

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 Date	<p>Dibels 68% (27) Well Below 10% (4) Below 10% (4) At 13% (5) Above</p> <p>Broadwater 76% (16) Well Below 10% (2) Below 5% (1) At 10% (2) Above</p> <p>Paz 58% (11) Well Below 11% (2) Below 16% (3) At 16 % (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>Fundations K aligned with Superkids - Heggerty 12:30-1:00 A. Cianelli</p> <p>T.Broadwater</p> <p>L.Paz</p>	<p>Enrichment Superkids Library Books, Ten Minute Tuck-ins (extend) J. Wildman</p> <p>A. Walker</p>
Winter Date	<p>Dibels 53% (19) Well Below 19% (7) Below 14% (5) At 14% (5) Above</p> <p>Broadwater 61% (11) Well Below 17% (3) Below 11% (2) At 11% (2) Above</p> <p>53% met average growth</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>Fundations K aligned with Superkids - Heggerty 12:30-1:00 Cianelli- 6 students</p> <p>Broadwater- 6 students</p> <p>Paz- 7 students</p>	<p>Enrichment Superkids Library Books, Ten Minute Tuck-ins (extend) Jodi- 7 students</p> <p>Autumn Walker- 10 students</p>

	Paz 44% (8) Well Below 22% (4) Below 17% (3) At 17 % (3) Above 71% met average growth			
Spring Date				
End				
Grade 1	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	Dibels 59% (16) Well Below 11% (3) Below 19% (5) At 11% (3) Above Kegg 62% (8) Well Below 23% (3) Below 8% (1) At 8% (1) Above Robinette 53% (8) Well Below 7% (1) Below 27% (4) At 13 % (2) Above	Students will achieve average growth goals. *see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing	Foundations 1 A. Cianelli K. Kegg L. Wilson	Superkids Library Books, mClass Activities, Ten Minute Tuck-Ins, Skill Builder Book T. Robinette

Winter Date	Dibels 49% (14) Well Below 10% (3) Below 24% (7) At 17% (5) Above Kegg 60% (9) Well Below 7% (1) Below 27% (4) At 7% (1) Above 85% met average growth Robinette 36% (5) Well Below 14% (2) Below 21% (3) At 29 % (4) Above 85% met average growth	Students will achieve average growth goals. *see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing	Foundations 1 Cianelli- 6 students Kegg- 6 students Wilson- 5 students	Superkids Library Books, mClass Activities, Ten Minute Tuck-Ins, Skill Builder Book Robinette- 6 students Moon- ENRICHMENT 7 students
Spring Date				
End				

Grade 2	Data Summary	Goals	Intervention Groups	Classroom Instruction
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	(Screener / Classroom)			
Fall	<p>Dibels 57% (20) Well Below 14% (5) Below 9% (3) At 20% (7) Above</p> <p>Hartung 53% (9) Well Below 18% (3) Below 6% (1) At 24% (4) Above</p> <p>Farrell 61% (11) Well Below 11% (2) Below 11% (2) At 17% (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>Fundations 1 A.Cianelli</p> <p>K. Farrell</p> <p>Fundations 2 D.Hartung</p> <p>Read Live M.Hall</p>	<p>Enrichment-Superkids M.McDonald</p>
Winter Date	<p>Dibels 45% (17) Well Below 18% (7) Below 16% (6) At 21% (8) Above</p> <p>Hartung 39% (7) Well Below 22% (4) Below 17% (3) At 22% (4) Above 94% met average growth</p> <p>Farrell 53% (10) Well Below 16% (3) Below 16% (3) At 16% (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>Fundations 1- Cianelli- 6 students</p> <p>Farrell- 6 students</p> <p>Fundations 2- Hartung- 8 students</p> <p>Read Live- Hall- 8 students</p>	<p>Enrichment-Superkids McDonald- 9 students</p>

	78% met average growth			
Spring Date				
End				
Grade 3	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	Dibels 44% (15) Well Below 9% (3) Below 35% (12) At 12% (4) Above Knippenberg 42% (5) Well Below 17% (2) Below 25% (3) At 17% (2) Above Hipp 50% (6) Well Below 0% (0) Below 42% (5) At 8% (1) Above Thomas 40% (4) Well Below 10% (1) Below 40% (4) At	Students will achieve average growth goals. *see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing	Foundations 1 A.Cianelli Foundations 2 L.Wilson Read Live M. McDonald	

