

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)*, *The Scholastic Reading Inventory*, and *iReady Math* assessments. Schools may also use *Superkids* and *Core Knowledge for Language Arts (CKLA)*, *core reading programs*, and *reading* assessments. In addition, district level content area supervisors have identified needs, based on spring 2022 MCAP data, and suggested evidence based strategies for implementation at the schools. Also, monthly attendance reports, ongoing discipline data, and parent and family surveys and input from parent focus group meetings is considered. Schools hold data meetings with ACPS ELA and Math Specialists at the beginning of the year, in the middle of the year, and at the end of the year, to analyze and address data. Also, school level leadership teams and grade level teams continue to meet throughout the school year to monitor student progress.

ELA Data

Grade K	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/ Boyer Intensive: 47% Strategic: 16% Benchmark: 21% Above BM: 16% DIBELS/Dressman Intensive: 37% Strategic: 32% Benchmark: 16% Above BM: 16%	K. Boyer: 68% of students will meet their composite score growth rate goal by the MOY DIBELS administration J. Dressman: 57% of students will meet their composite score growth rate goal by the MOY DIBELS administration	Heggerty/Fundations K: J. Stanton Heggerty/Fundations K: A. Bohn Targeted SK Letter/Sound Instruction: J. Dressman Phonemic Awareness Support: D. High Enrichment: K. Boyer	<u>Intensive Students</u> - small group support phonology deficits with Heggerty Curriculum in small groups using LitKit materials and/or targeted instructional lessons suggested on mClass site; utilize Skills Building Book and 10-Minute Tuck Ins from Superkids <u>Strategic Students</u> - utilize Skills Building Book and 10 Minute Tuck-Ins from Superkids Reading Program
Winter	DIBELS/ Boyer Intensive: 42% Strategic: 26% Benchmark: 21% Above BM: 11% DIBELS/Dressman Intensive: 39% Strategic: 33% Benchmark: 17% Above BM: 11%	K. Boyer: 50% of students will meet their composite score growth rate goal by the EOY DIBELS administration J. Dressman: 39% of students will meet their composite score growth rate goal by the EOY DIBELS administration	Heggerty/Fundations K: J. Stanton 8 Students Heggerty/SK Supplemental: A. Bohn 8 Students Heggerty/Lit Kit: K. Boyer 7 Students SK Decoding/Phonics: J. Dressman 6 Students Enrichment: D. High 9 Students	

Spring	DIBELS/ Boyer Intensive: Strategic: Benchmark: Above BM: DIBELS/Dressman Intensive: Strategic: Benchmark: Above BM:			
Grade 1	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/Ruby Intensive: 33% Strategic: 22% Benchmark: 44% Above BM: 0% DIBELS/McGowan Intensive: 35% Strategic: 35% Benchmark: 29% Above BM: 0%	T. Ruby: 53% of students will meet their composite score growth rate goal by the MOY DIBELS administration N. McGowan: 56% of students will meet their composite score growth rate goal by the MOY DIBELS administration	Foundations 1: J. Stanton Foundations 1: A. Bohn Heggerty/ERI: J. Hiser/M. Beeman Heggerty/ERI: N. McGowan Superkids Decoding Instruction: N. McGowan Enrichment w/ Superkids: T. Ruby Read Live: K. Clark	<u>Intensive Students</u> - support phonology deficits with Heggerty Curriculum in small groups using LitKit materials and/or PA/Phonics instructional lessons suggested on mClass site; utilize Skills Building Book and 10-Minute Tuck Ins from Superkids <u>Strategic Students</u> - utilize Skills Building Book and 10 Minute Tuck-Ins from Superkids Reading Program
Winter	DIBELS/Ruby Intensive: 29% Strategic: 6% Benchmark: 53% Above BM: 12%	T. Ruby: 41% of students will meet their composite score growth rate goal by the EOY DIBELS administration	Heggerty/ERI: J. Houser/M. Beeman 2 Students	

	DIBELS/McGowan Intensive: 21% Strategic: 32% Benchmark: 47% Above BM: 0%	N. McGowan: 53% of students will meet their composite score growth rate goal by the EOY DIBELS administration	<p>OG: J. Stanton 2 Students</p> <p>Foundations 1: A. Bohn 5 Students</p> <p>Superkids Supplemental: T. Ruby 9 Students</p> <p>Read Live: K. Clark 6 Students</p> <p>Enrichment/Decodables: N. McGowan 12 Students</p>	
Spring	DIBELS/Ruby Intensive: Strategic: Benchmark: Above BM: DIBELS/McGowan Intensive: Strategic: Benchmark: Above BM:			

