

## **Title I Schoolwide Program - Four Components - 2022-2023**

The Title I Schoolwide Program - Four Components - 2022-2023 describes the school's Title I initiatives. It provides the school's efforts to meet the requirements of the Every Student Succeeds Act. The comprehensive needs assessment guides the school in the planning for schoolwide reform strategies; parent, family, and stakeholder engagement; strategies to increase parent and family engagement; and coordination and integration of federal, state, and local services and programs. The purpose of this plan is to increase student achievement, address parent and family engagement, and provide support for *all* students in the schoolwide program. It includes activities and strategies that are used to support each of the four components.

### **Component 1 – COMPREHENSIVE NEEDS ASSESSMENT**

There is a heavy emphasis on completing a Comprehensive Needs Assessment of the entire school since this will be the basis for utilization of Title I funds by the school. This section should take into account information on the academic achievement of students in relation to meeting the challenging state academic standards. It should specifically address the needs of those children who are failing, or who are at-risk of failing, to meet these standards.

The ACPS Title I elementary schools will track student progress using the *Kindergarten Readiness Assessment (KRA)*, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, *Scholastic Reading Inventory*, and *iReady Math* assessments. Schools may also use the reading assessments from the core reading programs, *Superkids* (grades K-2) and *Core Knowledge for Language Arts* (grades 3-5). In addition, district level content area supervisors have identified needs and suggested evidence based strategies for implementation at the schools based on spring 2022 MCAP data. Also, monthly attendance reports, ongoing discipline data, parent and family surveys, and input from parent focus group meetings are considered. Schools hold data meetings with county English-Language Arts and math specialists at the beginning, middle, and end of year to analyze and address data. School level leadership teams and grade level action teams continue to meet throughout the school year to monitor student progress.

# **ELA Data:**

Grade K	Data Summary (Screener/Classroom)	Intervention Groups	Classroom Instruction
Fall Date 09/28/22	<p><b>DIBELS (36)</b>  39% (14) Well Below  31% (11) Below  8% (3) At  22% (8) Above</p> <p>Kindergarten/Classroom A (17)  35% (6) Well Below  29% (5) Below  6% (1) At  29% (5) Above</p> <p>Kindergarten/Classroom B (19)  42% (8) Well Below  32% (6) Below  11% (2) At  16% (3) Above</p>	<ul style="list-style-type: none"> <li>Intervention Teacher–Heggerty/Fundations</li> <li>Intervention Instructional Assistant–Heggerty and Fundations</li> </ul>	<ul style="list-style-type: none"> <li>Superkids Supplemental</li> <li>Superkids Phonemic Awareness</li> <li>mClass DIBELS Activities</li> <li>LETRS Activities</li> <li>Heggerty</li> </ul>
Winter Date 01/31/23	<p><b>DIBELS (35)</b>  23% (8) Well Below  11% (4) Below  43% (15) At  23% (8) Above</p> <p><b>Nines (17)</b>  18% (3) Well Below  18% (3) Below  41% (7) At  24% (4) Above</p> <p><b>Sibley (18)</b>  28% (5) Well Below</p>	<p>From BOY:  Nines: both students met, or exceeded</p> <p>Sibley: 5 moved from below moved up</p> <p>For EOY:  Nines: 1 student moving out of red</p> <p>Sibley: 1 well below will move up</p>	<p><b><u>Krukowsky–Heggerty/Fundations</u></b>  6 students</p> <p><b><u>Mathews–Heggerty/Fundations</u></b>  5 students</p> <p><b><u>Notes:</u></b>  5 students removed from reading intervention groups into grade level enrichment groups.</p>

	6% (1) Below 44% (8) At 22% (4) Above		
Spring Date			
End Date			
<b>Grade 1</b>	<b>Data Summary</b> (Screener/Classroom)	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
Fall Date 09/28/22	<p><u>DIBELS (39)</u> 26% (10) Well Below 21% (8) Below 26% (10) At 28% (11) Above</p> <p>Grade 1/Classroom A (20) 20% (4) Well Below 30% (6) Below 20% (4) At 30% (6) Above</p> <p>Grade 1/Classroom B (19) 32% (6) Well Below 11% (2) Below 32% (6) At 26% (5) Above</p>	<ul style="list-style-type: none"> <li>Intervention Teacher–Heggerty/Fundations</li> <li>Intervention Instructional Assistant–Fundations</li> </ul>	<ul style="list-style-type: none"> <li>Superkids Supplemental</li> <li>Superkids Phonemic Awareness</li> <li>mClass DIBELS Activities</li> <li>LETRS Activities</li> <li>Geodes</li> <li>Heggerty</li> </ul>
<b>Winter Date</b> 01/31/23	<p><b>DIBELS (37)</b> 35% (13) Well Below 19% (7) Below 22% (8) At 24% (9) Above</p>	<p>Goal from BOY: Durrence: 1 student went up, 1 student did not.</p> <p>Steckman:</p>	<p><u><b>Krukowsky–Heggerty/Fundations</b></u> 7 students</p> <p><u><b>Mathews–Fundations</b></u> 6 students</p>

