33.66/hr	0.0	1,616	0	0	0	0	0	0	1,616		Inst Staff Dev
01 Salaries & Wages Category Total		16.9	832,945	22.4	1,183,448	23.4	1,308,552	0	0	3,324,945		
Software / Contractual Services												
A	Ellevation Math PD		3,754		0		0		0	3,754		SPED Staff Dev
A	SpringBoard PD		4,100		0		0		0	4,100		Inst Staff Dev
A	Heggerty Online Training - PD		4,000		0		0		0	4,000		Inst Staff Dev
A	Mindfulness PD		10,000		0		0		0	10,000		Inst Staff Dev
B	(DDI) DHCP, DNS IPAM (Annual)	Infoblox							20,400	20,400		Reg Prog
B	Avanon - email screening, DLP, Malware	Solutions Granted							30,000	30,000		Reg Prog
B	Patch & Remote mgt/teamviewer/unitrends	CDWG							48,000	48,000		Reg Prog
B	Virtual Information Security Officer (VISO)	Assura							36,000	36,000		Reg Prog
B	SIEM Security Info Event Mgt	Solutions Granted							28,800	28,800		Reg Prog
B	WiFi User Management	Wiflex							5,100	5,100		Reg Prog
B	Threat Scanning and Auditing	TBD			25,000		28,000		30,000	83,000		Reg Prog
B	Learning Management System	TBD			44,000		38,000		40,000	122,000		Reg Prog
B	Virtual Desktop infrastucture (VDI)	TBD			55,000		49,000		51,000	155,000		C&T
02 Contracted Services Category Total			21,854		124,000		115,000		289,300	550,154		
Supplies and Materials												
B	Outfit 2 Early Childhood classrooms		5,291		0		0		0	5,291		Reg Prog

Talbot County Public Schools ESSER III Grant - Budget Narrative -

For detailed descriptions including quantities please refer to 20% Reserve Intervention Request and to Remaining Allocation of Funds Request

	Product or Service	Vendor	FTE	ESSER III		ESSER III		ESSER III		ESSER III		Total Budget	Category
				Year 1 (FY22)	FTE	Year 2 (FY23)	FTE	Year 3 (FY24)	FTE	Year 4 (FY 25)			
A	Ellevation Math subscription - MOI			14,613		14,613		14,613		0		43,839	Spec Prog
A	MAP subscription - MOI			20,000		20,000		20,000		0		60,000	Reg Prog
A	Wonders materials - MOI			14,853		0		0		0		14,853	Reg Prog
A	Newsela - MOI			27,345		27,345		27,345		0		82,035	Reg Prog
A	Zearn - MOI			0		12,500		12,500		0		25,000	Reg Prog
A	Moby Max - MOI			0		3,495		3,495		0		6,990	Reg Prog
A	Eureka Math workbooks - MOI			0		53,482		59,124		0		112,606	Reg Prog
A	Eureka Math Equip Diagnostic Program - MOI			0		32,500		35,750		0		68,250	Reg Prog
A	Heggerty - Bridge the Gap materials - PD			3,600		0		0		0		3,600	Inst Staff Dev
A	LETRS Training materials - PD			14,175		0		0		0		14,175	Inst Staff Dev
03 Supplies & Materials Category Total				99,877		163,935		172,827		0		436,639	
Other/Fixed Charges													
B	FICA 7.65% all salaries and wages		7.65%	63,720	7.65%	90,534	7.65%	100,104		0		254,358	Fixed Charges
B	Retirement 14.67% all salaries and wages		14.67%	122,193	14.67%	173,612	14.67%	191,965		0		487,769	Fixed Charges
B	Healthcare \$14,000 (using emp/child rate)* # new positions		16.9	236,600	22.4	329,280	23.4	361,179	0	0		927,059	Fixed Charges
04 Other Charges Category Total				422,513		593,426		653,248		0		1,669,187	
Hardware / Infrastructure													
B	Laptops for Grade 9 students	Apple		0		175,000		389,500		100,000		664,500	Reg Prog
B	iPads for Grades 8	Apple		0		190,000		190,000		190,000		570,000	Reg Prog
B	Nutanix Hyper converged Server system	TDD		0		315,156		0		0		315,156	Reg Prog
05 Equipment Category Total				0		680,156		579,500		290,000		1,549,656	
Admin - Indirect Costs 11.84%													
B	Centralized Support		11.84%	163,059		244,473		266,356		34,253		708,141	Central Supp.
06 Transfers Category Total				163,059		244,473		266,356		34,253		708,141	
Total Grant Expenditures				1,540,249		2,989,437		3,095,483		613,553		8,238,722	
Total Evidence Based Intervention Expenses				548,813		932,972		963,076		-		2,444,862	
% Evidence Based Intervention (must be >= 20%)				35.63%		31.21%		31.11%		0.00%		29.68%	

A For more information, refer to Appendix A - 20% Reserve Intervention Requests

B For more information, refer to Appendix B - Remaining Allocation of Funds Request

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

ORIGINAL GRANT BUDGET	\$8,238,722	AMENDED BUDGET #		REQUEST DATE	08/17/22
GRANT NAME	Am. Rescue Plan ESSER III	GRANT RECIPIENT NAME	Talbot County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	521		
REVENUE SOURCE	Federal - American Rescue Plan	GRANT RECIPIENT NAME	Talbot County Public Schools		
FUND SOURCE CODE	Federal	GRANT PERIOD	03/13/2020	09/30/2024	

FROM TO

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
Prog. 22 Business Support							0
Prog. 23 Centralized Support						708,141	708,141
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin. & Supv.	50,000						50,000
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,775,801	383,300	375,025		1,549,656		4,083,782
Prog. 02 Special Prog.	365,880						365,880
Prog. 03 Career & Tech Prog.		155,000					155,000
Prog. 04 Gifted & Talented Prog.							0
Prog. 07 Non Public Transfers							0
Prog. 08 School Library Media							0
Prog. 09 Instruction Staff Dev.	176,022	11,854	17,775				205,651
Prog. 10 Guidance Services							0
Prog. 11 Psychological Services	524,583						524,583
Prog. 12 Adult Education							0
206 Special Education							
Prog. 04 Public Sch Instr. Prog.			43,839				43,839
Prog. 09 Instruction Staff Dev.	41,001						41,001
Prog. 15 Office of the Principal							0
Prog. 16 Inst. Admin & Superv.							0
207 Student Personnel Serv.	301,658						301,658
208 Student Health Services							0
209 Student Transportation							0
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0
Prog. 31 Operating Services	90,000						90,000
211 Plant Maintenance							0
212 Fixed Charges				1,669,187			1,669,187
213 Food Services							0
214 Community Services							0
215 Capital Outlay							
Prog. 34 Land & Improvements							0
Prog. 35 Buildings & Additions							0
Prog. 36 Remodeling							0
Total Expenditures By Object	3,324,945	550,154	436,639	1,669,187	1,549,656	708,141	8,238,722

Finance Official Approval	Sarah E. Jones, CPA	<i>Sarah E. Jones</i>	08-17-21	410-822-0330
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Kelly L. Griffith, Ed.D	<i>Kelly L. Griffith</i>	08-17-21	410-822-0330
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				