Grade 2	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/Glass Intensive: 64%	N. Glass: 78% of students will meet their	Heggerty: K. Clark	<u>Intensive Students</u> - PA/Phonics instructional lessons suggested on

	<p>Strategic: 21% Benchmark: 14% Above BM: 0% DIBELS/Metz Intensive: 46% Strategic: 31% Benchmark: 8% Above BM: 15%</p>	<p>composite score growth rate goal by the MOY DIBELS administration</p> <p>J. Metz: 77% of students will meet their composite score growth rate goal by the MOY DIBELS administration</p>	<p>Foundations 1/ERS: J. Stanton Foundations 1/ERS: J. Stanton Foundations 2/ERS: A. Bohn Targeted SK Phonics/Blending Instruction: J. Metz Enrichment: N. Glass Targeted PA and SK Letters/Sounds Instruction (W/F 11:00-11:30): D. Beeman</p>	<p>mClass site; utilize Skills Building Book and 10-Minute Tuck Ins from Superkids <u>Strategic Students</u> - utilize Skills Building Book and 10 Minute Tuck-Ins from Superkids Reading Program; ReadLive</p>
<p>Winter</p>	<p>DIBELS/Glass Intensive: 50% Strategic: 36% Benchmark: 7% Above BM: 7% DIBELS/Metz Intensive: 33% Strategic: 33% Benchmark: 8% Above BM: 25%</p>	<p>N. Glass: 50% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p> <p>J. Metz: 58% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p>	<p>Heggerty: K. Clark 2 Students</p> <p>OG: D. Beeman (W / TH 11:00-11:30 and/or 2:15-2:45) 1 Student</p> <p>OG: J. Stanton 4 Student</p> <p>Foundations 2: A. Bohn 7 Students</p> <p>Read Live: N. Glass 6 Students</p> <p>Enrichment: J. Metz 6 Students</p>	

Spring	DIBELS/Glass Intensive: Strategic: Benchmark: Above BM: DIBELS/Metz Intensive: Strategic: Benchmark: Above BM:			
Grade 3	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/Kirkwood Intensive: 53% Strategic: 13% Benchmark: 13% Above BM: 20% DIBELS/Kline Intensive: 57% Strategic: 14% Benchmark: 7% Above BM: 21% DIBELS/Sipple Intensive: 57% Strategic: 21% Benchmark: 14% Above BM: 7% RI/Kirkwood Below Basic: 40% Basic: 27% Proficient: 33% Advanced: 0% RI/Kline	B. Kirkwood: 60% of students will meet their composite score growth rate goal by the MOY DIBELS administration M. Kline: 50% of students will meet their composite score growth rate goal by the MOY DIBELS administration D. Sipple: 43% of students will meet their composite score growth rate goal by the MOY DIBELS administration	Orton-Gillingham: A. Bohn Orton-Gillingham: J. Stanton Foundations 2: J. Stanton Foundations: A. Bohn Foundations 2: B. Kirkwood Targeted Phonics/Word Warm Ups: M. Kline Enrichment: D. Sipple	<u>Intensive/Strategic Students:</u> additional small group support utilizing CKLA/Amplify Reading Pathways and Intervention Toolkit activities; targeted instructional phonics lessons suggested on the mClass site

	<p>Below Basic: 50% Basic: 14% Proficient: 36% Advanced: 0%</p> <p>RI/Sipple Below Basic: 71% Basic: 7% Proficient: 21% Advanced: 0%</p>			
Winter	<p>DIBELS/Kirkwood Intensive: 56% Strategic: 19% Benchmark: 13% Above BM: 13%</p> <p>DIBELS/Kline Intensive: 40% Strategic: 20% Benchmark: 33% Above BM: 7%</p> <p>DIBELS/Sipple Intensive: 53% Strategic: 13% Benchmark: 20% Above BM: 13%</p> <p>RI/Kirkwood Below Basic: 31% Basic: 31% Proficient: 31% Advanced: 6%</p>	<p>B. Kirkwood: % of students will meet their composite score growth rate goal by the EOY DIBELS administration</p> <p>M. Kline: 38% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p> <p>D. Sipple: 47% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p>	<p>Orton-Gillingham: A. Bohn *morning group 3 Students</p> <p>Orton-Gillingham: J. Stanton *morning group 2 Students</p> <p>Foundations 2: J. Stanton 5 Students</p> <p>Foundations 2: A. Bohn 6 Students</p> <p>Foundations 2/ReadLive: B. Kirkwood 10 Students</p> <p>Read Live/Amplify: Kline 12 Students</p>	<p><u>Intensive/Strategic Students:</u> additional small group support utilizing CKLA/Amplify Reading Pathways and Intervention Toolkit activities; targeted instructional phonics lessons suggested on the mClass site</p>