	<b>Steckman (19)</b> 37% (7) Well Below 21% (4) Below 16% (3) At 26% (5) Above  <b>Durrence (18)</b> 33% (6) Well Below 17% (3) Below 28% (5) At 22% (4) Above	1 student went down, 1 student maintained  Goal by EOY: Durrence: TBD  Steckman: 1 student will return to benchmark	<b>Notes:</b> 2 students were removed from reading intervention groups and placed in on grade level enrichment groups.
Spring Date			
End Date			

Grade 2	Data Summary (Screener/Classroom)	Intervention Groups	Classroom Instruction
Fall Date 09/27/22	<b>DIBELS (30)</b> 47% (14) Well Below 10% (3) Below 27% (8) At 17% (5) Above  <b>Grade 2/Classroom A (16)</b> 44% (7) Well Below 13% (2) Below 25% (4) At 19% (3) Above  <b>Grade 2/Classroom B (14)</b> 50% (7) Well Below 7% (1) Below	<ul style="list-style-type: none"> <li>Intervention Teacher–Heggerty/Fundations</li> <li>Intervention Instructional Assistant–Fundations</li> </ul>	<ul style="list-style-type: none"> <li>ReadNaturally (currently not used due to fluency scores being passable)</li> <li>EdMark</li> <li>Superkids Supplemental</li> <li>mClass DIBELS Activities</li> <li>LETRS</li> <li>Phonemic Activities</li> <li>Amplify</li> <li>Super Magazines</li> <li>Superkids Book Club</li> </ul>

	29% (4) At 14% (2) Above		
<b>Winter Date</b> 01/31/23	<b>DIBELS (32)</b> 47% (15) Well Below 6% (2) Below 16% (5) At 31% (10) Above  Murphy (16) 38% (6) Well Below 6% (1) Below 25% (4) At 31% (5) Above  <b>Rice (16)</b> 56% (9) Well Below 6% (1) Below 6% (1) At 31% (5) Above	From Beginning of Year:  Murphy: met goal  Rice: 1 student did not meet   By the End of the year:  Murphy: 1 student will move from yellow to green  Rice: 1 student will move from well below to below	<u><b>Krukowsky–Heggerty/Letter/Sound–8:30-8:45</b></u> 1 students  <u><b>Krukowsky–Heggerty/Fundations</b></u> 7 students  <u><b>Mathews–Fundations</b></u> 7 students  <u><b>Notes:</b></u> Review mClass data access and how to see the scores and how students performed <u><b>Remove:</b></u> 1 student was removed from reading intervention and placed in an on grade level enrichment group.
Spring Date			
End Date			
<b>Grade 3</b>	<b>Data Summary</b> (Screener/Classroom)	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
Fall Date 09/27/22	<u><b>DIBELS (39)</b></u> 23% (9) Well Below 15% (6) Below 18% (7) At 44% (17) Above  Grade 3/Classroom A (21) 24% (5) Well Below	<ul style="list-style-type: none"> <li>Intervention Teacher–Fundations</li> <li>Intervention Instructional Assistant–Fundations</li> <li>Grade 3/Classroom A Teacher–Enrichment</li> <li>Grade 3/Classroom B Teacher–Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>CKLA</li> <li>Amplify</li> <li>DIBELS</li> <li>mClass</li> <li>Readworks</li> <li>NewsELA (from pacing guide)</li> </ul>

	14% (3) Below 29% (6) At 33% (7) Above  Grade 3/Classroom B (18) 22% (4) Well Below 17% (3) Below 6% (1) At 56% (10) Above		
<b>Winter Date</b> 01/31/23	<b>DIBELS (37)</b> 32% (12) Well Below 14% (5) Below 14% (5) At 40% (15) Above  <b>Belcher (20)</b> 30% (6) Well Below 15% (3) Below 15% (3) At 40% (8) Above  <b>Stouffer (17)</b> 35% (6) Well Below 12% (2) Below 12% (2) At 41% (7) Above	From BOY: Stouffer: 1 student met goal, 1 student did not  Belcher: 2 students maintained but didn't improve  <hr/> For the End of the Year:  Stouffer: 1 student will improve to yellow  Belcher: 2 students will improve to benchmark (green)	<u><b>Krukowsky–Foundations</b></u> 4 students  <u><b>Mathews–Foundations</b></u> 5 students  <u><b>Stouffer–Read Naturally</b></u> 10 students  <u><b>Notes:</b></u> 1 student removed from reading intervention to on level enrichment group. Keep 2 students in ReadLive because of building confidence and growth  <u><b>EdMark – Hard Copy</b></u> 1 student
Spring Date			
End Date			

Grade 4	Data Summary (Screener/Classroom)	Intervention Groups	Classroom Instruction	
Fall Date 09/27/2 2	<p><u>DIBELS (25)</u></p> <p>16% (4) Well Below 36% (9) Below 24% (6) At 24% (6) Above</p> <p>Grade 4/Classroom A (14)</p> <p>7% (1) Well Below 57% (8) Below 14% (2) At 21% (3) Above</p> <p>Grade 4/Classroom B (11)</p> <p>27% (3) Well Below 9% (1) Below 36% (4) At 27% (3) Above</p> <p><u>Reading Inventory (26)</u></p> <p>Grade 4/Classroom A (14)</p> <p>21% (3) Below Basic 43% (6) Basic 29% (4) Proficient 7% (1) Advanced</p> <p>Grade 4/Classroom B (12)</p> <p>42% (5) Below Basic 25% (3) Basic 25% (3) Proficient 7% (1) Advanced</p>	<ul style="list-style-type: none"> <li>Intervention Teacher–System 44</li> <li>Intervention Teacher–Read Naturally</li> <li>Intervention Instructional Assistant–Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>CKLA</li> <li>Amplify</li> <li>DIBELS</li> <li>mClass Activities</li> <li>Readworks</li> <li>NewsELA (from pacing guide)</li> </ul>	

