



CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

December 15, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Table of Contents

Cover Page (1 page)	3
Executive Summary (2 pages)	4
Needs Assessment	4
Evidence of Impact	4
Prioritizing Educational Equity.....	4
Focus Areas, Goals, and Outcomes	5
Title Programs, Equitable Services, and State Fine Arts.....	6
Additional State Programs.....	7
Gifted and Talented Education.....	7
Comprehensive Teacher Induction & Mentoring	8

Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to: LocalESSAConsolidated.msde@maryland.gov.

For questions or additional information, please contact:

Justin Dayhoff, Assistant State Superintendent
Financial Planning, Operations, and Strategy
Maryland State Department of Education
(410) 767-0439
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Cover Page (1 page)

LEA name: Click here to enter text.

Name of contact person: Click here to enter text.

Title of contact person: Click here to enter text.

Address: Click here to enter text.

Address: Click here to enter text.

Phone number: Click here to enter text.

Email address: Click here to enter text.

Superintendent of Schools Printed Name

Date

Superintendent of Schools Signature

Date

Executive Summary (2 pages)

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus, demonstrating equity to address disparities to provide comprehensive supports and improvement for all students. Refer to the Consolidated Plan Guide for guidance.

Type response here.

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the Consolidated Plan Guide for guidance.

Type response here.

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to page 5 of the Consolidated Plan Guide for guidance.

Type response here.

Prioritizing Educational Equity

LEAs must ensure that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success, and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs. See [COMAR 13A.01.06.04](#).

Focus Areas, Goals, and Outcomes

LEAs are required to identify two to three focus areas and establish goals and outcomes for each focus area. To accelerate student performance and eliminate achievement gaps, LEAs must develop goals using an equity lens as noted in the Educational Equity regulation (COMAR 13A.01.06) to address disparities. Refer to page 5 of the Consolidated Plan Guide for guidance.

Focus Area #1: Click here to enter text.
Goal #1: Click here to enter text.
Measurable Outcome: Click here to enter text.
Goal #2: Click here to enter text.
Measurable Outcome: Click here to enter text.

**Add more rows if necessary*

Focus Area #2: Click here to enter text.
Goal #1: Click here to enter text.
Measurable Outcome: Click here to enter text.
Goal #2: Click here to enter text.
Measurable Outcome: Click here to enter text.

**Add more rows if necessary*

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Focus Area #3: Click here to enter text.
Goal #1: Click here to enter text.
Measurable Outcome: Click here to enter text.
Goal #2: Click here to enter text.
Measurable Outcome: Click here to enter text.

**Add more rows if necessary*

Title Programs, Equitable Services, and State Fine Arts

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	
Title I, Part C: Education of Migratory Children	
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	
Title II, Part A: Supporting Effective Instruction	
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	
Title IV, Part A: Student Support and Academic Enrichment Grants	
Title IV, Part B: 21st Century Community Learning Centers	
Title V, Part B, Subpart 2: Rural and Low-Income School Program	
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	
Equitable Services Report	
State Fine Arts Grant	

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.04.07.06. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

1. The process for identifying gifted and talented students.

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2. The number of gifted and talented students identified in each school. *

*The number of GT students in each school and LEA will be derived from 2021-22 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

3. The percentage of gifted and talented students identified in the LEA in 2021-22. LEA must report the percentage and how it was calculated in this cell.

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4. The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2021-22.

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5. The continuum of programs and services.

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6. Data-informed goals, targets, strategies, and timelines for 2022-23.

Goal:			
Target(s)	Strategy(ies)	Timeline(s)	
Target(s)	Strategy(ies)	Timeline(s)	
Goal:			
Target(s)	Strategy(ies)	Timeline(s)	

Target(s)	Strategy(ies)	Timeline(s)	
Goal:			
Target(s)	Strategy(ies)	Timeline(s)	
Target(s)	Strategy(ies)	Timeline(s)	

Comprehensive Teacher Induction & Mentoring

LEA requirements for Gifted and Talented Education is specified in [COMAR 13A.07.01](#). Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

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

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

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	
Part Time Mentors	
Full Time Teachers	
<i>Total Number of Mentors</i>	

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

4. Please provide the average mentee to mentor ratio (example: 15:1).

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

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

Section C- Comprehensive Teacher Induction Program Overview

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

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

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

PLANNING TEAM MEMBERS

LEAs must identify the members of their school system’s Local ESSA Consolidated Strategic Planning team using the included table. The team must include representatives from their Educational Equity Office. Please include affiliation or title where appropriate. Additional lines may be added as necessary.

Name	Title	Responsibilities
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

**Add more rows if necessary*