	RI/Kline Below Basic: 67% Basic: 7% Proficient: 27% Advanced: 0% RI/Sipple Below Basic: 53% Basic: 20% Proficient: 20% Advanced: 7%		Enrichment/Read Live: Sipple 16 Students	
Spring	DIBELS/Kirkwood Intensive: Strategic: Benchmark: Above BM: DIBELS/Kline Intensive: Strategic: Benchmark: Above BM: DIBELS/Sipple Intensive: Strategic: Benchmark: Above BM: RI/Kirkwood Below Basic: Basic: Proficient: Advanced: RI/Kline Below Basic: Basic: Proficient:			

	Advanced: RI/Sipple Below Basic: Basic: Proficient: Advanced:			
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Grade 4	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/Mathews Intensive: 33% Strategic: 28% Benchmark: 33% Above BM: 6% DIBELS/McKenzie Intensive: 28% Strategic: 44% Benchmark: 28% Above BM: 0% RI/Mathews Below Basic: 50% Basic: 28% Proficient: 17% Advanced: 5% RI/McKenzie Below Basic: 56% Basic: 28% Proficient: 17% Advanced: 0%	M. Mathews: 40% of students will meet their composite score growth rate goal by the MOY DIBELS administration M. McKenzie: 50% of students will meet their composite score growth rate goal by the MOY DIBELS administration	Orton-Gillingham: J. Stanton System 44: M. Mathews Foundations/Read Live: A. Bohn Read Live/Comprehension Focus: M. McKenzie Enrichment: M. Mathews	Utilize CKLA/Amplify Reading Pathways and Intervention Toolkit instructional lessons; targeted instructional lessons suggested on the mClass site
Winter	DIBELS/Mathews Intensive: 61% Strategic: 11% Benchmark: 22% Above BM: 6%	M. Mathews: 44% of students will meet their composite score growth rate goal by the EOY DIBELS administration	OG: J. Stanton 6 Students System 44: M. McKenzie 4 Students	Utilize CKLA/Amplify Reading Pathways and Intervention Toolkit instructional lessons; targeted instructional lessons suggested on the mClass site

	<p>DIBELS/McKenzie Intensive: 44% Strategic: 17% Benchmark: 33% Above BM: 6%</p> <p>RI/Mathews Below Basic: 50% Basic: 33% Proficient: 11% Advanced: 6%</p> <p>RI/McKenzie Below Basic: 53% Basic: 21% Proficient: 26% Advanced: 0%</p>	<p>M. McKenzie: 11% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p>	<p>Read Live/Amplify: M. McKenzie 10 Students</p> <p>Foundations 2/Read Live: A. Bohn 6 Students</p> <p>Read Live/Fluency - FCRR/Amplify: M. Mathews 10 Students</p>	
<p>Spring</p>	<p>DIBELS/Mathews Intensive: Strategic: Benchmark: Above BM:</p> <p>DIBELS/McKenzie Intensive: Strategic: Benchmark: Above BM:</p> <p>RI/Mathews Below Basic: Basic: Proficient: Advanced:</p> <p>RI/McKenzie Below Basic:</p>			