<b>Winter Date 01/31/23</b>	<p><b>Dibels (27)</b>  18.5% (5) Well Below  18.5% (5) Below  22% (6) At  41% (11) Above</p> <p><b>Elwell (14)</b>  0% (0) Well Below  36% (5) Below  21% (3) At  43% (6) Above</p> <p><b>McCann (13)</b>  38% (5) Well Below  0% (0) Below  23% (3) At  38% (5) Above</p> <p><b>Reading Inventory</b>  <b>Elwell (14)</b>  7% (1) Below Basic  50% (7) Basic  29% (4) Proficient  14% (2) Advanced</p> <p><b>McCann (13)</b>  38% (5) Below Basic  23% (3) Basic  23% (3) Proficient  15% (2) Advanced</p>	<p><b>Goal from BOY →</b>  <b>Elwell:</b> 1 of 3 students met the goal</p> <p><b>McCann:</b> 1 of 1 student met the goal</p> <p>By the End of the Year:</p> <p>McCann: 3 students will move to green.</p> <p>Elwell: 1 student will move up from below level.</p>	<p><b><u>Krukowsky–System 44</u></b>  4 students</p> <p><b><u>Krukowsky–Orton</u></b>  <b><u>Gillingham/Heggerty:</u></b>  1 student</p> <p><b><u>Mathews–Read Naturally</u></b>  5 students</p> <p><b><u>Notes:</u></b>  Celebration of kids doing well, request for for Bands of Scores with the Reading Inventory</p> <p><b>9 Students were removed from reading intervention groups and placed in on level enrichment groups.</b></p>	<p>Amplify reports to create small groups, CKLA activities, etc.</p>
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Spring Date				
End Date				
<b>Grade 5</b>	<b>Data Summary</b> (Screener/Classroom)	<b>Intervention Groups</b>	<b>Classroom Instruction</b>	
Fall Date 09/27/22	<p><u>DIBELS (28)</u> 14% (4) Well Below 25% (7) Below 46% (13) At 14% (4) Above</p> <p>Grade 5/Classroom A (14) 14% (2) Well Below 21% (3) Below 50% (7) At 14% (2) Above</p> <p>Grade 5/Classroom B (14) 14% (2) Well Below 29% (4) Below 43% (6) At 14% (2) Above</p> <p><u>Reading Inventory (27)</u> Grade 5/Classroom A (14) 14% (2) Below Basic 50% (7) Basic 21% (3) Proficient 14% (2) Advanced</p> <p>Grade 5/Classroom B (13) 31% (4) Below Basic</p>	<ul style="list-style-type: none"> <li>Intervention Teacher–Read Naturally</li> <li>Intervention Instructional Assistant–Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>Amplify</li> <li>Geodes</li> <li>DIBELS</li> <li>mClass Activities</li> <li>CKLA Supplemental Activities</li> <li>NewsELA</li> <li>Readworks (from pacing guide)</li> </ul>	

	15% (2) Basic 31% (4) Proficient 23% (3) Advanced			
<b>Winter Date</b> 01/31/23	<b>Dibels (29)</b> 17% (5) Well Below 14% (4) Below 24% (7) At 45% (13) Above  <b>O'Neal (14)</b> 21% (3) Well Below 21% (3) Below 14% (2) At 43% (6) Above  <b>Rowley (15)</b> 13% (2) Well Below 7% (1) Below 33% (5) At 47% (7) Above  <b>Reading Inventory</b> <b>O'Neal (14)</b> 7% (1) Below Basic 43% (6) Basic 43% (6) Proficient 7% (1) Advanced  <b>Rowley (15)</b> 20% (3) Below Basic 14% (2) Basic 33% (5) Proficient	By middle of the year the following students will move up from below (yellow): <b>Rowley: 2/3</b>  <b>O'Neal: 0/2</b>  By the End of the Year: Rowley: 1 student to maintain benchmark and 1 student to get to benchmark  O'Neal: 1 student will maintain benchmark level	<b>Krukowsky–Read Naturally, Orton, Heggerty:</b> 4 students  <b>Mathews–Read Live</b> 4 students  <b>System 44:</b> 1 student  <b>Notes:</b> 1 student will be progress monitored to see if ReadLive is needed. Will try having 1 student work in Missy's classroom for redirection.  <b>8 Students in Intervention were removed from the groups and placed in on grade level enrichment groups.</b>	*reminder to teachers that in mClass they can click on scores to see exactly what a student completed

	33% (5) Advanced			
Spring Date				
End Date				

DIBELS School Wide Total		Reading Inventory School Wide Total	
Well Below	56 (28%)	Below Basic	14 (26%)
Below	44 (22%)	Basic	18 (34%)
Benchmark	47 (24%)	Proficient	14 (26%)
Above	52 (26%)	Advanced	7 (14%)
Total	199	Total	53

### Summary:

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screener is administered school-wide in grades K-5, three times a year (September, January, May) in order to identify attainment of literacy skills. The Reading Inventory (RI) screener is administered in grades 4-5, three times a year (September, January, May) in order to evaluate reading abilities and levels to monitor progress and set goals for reading growth. (\*Reading Inventory is administered to grade 3 in January and May).

