



CONSOLIDATED PLAN GUIDE

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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Program Description

The [Every Student Succeeds Act \(ESSA\)](#), reauthorized in 2015, establishes a long-term, stable federal policy that provides additional flexibility and encourages states, local education agencies (LEAs), and schools to innovate while maintaining accountability for results. The ESSA, in conjunction with the Bridge to Excellence in Public Schools Act, and in accordance with the Annotated Code of Maryland §5-401 and §7-203.3, requires LEAs to develop and submit an annual Local ESSA Consolidated Strategic Plan to the Department for review. Historically, each LEA was required to submit its consolidated plan to the Maryland State Department of Education (MSDE) by October 15th each year.

The Maryland Commission on Innovation and Excellence in Education (also known as the “Kirwan Commission”) updated current education funding formulas in 2019 and made policy recommendations in the areas applicable to LEAs. The focus of these recommendations not only directly benefits students and educators, but also will lift historically underserved communities, prepare the workforce of tomorrow through career and college readiness, and enhance the State’s economic competitiveness.

The Kirwan Commission’s recommendations directly led to [House Bill 1300 Blueprint for Maryland’s Future](#). Passed in 2021, it provided the foundation needed to elevate every child to reach their full promise and potential by transforming Maryland’s education system to a world-class model. The Blueprint also established the new Accountability and Implementation Board (AIB) solely dedicated to ensuring the successful implementation of the Blueprint. The FY23 Local ESSA Consolidated Strategic Plan should reflect alignment to the LEA’s Blueprint Implementation Plan.

As required by the Educational Equity regulation, COMAR 13A.01.06, LEAs identify disparities and how they will be addressed. LEAs must do this using an equity lens meaning “that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups.” Using an equity lens means taking disaggregated data a step further by examining what are the gaps and what strategies will be used to address them.

In development of the strategic plan, LEAs should include the implementation of differentiated activities that utilize strategies and/or evidence-based interventions intended to strengthen and improve all student outcomes. As part of the plan, LEAs must describe performance/progress by subpopulation or student group(s) from each gender and racial/ethnic group. The completion of the FY23 plan must be based on the fall 2021 and 2022 data. The reporting requirement must include the rationale for selecting the areas of focus, goals, objectives, strategies, evidence-based interventions intended to mitigating learning loss, and accelerating student learning, funding, the timeline for implementation, and measure for progress on accountability. Goals must incorporate the requirements of the Educational Equity regulation, COMAR 13A.01.06 to demonstrate equity to address comprehensive supports and improvement. Each LEA should submit its completed plan electronically using the text fields provided throughout the template.

To identify areas of focus, LEAs should examine data for each of the ESSA reporting indicators and determine areas of focus for improvement. The data ranges provided are intended to help the LEA consider the data point in reference to the level of concern that should exist.

NAME OF PROGRAM

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

PURPOSE

The purpose of the consolidated State plan is to provide families and stakeholders with quality, transparent information about how the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, will be implemented in Maryland.

AUTHORIZATION

[Every Student Succeeds Act \(ESSA\)](#).

DISSEMINATION

This Consolidated Plan Guide was released on September 2, 2022.

DEADLINE

LEA Plans are due no later than 5 p.m. on December 15, 2022.

SUBMISSION INSTRUCTIONS

Consolidated Plans must be submitted by 5:00 p.m. December 15, 2022, via email to LocalESSAConsolidated.msde@maryland.gov.

PRIMARY CONTACT

Justin Dayhoff
Assistant State Superintendent, Financial Planning, Operations, and Strategy
410-767-0439
Justin.dayhoff@maryland.gov

Local ESSA Consolidated Strategic Plan Template

COVER PAGE

Plans must have the Plan Cover Page provided in the template. The cover page should not contain any graphics nor additional information and must be signed by the local superintendent of schools.

EXECUTIVE SUMMARY (2-PAGE LIMIT)

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 and demonstrating equity to address disparities to provide comprehensive supports and improvement for all students. LEAs are encouraged to create the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community.

NEEDS ASSESSMENT SUMMARY

LEAs are required to conduct a needs assessment and align funding to identified needs for each title program under ESSA. These assessments should help guide strategies for improvement and prioritize needs. These needs assessment should make use of diverse academic and non-academic data in order to assess the capacity of schools, how data is collected, the underlying contributing elements that can lead to more equitable schools or prevent greater equity in school environments, stakeholder representation, and onsite review processes within the LEA. In the template, provide a summary of these needs assessments,

including how the results of them contributed to the development of the focus areas identified within this plan.

EVIDENCE OF IMPACT

Include a description of the LEA’s experience in terms of effective practices leading to the desired outcomes. Discuss the LEA’s history of impact on populations targeted by identified strategies, what has worked, what has not, and its track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact the proposed key activities are likely to have on the target population. LEAs should specifically address plans and strategies related to the specific student groups identified in the Prioritizing Educational Equity section of this Guide.

PRIORITIZING EDUCATIONAL EQUITY

Despite some progress and achievement, opportunity gaps persist at all levels of the educational system. Education leaders can and must do more to advance 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.

Goals and outcomes should be specific, measurable, and clearly tie into the focus areas identified above. LEAs should identify what data they plan to use to measure progress towards their goals and outcomes and provide a preliminary overview of what successfully achieving them could look like.

TITLE PROGRAMS, EQUITABLE SERVICES REPORT, AND STATE FINE ARTS GRANT

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, the fine arts applications, and the 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: Nita M. Lowey 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 REQUIREMENTS

LEAs must complete the charts included in the template for each section listed below.

- Gifted and Talented Education; and
- Comprehensive Teacher Induction & Mentoring.

PLANNING TEAM MEMBERS

LEAs must identify the members of their Local ESSA Consolidated Strategic Planning team using the table included in the template. 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

The Review Process

The review of the Local ESSA Consolidated Strategic Plans will be a three-part process:

1. Plans will be pre-screened for submission requirements and inclusion of all required sections.
2. A review committee established by MSDE, will evaluate applications to ensure alignment to requirements.
3. Final approval will be determined by the review committee.

Customer Service Support Sessions

MSDE will hold three customer service support sessions on the following dates:

- [Tuesday, September 15, 2022, from 1 p.m. to 2 p.m.](#)
- [Tuesday, September 27, 2022, from 9 a.m. to 10 a.m.](#)
- [Wednesday, October 12, 2022, from 1 p.m. to 2 p.m.](#)

Additionally, office hours will be held on Thursday, October 27. LEAs may schedule one-on-one appointments to provide support as LEAs develop their plans. Registration instructions for office hours will be provided to LEAs by MSDE.

Questions

If you have questions about the application or the process, please contact:

Justin Dayhoff
Assistant State Superintendent, Financial Planning, Operations, and Strategy
410-767-0439
Justin.dayhoff@maryland.gov

Consolidated Plan Timeline

Date	Program Milestone
September 2, 2022	The Local ESSA Consolidated Strategic Plan Guide and Template are released
September 15, September 27, and October 12, 2022	The MSDE will hold a virtual customer service support session for interested applicants
December 15, 2022	The plan submission period closes
December 16, 2022 – January 16, 2023	The MSDE Review Committee will convene and evaluate plans
January 31, 2023	The MSDE will notify LEA of the status

Appendix

Consolidated Plan Template