	Basic: Proficient: Advanced:			
Grade 5	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall 9/22	<p>DIBELS/Alkire Intensive: 42% Strategic: 21% Benchmark: 37% Above BM: 0%</p> <p>DIBELS/Baker Intensive: 61% Strategic: 17% Benchmark: 11% Above BM: 11%</p> <p>DIBELS/Potts Intensive: 47% Strategic: 29% Benchmark: 12% Above BM: 12%</p> <p>RI/Alkire: Below Basic: 42% Basic: 26% Proficient: 21% Advanced: 11%</p> <p>RI/Baker Below Basic: 56% Basic: 28% Proficient: 5% Advanced: 11%</p> <p>RI/Potts Below Basic: 53% Basic: 17% Proficient: 18%</p>	<p>E. Alkire: 21% of students will meet their composite score growth rate goal by the MOY DIBELS administration</p> <p>J. Baker: 28 % of students will meet their composite score growth rate goal by the MOY DIBELS administration</p> <p>E. Potts: 29% of students will meet their composite score growth rate goal by the MOY DIBELS administration</p>	<p>BOY INT. GROUPS System 44: Devore/Beeman</p> <p>ReadLive: E. Potts</p> <p>ReadLive/Comprehension: E. Alkire</p> <p>Enrichment: J. Baker</p>	<p>Utilize CKLA/Amplify Reading Pathways; Intervention Toolkit instructional lessons; targeted instructional lessons suggested on the mClass site; ReadLive</p>

	Advanced: 12%			
Winter	<p>DIBELS/Alkire Intensive: 42% Strategic: 21% Benchmark: 26% Above BM: 11%</p> <p>DIBELS/Baker Intensive: 67% Strategic: 6% Benchmark: 11% Above BM: 17%</p> <p>DIBELS/Potts Intensive: 47% Strategic: 12% Benchmark: 29% Above BM: 12%</p> <p>RI/Alkire: Below Basic: 37% Basic: 26% Proficient: 26% Advanced: 11%</p> <p>RI/Baker Below Basic: 50% Basic: 22% Proficient: 17% Advanced: 11%</p> <p>RI/Potts Below Basic: 29% Basic: 29% Proficient: 24%</p>	<p>E. Alkire: 53% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p> <p>J. Baker: 56% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p> <p>E. Potts: 44% of students will meet their composite score growth rate goal by the EOY DIBELS administration</p>	<p>System 44/Read Live: T. Carter/M. Beeman 12 Students</p> <p>Read Live: E. Alkire 11 Students</p> <p>Amplify/Comp. Focus: J. Baker 6 Students</p> <p>Read Live/Amplify: J. Baker 6 Students</p> <p>Amplify/Fluency: E. Potts 11 Students</p> <p>Enrichment: E. Potts 8 Students</p>	<p>Utilize CKLA/Amplify Reading Pathways; Intervention Toolkit instructional lessons; targeted instructional lessons suggested on the mClass site; ReadLive</p>

	Advanced: 18%			
Spring	DIBELS/Alkire Intensive: Strategic: Benchmark: Above BM: DIBELS/Baker Intensive: Strategic: Benchmark: Above BM: DIBELS/Potts Intensive: Strategic: Benchmark: Above BM: RI/Alkire: Below Basic: Basic: Proficient: Advanced: RI/Baker Below Basic: Basic: Proficient: Advanced: RI/Potts Below Basic: Basic: Proficient: Advanced:			

Summary: Additional time and groupings for evidence based reading interventions, differentiation using Carol Tolman Lit. Kits and/or Targeted Lessons On mClass. Web based subscriptions to use in the grade level classrooms. Schoolwide Literacy Study to build Culture of Literacy. Data meetings are held with administration, reading intervention teachers and classroom teachers after administration of DIBELS to adjust groupings and services. Intervention Cycle meetings are then

held 5-6 weeks after data meetings. During this time, teachers, reading interventionists and specialists determine if current intervention placements are effective or not. If not, adjustments to intervention groups are made. County reading specialist meets with grade level teams to help with planning and implementation of reading curriculums. Students also work on their own pathways in Amplify and Super Kids.

Math Data

George's Creek Elementary Overall Grade-Level Placement (Beginning of the Year) 22-23

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	6%	55%	38%	233/233
Kindergarten	11%	89%		38/38
1st Grade	3%	80%	17%	35/35
2nd Grade		59%	41%	27/27
3rd Grade	2%	30%	67%	43/43
4th Grade	6%	39%	56%	36/36
5th Grade	13%	44%	43%	54/54
NO	10%	60%	30%	
ALG	14%	52%	33%	
MS	14%	49%	37%	
GEO	10%	50%	40%	

George's Creek Elementary Overall Grade-Level Placement Mid Year 22-23

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	25%	55%	21%	239/240
Kindergarten	58%	42%		38/39
1st Grade	17%	81%	3%	36/36
2nd Grade	23%	62%	15%	26/26
3rd Grade	15%	55%	30%	47/47
4th Grade	11%	54%	35%	37/37
5th Grade	25%	44%	31%	55/55
NO	33%	49%	18%	
ALG	40%	41%	20%	
MS	28%	46%	25%	
GEO	24%	46%	30%	

Summary: Small learning groups are created after grade level meetings occur with specialists after reviewing and analyzing data to inform instruction. Some strategies include; CRA- (Concrete-Representational-Abstract) Strategy, Web-based Programs, Real Life Connections and Problem Solving,

Data Meetings, Formative Assessments-iReady. The county math specialist meets with small groups twice a week. Every week a group of identified students who need help in specific math skills get individualized instruction. The teacher and the county math specialist plan together weekly to form the groups and address skills needed beyond the math block.