Reviewing the results of the DIBELS beginning-of-year screener (September 2022) revealed that 56 (28%) of students are performing well below grade level, 44 (22%) of students are performing below grade level, 47 (24%) of students are performing at grade level, and 52 (26%) of students are performing above grade level. Therefore, 100 (50%) of students are identified for targeted interventions, while 99 (50%) of students are identified for targeted accelerations. Reviewing the results of students in grades 4-5 Reading Inventory beginning-of-year screener (September 2022) revealed that 14 (26%) of students are performing below basic, 18 (34%) of students are performing at basic, 14 (26%) of students are performing at proficient, and 7 (14%) of students are performing at advanced. Therefore, 32 (60%) are identified for targeted interventions, while 21 (40%) are identified for targeted accelerations. Since the DIBELS and Reading Inventory screeners are a beginning-of-year assessment, it accounts for learning loss and exposure to new materials. The results (September 2022) of these screeners will represent the pre-assessment outcomes and serve as the baseline data to monitor students' growth.

Implementation of the core reading programs (Superkids, Core Knowledge Language Arts/CKLA) will be done with fidelity for 120 minutes daily (reading, writing, speaking, listening) with inclusion of flexible groupings, hands-on resources, and 30 minutes of intensive reading intervention strategies. Focus on the Maryland College and Career Ready English Language Arts/Literacy Standards delivered through the Gradual Release of Responsibility and Universal Design for Learning (GRRUDL) model, will provide appropriate instruction that develops independent learners, while accommodating their individual needs and abilities. The process of five whys root cause analysis will be continually used to identify areas of improvement and determine best practices for student success.

### **Math Data:**

<b>Cash Valley Elementary Overall Grade-Level Placement (Beginning of the Year 22-23)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>At Risk for Tier 3</b>	<b>Students</b>
School	<b>9%</b>	<b>62%</b>	<b>29%</b>	<b>203/230</b>
Kindergarten	<b>11%</b>	<b>89%</b>		<b>36/42</b>
1st Grade	<b>8%</b>	<b>85%</b>	<b>8%</b>	<b>39/40</b>

2nd Grade		<b>56%</b>	44%	<b>32/36</b>
3rd Grade	<b>5%</b>	<b>44%</b>	<b>51%</b>	<b>41/48</b>
4th Grade	<b>12%</b>	<b>38%</b>	50%	<b>26/34</b>
5th Grade	<b>24%</b>	<b>48%</b>	<b>28%</b>	<b>29/30</b>
NO	<b>12%</b>	<b>61%</b>	<b>28%</b>	
ALG	<b>18%</b>	<b>62%</b>	<b>20%</b>	
MS	<b>13%</b>	<b>60%</b>	<b>27%</b>	
GEO	<b>11%</b>	<b>53%</b>	<b>35%</b>	

### Summary:

Reviewing the results of the iReady beginning-of-year diagnostic (September 2022) revealed that 9% of students are performing on or above grade level (Tier 1), 62% of students are performing one grade level below (Tier 2), and 29% of students are performing two or more grade levels below (Tier 3). The highest percentage area of mathematical performance was in Algebra (18% Tier 1) and the lowest percentage area of mathematical performance was in Geometry (35% Tier 3). Since the i-Ready diagnostic is a beginning-of-year assessment, it accounts for learning loss and exposure to new materials. These diagnostic (September 2022) results will represent the pre-assessment outcomes and serve as the baseline data to monitor students' growth.

The Ready Math curriculum has been implemented the past two years (2020-2021, 2021-2022), with additional training and support for teachers as they continue to become familiar with the instructional lessons and resources. Student learning gaps have been evident as we continue building from the two-year virtual learning pandemic period (2019-2020, 2020-2021). During the root-cause analysis of 2021-2022 diagnostics, causes of lack of progress in mathematical problem-solving was determined due to students being unable to identify first-step operations and that the concept is abstract. Therefore, the focus on foundational skill strategies (addition, subtraction, multiplication, and division) related to problem solving in various mathematical concepts will assist with the instructional delivery and application of the mathematical domains.

Implementation of the core Ready Math Program will be done with fidelity for 90 minutes daily with inclusion of number talks, flexible groupings, hands-on resources, and 20 minutes of iReady individual online pathways. Focus on the Maryland College and Career Ready Mathematics Content Standards delivered through the Gradual Release of Responsibility and Universal Design for Learning (GRRUDL) model, will provide appropriate instruction that develops independent learners, while accommodating their individual needs and abilities. The process of five whys root cause analysis will be continually used to identify areas of improvement and determine best practices for student success.