Science Data

Grade 5 MISA Data				
	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
Total Number of Students - 37	22%	59%	19%	0%

Summary: Small learning groups are formed after reviewing and analyzing data to inform instruction during grade level team meetings. Students need strategies that include real life connections, hands-on activities and integrated learning opportunities.

Attendance Data (Goal = 94.00%)

George’s Creek Attendance Data for 2022-2023				
	September 2022	February 2023	May 2023	Summary
Pre-K-3	78.62%	92.28%		
Pre-K	81.28%	81.14%		
Kindergarten	91.12%	89.23%		

Grade 1	86.66%	86.70%		
Grade 2	91.85%	88.78%		
Grade 3	89.07%	89.59%		
Grade 4	88.06%	91.47%		
Grade 5	93.33%	88.31%		
School Average	88.57	88.52%		

Summary: An interactive Monopoly board is posted in the cafeteria with incentives. If the grade levels meet the monthly goal of 94% attendance, a roll and incentive is determined to celebrate. Daily announcements are made to commend classes with 100% attendance during the afternoon announcements. Westernport Elementary has implemented an attendance incentive store program. Attendance incentives are awarded on a rolling bi-weekly basis. 1 point for 1 week of no-tardy / no-absence & 2-pts for the same for 2 weeks. The points are used to purchase items in a store. Teachers also have incentives to promote attendance within their individual classrooms. Mrs. Symons, Community Coordinator, rewards classes that achieve 100% attendance weekly.

Discipline Narrative:

Small social groups are led by the guidance counselor and readjusted after the county SRSS (Student Risk Screening Scale) administration or upon admin/teacher feedback. Quarterly PBIS booster activities are planned with feedback from students in mind. Student contracts are sent home to parents/guardians at the beginning of each PBIS booster and individual student tracking sheets are used for each day of the PBIS incentive. Targeted lessons are given by the guidance counselors with students who have reduced time or loss of incentive. Restorative circles are used by the counselors and administration to help resolve conflict and restore peace. Students who need extra support are in the CICO (check in check out) programs and matched up with a mentor who provides support in starting and ending each school day. Classroom teachers also conduct classroom morning meetings where students can use restorative talk and develop problem solving skills. Both guidance counselors use the SEL (social emotional learning) Toolbox Curriculum in weekly grade level lessons. Students are nominated by classroom teachers for the Miner Merit awards monthly. Students can be nominated by any staff member in the building to receive a kindness award.

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, and 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 program.

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.)
Increase need for more students in intervention	Additional Evidence Based Reading Intervention Groups	Reading data and data cycle meetings	N/A	TBD

Need for increased learning time	Increased Learning Time- ACPS After School, 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	Title I, Part A- Materials to Support Teacher Workshop (Making materials of instruction) @ \$488.00	TBD
Need for closer student to teacher ratio	Small Flex Group Learning	DIBELS and/or Scholastic Reading Inventory Data	N/A	TBD
Need for Core Program Supports	Superkids & CKLA (core reading programs) Routines	PD with specialists and coach visits from SK and CKLA	\$794.00 Supplemental Curriculum Materials	TBD
FARMS and Special Education	Improve School Parent Communication	DIBELS and/or Scholastic Reading Inventory Data	Title I- Daily Take Home Folders (for ELA and Math), \$600.00	TBD
FARMS and Special Education	Integrated Lessons	DIBELS and/or Scholastic Reading Inventory Data	Title I- Storyworks magazines \$429.00, DynaMath magazines, \$279.00, Studies Weekly, \$244.50 Title I- Generation Genius Web-based subscription, \$995.00	TBD

			Headphones, \$1,077.00	
FARMS and Special Education	Schoolwide Literature Study to build Culture of Literacy	DIBELS and/or Scholastic Reading Inventory Data	Title I- Books, \$1,280.00	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.)
FARMS and Special Education	Increased Verbal Discourse- Number Talks / Accountable Talk	iReady Math Assessments and Progresses Monitoring	N/A	TBD
FARMS and Special Education	Increased Use of Problem Solving Tasks in Grades 3-5	iReady Math Assessments and Progresses Monitoring	N/A	TBD
FARMS and Special Education	Collaborative Learning in Small Group Setting	iReady Math Assessments and Progresses Monitoring	\$488.00 - Supplies for classroom projects and parent volunteers workshops (lamination, paper, etc.) to create	TBD

			materials of instruction for small flex groups	
FARMS and Special Education	High Expectations - Goal Setting in iReady Pathways	iReady Math Assessments and Progresses Monitoring	N/A	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 Real World Connections to Science	Outdoor School- Environmental Science (Partner with Evergreen Heritage Center) September 19-23, 2022	MISA Scores	N/A	TBD
Need for Hands On Experiences	FOSS Kits- for hands-on experiences	MISA Scores	N/A	TBD
Need for Hands On Connections	Ag Lab- Environmental Science review	MISA Scores	N/A	TBD

Need for Integrated Technology Experience	Robotics League	MISA Scores	N/A	TBD
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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.)
School Average is 88.47%	Use of the <i>Attendance Works</i> resources.	Monthly Attendance	N/A	TBD
School Average is 88.47%	Incentives	Daily Attendance	N/A	TBD
School Average is 88.47%	Attendance Reminders for and Sharing of Data with Parents in School Newsletters or Calendars	Monthly Attendance	N/A	TBD

Behavior 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 Trauma Informed Practices	Counseling / Restorative Circles	MTSS data, ODR data	N/A	TBD
Need for Positive Behavior Support and interventions	PBIS/SRSS (Positive Behavior Interventions and Support / Student Risk Screening Scale) and Tiers I, II, and II interventions)	Tiered MTSS data, ODR data	N/A	TBD
Need to Support Tier II Behaviors	Check In / Check Out	Monthly tracking of data and adjusting goals	N/A	TBD
Need for Consistency Across the School	School-Based Mental Health Program (Dovetail Tool Kit, Second Step, Project Wisdom)	SRSS data and ODR	Title I, Part A- Social Emotional/Toolkit Materials @ \$400.00	TBD

Social Groups with behavior focus	Mentoring Programs	SRSS data	N/A	TBD
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CAREER AND TECHNICAL EDUCATION: (Narrative)

- If applicable, what activities provide preparation for and awareness of opportunities for postsecondary education and the workforce? The guidance counselor, SEL coach, Family Engagement Coordinator and Community School Coordinator work together to plan and implement a career day opportunity for students. There are also guidance lessons to help students learn pathways for future career choices. Reading materials and online sites are also given as exploration opportunities.

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, i-Ready Math, Superkids and CKLA Reading. 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
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						of the 2022-2023 school year.)
Articulation Meetings	ELA and Math	Teachers will meet with advancing grade teams to discuss data and develop groupings.	May 2023	N/A	Title I, Part A- \$24.98 rate x 2 hours x 15 classroom teachers = \$749.40 and Fixed Charges \$59.87 and Chart paper @\$275.00.	TBD
Quarterly Data Analysis	ELA and Math	to improve instruction and use data from academic assessments to inform instruction	Quarterly	N/A	Title I, Part A- \$24.98 rate x 2 hours x 15 classroom teachers = \$749.40 and Fixed Charges \$59.87 and post-it notes @ \$250.00.	TBD
LETRS (Language Essentials for Teachers of Reading and Spelling)	ELA	to improve reading instruction and response to student instructional needs	Ongoing	N/A	Title I, Part A- Dry Erase Markers @ \$500.00 and Dry Erase Boards @ \$284.46.	TBD
Team Meetings	ELA, MATH and behavior	Grade level teams will meet with administration/ specialists to review information and collaborate.	Monthly	N/A	N/A	TBD
CKLA/Superkids Coach observations and	ELA	Teachers will be observed by Superkids coaches in grades K-2 and CKLA coaches in	Quarterly	N/A	N/A	TBD

coaching sessions		grades 3-5 and coach’s feedback will be given.				
IReady Math consultant observations and coaching sessions	Math	Teachers in grades K-5 will be observed by the IReady Math consultant and coach’s feedback will be given.	Quarterly	N/A	N/A	TBD