### Cash Valley Elementary Overall Grade-Level Placement (MidYear 22-23)

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	29%	51%	21%	200/240
Kindergarten	44%	56%		36/43
1st Grade	23%	69%	9%	35/45
2nd Grade	19%	49%	32%	37/44
3rd Grade	14%	55%	31%	29/39
4th Grade	20%	50%	30%	30/31
5th Grade	52%	24%	24%	33/38
NO	36%	49%	16%	
ALG	38%	49%	14%	
MS	31%	44%	26%	
GEO	28%	42%	31%	

**Science Data:**

<b>Grade 5 MISA Data</b>				
	<b>Partially Met Expectations</b>	<b>Approaching Expectations</b>	<b>Met Expectations</b>	<b>Exceeded Expectations</b>
Total Number of Students - 31	16%	26%	55%	3%

**Summary:**

Cash Valley Elementary performed well on the Maryland Integrated Science Assessment for the Spring 2022 testing cycle. Due to the diligent work of the students and rigorous instruction from the teachers, Cash Valley exceeded both county and state performance levels..The scores reveal the following:

- 58% of Cash Valley students met or exceeded expectations.
- 31% of Cash Valley students met or exceeded expectations in comparison to other Allegany County schools.
- 33% of Cash Valley students met or exceeded expectations in comparison to the state of Maryland

Through deliberate instruction and intentional attention to science standards, Cash Valley scored 25-27% higher than both comparative populations.

Focus on the core science standards delivered through the Gradual Release of Responsibility and Universal Design for Learning (GRRUDL) model, will provide appropriate instruction that develops independent learners, while accommodating their individual needs and abilities. The process of five whys root cause analysis will be used to identify areas of improvement and determine best practices for student success.

**Attendance Data: (Goal = 94.00%)**

<b>Cash Valley Attendance Data for 2022-2023</b>
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	September 2022	February 2023	May 2023	Summary
<b>PreK/Age 3</b>	90.56%	88.92%		
<b>PreK/Age 4</b>	83.45%	83.30%		
<b>Kindergarten</b>	85.91%	86.46%		
<b>Grade 1</b>	93.75%	91.77%		
<b>Grade 2</b>	92.78%	89.05%		
<b>Grade 3</b>	95.17%	89.24%		
<b>Grade 4</b>	90.15%	89.67%		
<b>Grade 5</b>	92.59%	90.96%		
<b>School Average</b>	<b>90.85%</b>	<b>88.74%</b>		

### Summary:

Beginning-of-year (September 2022) data for attendance percentages at each grade level, and the overall school average, are below the 94% goal. This is especially relevant in the early childhood classrooms where students have their first school experiences. The school community is strictly implementing the protocol established by the Health Department, encouraging families to follow the district symptom checklist and health care visits for verification. Those students with habitual truant reasons impact attendance due to chronic health, behavior issues, and individual home situations.

The Pupil Service team conducts weekly meetings to identify attendance issues and review evidence of absentee documentation. Attendance is addressed through phone calls and conferences. For specific attendance challenges, alternate transportation is used, social counseling intervention groups are established, and home visits are conducted to work with families on time management and to model strategies to support student transitions between home and school. Regular communication is conducted with families through the school nurse due to significant health and medical situations.

To increase student attendance, quarterly award celebrations are held and students having 94% (1-2 days missed) and 100% (0 days missed) attendance receive a recognition charm. Teachers encourage attendance through their daily opening routines and display perfect attendance banners when the goal is achieved. Key messages from the *Attendance Works* resource are shared with families through social media and newsletters.

### **Behavior Data:**

Referrals	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Disruption	3			

### **Summary:**

For the first marking period, there were three school-wide referrals identified in the area of disruption. Currently, the area of behavior improvement is during arrival and dismissal on bus routes. Administration has held bus meetings to review bus safety and expectations, provide monthly bus charms to the bus students earning the most positive checks, and held Buster the Bus safety presentation for early childhood classrooms which includes students that are first-time bus riders.

The Positive Behavior and Intervention Supports (PBIS) program is implemented with fidelity and is the foundation of the school-wide expectations which are promoted throughout the culture and climate of the school and community. The Pupil Service Team meets weekly to be proactive in identifying areas of concern, monitoring students with behavioral issues, and developing systems of support. Various resource personnel (school/mental health counselors, behavior specialists, psychologists) share expertise with the staff on research-based interventions in support of changing behaviors effectively.

The Student Risk Screening Scale (SRSS) is a universal screener used three times a year (October-January-May) to identify internal and external at-risk behaviors. This tool, along with multiple data resources (observations, referrals, self-reflection forms, referrals), assist in determining individual and school-wide areas of behavioral improvement in order for the best practices to be used for behavioral success. The Toolbox Project is a social and emotional learning (SEL) program delivered through the counseling program to emphasize resilience, self-mastery, and empathy for self and others through student-based methods.

To continue motivating positive behavior, quarterly award celebrations are held and every student receives a cougar character charm if the school-wide goal is achieved. A strong home-school partnership integrates the behavior expectations for students to understand and self-regulate their own actions across environments. Family engagement activities are created to focus on the growth mindset, mindfulness, metacognition strategies, and restorative practices.

## **Component 2 – SCHOOLWIDE REFORM STRATEGIES**

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of how strategies will:

- (a) provide opportunities for all children, including each subgroup, to meet the state's challenging academic standards.
- (b) use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education.
- (c) address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; preparation for and awareness of opportunities for post-secondary education and the workforce; implementation of a schoolwide

tiered model to prevent and address problem behavior; early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs.

### ELA Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Need for additional intervention groups	Implement additional evidence based reading intervention groups	DIBELS and/or Scholastic Reading Inventory Data	N/A	TBD
Need for increased learning time	ACPS afterschool, summer school, and tutoring programs	DIBELS and/or Scholastic Reading Inventory Data	N/A	TBD
Need for different reading opportunities	Differentiation	DIBELS and/or Scholastic Reading Inventory Data	\$800.00- <i>Reading Kingdom</i> Web-Based Subscription  \$3,380.00- <i>Freckle/Renaissance</i> Web-Based	TBD

			Subscription for ELA & Math  \$1,520.00-Scholastic Subscriptions ( <i>Dynamath &amp; Storyworks</i> )	
Need for closer student to teacher ratio	Small flex group learning	DIBELS and/or Scholastic Reading Inventory Data	\$742.50-Supplies for classroom projects and parent volunteers workshops (lamination, paper, etc.) to create materials of instruction for small flex groups	TBD
Need for core program supports	Superkids & CKLA (core reading programs and routines)	Superkids & CKLA Assessments	\$240.00-Supplemental curriculum materials	TBD

## Math Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Need for conceptual understanding	Increased verbal discourse (Number Talks/Accountable Talk)	iReady Math Assessments	N/A	TBD
Need for opportunities to practice MCAP-like tasks	Increased use of problem solving tasks in grades 3-5	iReady Math Assessments	N/A	TBD

Need for opportunities to practice with peers	Collaborative learning in small group setting	iReady Math Assessments	\$742.50-Supplies for classroom projects and parent volunteers workshops (lamination, paper, etc.) to create materials of instruction for small flex groups	TBD
Need to set goals and work on level	High expectations (goal setting in iReady pathways)	iReady Math Assessments	N/A	TBD
Need additional opportunities to complete web-based math activities	Differentiation		\$3,380.00- <i>Freckle/Renaissance</i> Web-Based Subscription for ELA & Math  \$1,520.00- Scholastic Subscriptions ( <i>Dynamath &amp; Storyworks</i> )	TBD

### Science Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Need for opportunities to practice and review the scientific process	STEM Team to plan and implement school-wide activities	MISA Scores	N/A	TBD

Need for real world connections to science	Outdoor School- Environmental Science; Partnerships with Evergreen Heritage Center and Potomac State Science Department	MISA Scores	N/A	TBD
Need for hands-on experiences	FOSS Kits and AgLab Environmental Science; Partnerships with Evergreen Heritage Center and Potomac State Science Department	MISA Scores	N/A	TBD
Need for integrated technology experiences	Robotics League, Computer Science Classes (Grades PK 4-5), 4H Robotics Lessons (Grade 3)	MISA Scores	N/A	TBD

## Attendance Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Need to increase parental understanding of the importance of attendance	Use of the <i>Attendance Works</i> resources and	Monthly Attendance	N/A	TBD

	sharing information in newsletters/calendars			
Need to increase attendance	Incentives	Monthly Attendance	N/A	TBD

### ***Behavior Schoolwide Reform Strategies***

<b>Identified Need</b>	<b>Evidence Based Strategy</b>	<b>How will the effectiveness of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
Need to work with parents for consistent messages between the home and school	Mindfulness Parent and Family Engagement Activity	School Discipline Data	\$334.47 for parent materials	TBD
Need for trauma informed practices	Counseling/Restorative Circles	School Discipline Data	N/A	TBD
Need for Positive Behavior Support and Interventions	PBIS (Positive Behavior Interventions and Supports), SRSS (Student Risk Screening Scale), and	School Discipline Data	N/A	TBD

	Tiers I, II, and II interventions			
Need to support Tier II behaviors	Check In/Check Out	Student Reports	N/A	TBD
Need for consistency across the school	School-Based Mental Health Program (Dovetail Tool Kit, Second Step, Project Wisdom)	School Discipline Data	N/A	TBD

### **CAREER AND TECHNICAL EDUCATION:**

The school counselor organizes a Career Day, along with specific grade level lessons on career awareness, to meet the Maryland State Department of Education (MSDE) career development framework. During Career Day, presenters visit classrooms to share details about their job responsibilities and necessary education and training required to be successful in their occupation. Information is provided about career paths and a connection is made to the real world. This event also creates partnerships with community organizations and businesses.

### **PROFESSIONAL DEVELOPMENT:**

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, i-Ready Math, and the Superkids and CKLA reading programs. School teams continue these professional development initiatives. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. DIBELS, Heggerty Phonemic Awareness, Reading Inventory, iReady Math, unit assessments, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement.

In the table below are additional Title I funded Professional Development activities that will support the implementation of the plan.

#### **Professional Development Calendar/Funding Table**

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Vertical Team Meetings	ELA/Math	Focus on book studies, professional development, and curriculum mapping	Monthly  (Primary 2nd Wednesday)  (Intermediate 3rd Wednesday)	N/A	Title I, Part A  \$2,322.58 for books and resources	TBD
Articulation Meetings	ELA/Math	Vertical teams (grades K-5) analyze data, develop groupings, and plan for instruction	April-May 2023	N/A	Title I, Part A  \$24.98 rate x 2 hours x 12 teachers = \$599.52 + \$47.90 Fixed Charges = \$647.42	TBD
Data Meetings	ELA/Math	Analyze academic data from assessments to improve instruction	Monthly  ELA (Specialist and Intervention Teacher - First Tuesday)  Math (Specialist - Second Tuesday)	N/A	N/A	TBD
LETRS (Language Essentials for Teachers of	ELA	Intensive online course study for reading strategies and best practices (principal, reading	Monthly  ELA (Specialist - First Tuesday)	N/A	N/A	TBD