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Meetings with Head Start and PreK Teachers	August 2022	TBD
Transition reports provided by Head Start for entering Kindergarten students	August 2022	TBD
In person Pre-K and Kindergarten Parent interviews	August 2022	TBD
KRA Screening	September 2022	TBD

IEP meetings (with virtual accommodations if needed)	ongoing	TBD
Pre-K and Kindergarten Orientation Meetings	August 2022	TBD
Buster the Bus Program	October 11, 2022	TBD
Joint registration with Head Start and Pre-K	spring/fall 2022	TBD
Transportation between Head Start and Pre-K	ongoing	TBD
Open House/ Meet the Teacher Night	August 18, 2022	TBD
Articulation meetings between Pre-K and K	May 2022	TBD
Articulation meetings between K and Grade 1	May 2022	TBD
Articulation meetings between Grades 1-5	May 2022	TBD
Articulation meetings with middle school staff	May 2022	TBD
Data analysis meetings	throughout year upon results of BOY, mid year and EOY data points	TBD
Grade 5 middle school visitation	May 2022	TBD
Annual Title I Meeting	August 18, 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.

(See 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? Parents, families, and community members are involved in developing the schoolwide plan by participating in Title I parent meetings in the spring, at the annual meeting, and in the middle of the year. Parents also complete surveys, and parents participate in school improvement team meetings.
- How were teachers, principals, and other school staff involved in developing the schoolwide plan? Teachers, principals, and other school staff are involved in developing the schoolwide plan by attending committees such as; the school improvement team, positive behaviors interventions and supports (PBIS), family engagement, and wellness team meetings.

Strategies to Increase Parent Family Engagement (Add details such as dates and activities to these strategies to make them specific to the school.)	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Meet the Family Night / Annual Title I Meeting on August 18, 2022, (stipends for teachers to present @ \$26.43 x 2 hours x 20 teachers = \$1,057.20, stipends for teachers to plan @ \$24.98 rate x .5 hours x 20 teachers = \$249.80, fixed charges @ \$104.42, materials for parents @ \$26.50)	TBD
Literacy Event- October 14, 2022 (Raising a Reader Kickoff - K)	TBD
Monster Math Event Night - October 27, 2022 - ,stipends for teachers to present @ \$26.43 x 2 hours x 15 teachers = \$1792.90,, fixed charges @ \$63.34,	TBD
STEM Night Event- (stipends for teachers to present @ \$26.43 x 2 hours x 7 teachers = \$370.02 fixed charges @ \$29.56 Materials to Support parent night@ \$26.50.	TBD

Camping Night- Literacy Event to support summer reading- stipends for teachers to present @ \$26.43 x 2 hours x 7 teachers = \$370.02 fixed charges @ \$29.58. Materials to Support parent night- \$26.50.	TBD
Use of School Parent Compact- Ongoing	TBD
Weekly Volunteer Workshops-ongoing (Thursdays or options for take home packets)	TBD
Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners.	TBD
The School Community Coordinator collaborates with the Title I Family Engagement Coordinator in planning and implementing parent and family engagement activities.	TBD
Parents, family members, and community members are invited to participate in decision making teams such as SIT, Leadership, Parent and Family Engagement, PBIS, and others.	TBD
Parents, family members, community members, teachers, principals, and other school staff are invited to a spring Title I meeting to review and revise the schoolwide plan, and at the beginning of the year, at the annual Title I meeting, they are invited to provide input.	TBD
Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents and Families with customized messages, reminders, links to resources, surveys, and more.	TBD

Parent/Family Engagement - SMORE Interactive newsletter (includes smart links and videos as well as upcoming events and student celebrations) - Cost \$79.00	TBD
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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)

Service	Service Provider	Explanation of Service
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 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	Instructional assistants and special education teachers 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 for identified special education students	Special Education Staff	Extended School Year is offered to identified IEP students at various locations.
Assistance to families 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. The 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.
Opportunities to discuss progress of child	ACPS	Parent Conferences are held twice 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 or Assigned Staff Person or Team	Career Days and/or career activities are held by schools.
Opportunity to address student educational needs	ACPS	PST and data analysis meetings are held to identify student needs and plan instruction.
Drug awareness	Cumberland City Police 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	iReady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Assistance to families 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, the 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, Raising a Reader, and Concentration of Poverty funding is utilized to supplement the local funding.