Reading and Spelling)		coach, classroom teachers that are opting to participate)				
Book Studies	PBIS  Mindfulness and Mindset	Semester 1: <i>Handle with Care</i>  Semester 2: <i>Look Beyond the Clouds</i>	Monthly  (Primary - 2nd Wednesday)  (Intermediate - 3rd Wednesday)	N/A	N/A	TBD
Visible Learning Annual Conference 2023	All Content  PBIS	Best practices for school improvement and family engagement	Summer 2023 per Title I approval	N/A	Title I, Part A- FY22 Carryover	TBD

## STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAMS	DATE/TIMELINE	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be
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		<b>completed at the end of the 2022-2023 school year.)</b>
Meetings with Head Start and PreK Teachers	May 2023	TBD
Transition reports provided by Head Start for entering Kindergarten students	May 2023	TBD
In person PreK and Kindergarten Parent interviews	August 2022	TBD
KRA Screening	August-October 2022	TBD
Virtual, Phone, and In-Person IEP meetings	August 2022-June 2023	TBD
PreK and Kindergarten Orientation Meetings	August 2022	TBD
Buster the Bus Program	October 2022	TBD
Joint registration with Head Start and PreK	April-May 2023	TBD
Transportation between Head Start and PreK	August 2022-June 2023	TBD
Open House (Meet the Faculty and Families)	August 2022	TBD
Articulation meetings between PreK and K	April-May 2023	TBD
Articulation meetings between K and Grade 1	April 2023	TBD
Articulation meetings between Grades 1-5	April 2023	TBD
Articulation meetings with middle school staff	May 2023	TBD
Data analysis meetings	August 2022-June 2023	TBD
Grade 5 middle school visitation	May 2023	TBD
Annual Title I Meeting	August 2022	TBD

### **Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

The Title I Schoolwide Program - Four Components - 2022-2023 plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff (***reference the sign-off sheet at the end of this plan***).

### **Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Maryland requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to-reach parents/families should be included.

- How were parents, families, and community members involved in developing the schoolwide plan?

Information was gathered to develop the schoolwide plan through monthly meetings of the Leadership Team, in which parents and community representatives serve as participants. The plan was shared electronically with the parents and community members to gather feedback and reflection regarding data, activities, and established goals. Once approval is received from the Title I office, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform. There will also be hard copies available in the office and parent resource

center; hard copies will be provided to families upon request. The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.

- How were teachers, principals, and other school staff involved in developing the schoolwide plan?

Information was gathered to develop the schoolwide plan through monthly meetings of the Leadership and Action Teams, weekly faculty meetings, and school/district professional development days scheduled on the school calendar. The plan was shared electronically with team members to gather feedback and reflection regarding data, activities, and established goals. Once approval is received from the Title I office, the final document and a plan overview will be provided electronically to the staff through the shared Cash Valley Google Drive, and also available through the school and district websites. The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be shared at weekly and monthly meetings.

<b>Strategies to Increase Parent Family Engagement (Add details such as dates and activities to these strategies to make them specific to the school.)</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
Meet the Faculty and Families Night/Annual Title I Meeting (Title I, Part A-\$1,933.35 for staff planning, presenting, and fixed charges and \$334.47 for parent materials) - August 2022	TBD
ELA/Social Studies Parent and Family Engagement Activity (\$334.47 for parent materials) - February 2023	TBD
STEM Parent and Family Engagement Activity (\$334.47 for parent materials) - May 2023	TBD
PBIS Event "Mindfulness Strategies for Parents and Families to Use at Home with Students" (\$334.47 for parent materials) - December 2022	TBD
Use of School Parent Compact - August 2022-June 2023	TBD
Weekly Volunteer Workshops with Mrs. Laura Biser, Title I Family Engagement Coordinator - September 2022-May 2023 (weekly/Mondays)	TBD

Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners - August 2022-June 2023	TBD
Parents, family members, and community members are invited to participate in decision making teams - September 2022-May 2023 (Action Teams meet monthly/first Tuesday)	TBD
Parents, family members, community members, teachers, principals, and other school staff are invited to a spring (April 2023) Title I meeting to review and revise the schoolwide plan, and at the beginning of the year (August 2022), at the annual Title I meeting, they are invited to provide input.	TBD
Braddock Virtual Guest Readers Program - September 2022-May 2023 (new recordings weekly)	TBD
5th Grade Recess Buddies from Allegany High School Football (Cash Valley Alums) to increase attendance and to encourage positive behaviors - September 2022-May 2023	TBD
Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents with customized messages, reminders, links to resources, surveys, and more September 2022-May 2023	TBD

### **Component 4 – COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

If appropriate and applicable, this schoolwide plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head

Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

<b>Service</b>	<b>Service Provider</b>	<b>Explanation of Service</b>
Health Care	ACPS	The school nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Social, Personal, or Academic Support	School Counselor	School counselors provide weekly lessons to support the development of character traits (The Dovetail Toolbox, Project Wisdom, Mindfulness or Second Step Lessons).
Tutoring Program	Teachers	ACPS provides after school tutoring.
Extended Learning Time (targeting students with low academic achievement)	Teachers	ACPS provides after school and summer school opportunities to all students.
Differentiated Instruction	Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning opportunities.
Small Group Instruction	Instructional Assistants, Special Education Teachers, Reading Intervention Teacher, ELA/Math Specialist	Instructional assistants, special education teachers, reading intervention teacher, and the ELA/Math specialists meet with small groups to reinforce, practice, or enrich skills and content.
Inclusion in General Education Classes	Instructional Assistants, Special Education Teachers, Classroom Teachers	Instructional assistants and the special education teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.
Extended Learning Time (identified special education students)	Special Education Staff	Extended School Year is offered to identified IEP students at various locations.
Family Assistance (based on identified needs)	Pupil Services Team	The team meets weekly to identify students and/or families in need of services.

Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides the screening and glasses.
Social and Emotional Support	Allegany County Health Department, Outside Agencies	Mental health counselors schedule appointments with identified students.
Behavior and Academic Support	LAP Coordinator	The Learning Assistance Program provides students with time out of the regular classroom with staff to complete problem solving plans in order to assist students.
Behavior Support	School staff	Positive Behavior Intervention and Support strategies are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized, providing reinforcement to students.
Check-In/Check-Out	Assigned Staff Members	Students needing additional behavioral support are identified based on discipline data. They check-in with an assigned mentor in the morning and check-out with that person or another staff member at the end of the day. Participating students self-monitor their behaviors using checklists throughout the school day.
Nutrition Support	ACPS Food Services	ACPS is providing free meals to all families.
Clothing	Social Services	The Safe and Snug Program by Allegany County Social Services provides coats, gloves, and scarves to identified students.
School Supplies	ACPS Community groups	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Allegany County Library	Library Representative, Action Teams	The Allegany County Library provides free online tutoring, databases for research, online books, and library cards to all ACPS students.
Discussion Opportunities of Student Progress	ACPS	Parent conferences are scheduled twice in the school calendar, but can be requested at any time during the school year.
Reading Intervention Programs	Reading Intervention Staff	ERI, Foundations, Read LIVE, SRA, Wilson, and other reading intervention programs are offered based on identified student needs.

Identification of Student Areas of Need	Teachers Specialists	Diagnostic testing in math and ELA
Career and Technical Education Programs	School Counselor, Assigned Staff Person/Team	Career Days and/or career activities are held by schools.
Opportunity to Address Student Educational Needs	ACPS	ICT and data analysis meetings are held to identify student needs and plan instruction.
Drug Awareness	Cumberland City Police and Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase awareness about the use of drugs and provide strategies to resist use of drugs.
Math Intervention Program	Math Specialist, Teachers, Math Specialist	iReady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Family Assistance of Young Children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs online.
Resources to Support Homeless Students	Special Education Title I	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Adult Education Programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

The supervisor of federal and state programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The supervisor of federal programs also completes the Annual Comparability Report.




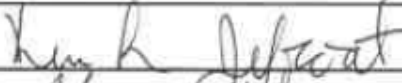

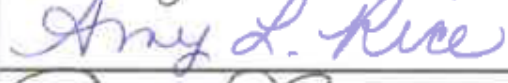


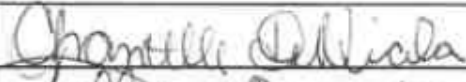

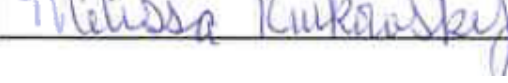
Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

**SIGN-OFF SHEET**

**The following individuals were involved in the development of the school's**

***Title I Schoolwide Program - Four Components - 2022-2023 Plan:***

<b>Name</b>	<b>Signature</b>	<b>Role</b>
Dr. Lisa Stevenson		Principal
William Dwyer		Assistant Principal
Laura Biser		Title I Family Engagement Coordinator
N/A		Community School Coordinator
Kera Jefcoat		Parent
Greg Hare		Community Member/Stakeholder
Amy Rice		Grade 2 Teacher/Leadership Team Chair
Sonja Belcher		Grade 3 Teacher/Leadership Team Co-Chair
Beth Schram		Special Educator/Leadership Team Co-Chair
Chantelle DiNicola		Instructional Assistant
Tiffany Brantner		Library Media Specialist
Melissa Krukowsky		Reading Intervention Teacher

Eileen McCann	<i>Eileen McCann</i>	Teacher Grade 4/STEM Team Co-Chair
Rebecca Murphy	<i>Rebecca Murphy</i>	Teacher Grade 2/ELA and Social Studies Team Chair
Angela Nines	<i>Angela Nines</i>	Teacher Kindergarten/PBIS Team Chair
James O'Neal	<i>James O'Neal</i>	Teacher Grade 5/STEM Team Chair
Tara Rowley	<i>Tara Rowley</i>	Teacher Grade 5/Climate and Culture Team Chair
Chris Sibley	<i>Christina Sibley</i>	Teacher Kindergarten/ELA and Social Studies Team Chair
Zachary Steckman	<i>Zachary R. Steckman</i>	Teacher Grade 1/STEM Team Co-Chair
Laura Michael	<i>Laura S. Michael</i>	Title I Specialist/LEA Representative/Technical Assistance Provider
Rachel Hager	<i>Rachel Hager</i>	ACPS ELA Specialist
Leslie Roser	<i>Leslie Roser</i>	ACPS Math Specialist
Sheila Cuppett	<i>Sheila Cuppett</i>	Family Member