	10% (1) Above			
Winter Date	<p>Dibels 44% (15) Well Below % (2) Below 26% (9) At 24% (8) Above</p> <p>Knippenberg 42% (5) Well Below 8% (1) Below 17% (2) At 33% (4) Above 83% met average growth</p> <p>Hipp 42% (5) Well Below 0% (0) Below 33% (4) At 25% (3) Above 73% met average growth</p> <p>Thomas 45% (5) Well Below 9% (1) Below 27% (3) At 18% (2) Above 73% met average growth</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUjebdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>Fundations 1- Cianelli- 5 students</p> <p>Fundations 2- Knippenberg- 6 students</p> <p>Read Live- McDonald- 1 student</p> <p>Wilson- 4 students</p>	<p>Comprehension- Hipp- 9 students</p> <p>Enrichment- Thomas- 10 students</p>
Spring Date				
End				

Grade 4	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	<p>Dibels 30% (10) Well Below 18% (6) Below 42% (14) At 9% (3) Above</p> <p>Oyer 18% (3) Well Below 24% (4) Below 53% (9) At 6% (1) Above</p> <p>Jones 44% (7) Well Below 13% (2) Below 31% (5) At 13 % (2) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUje_bdv4DT3-T9aAACZNz_wCscVdrFU/edit?usp=sharing</p>	<p>System 44- A. Cianelli/M.McDonald</p> <p>Read Live L.Howell</p>	
Winter Date	<p>Dibels 43% (13) Well Below 6% (2) Below 32% (10) At 19% (6) Above</p> <p>Oyer 38% (6) Well Below 0% (0) Below 50% (8) At 13% (2) Above 69% met average growth</p> <p>Jones 47% (7) Well Below</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUje_bdv4DT3-T9aAACZNz_wCscVdrFU/edit?usp=sharing</p>	<p>System 44- Cianelli/McDonald- 7 students</p> <p>Read Live- Howell- 8 students</p>	

	13% (2) Below 13% (2) At 27 % (4) Above 47% met average growth			
Spring Date				
End				
Grade 5	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	Dibels 61% (20) Well Below 9% (3) Below 24% (8) At 6% (2) Above Sloan 64% (7) Well Below 0% (0) Below 27% (3) At 9% (1) Above Hardy 67% (8) Well Below 8% (1) Below 25% (3) At 0% (0) Above Miller 50% (5) Well Below 20% (2) Below	Students will achieve average growth goals. *see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUje_bdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing	System 44 A.Cianelli/M.McDonald Read Live- L.Howell E.Miller	CKLA enrichment D.Hardy/M.Sloan

	20% (2) At 10% (1) Above			
Winter Date	<p>Dibels 67% (22) Well Below 6% (2) Below 12% (4) At 15% (5) Above</p> <p>Sloan 55% (6) Well Below 9% (1) Below 9% (1) At 27% (3) Above 73% met average growth</p> <p>Hardy 83% (10) Well Below 0% (0) Below 8% (1) At 8% (1) Above 58% met average growth</p> <p>Miller 60% (6) Well Below 10% (1) Below 20% (2) At 10% (1) Above 30% met average growth</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet https://docs.google.com/spreadsheets/d/1_gFUXS0z3wCmoKUje_bdv4DT3-T9aAACZNzwCscVdrFU/edit?usp=sharing</p>	<p>System 44- Cianelli/McDonald- 10 students</p> <p>Read Live- Howell- 5 students</p> <p>Miller- 5 students</p>	<p>Comprehension- Sloan- 5 students</p> <p>Enrichment- Hardy- 6 students</p>
Spring Date				
End				

ELA Data 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).

Most students are reading well below or below grade level. There is a need to close learning gaps caused by the pandemic across the total student population. Data analysis and planning with the ACPS and school-level ELA coaches and specialists, *additional* evidence-based reading intervention groups, and enrichment and differentiation activities are needed. Also, the core reading programs must be done with fidelity, and students need to participate in extended learning time opportunities. Identified students are also participating in after school tutoring to close the learning gap.

Math Data
**John Humbird Elementary Overall Grade-Level
Placement (Beginning of the Year)**

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	5%	49%	46%	203/203
Kindergarten	8%	92%	0%	39/39
1st Grade	0%	79%	21%	28/28
2nd Grade	0%	40%	60%	35/35
3rd Grade	6%	38%	56%	34/34
4th Grade	3%	27%	70%	33/33
5th Grade	15%	15%	71%	34/34
Domain - Beginning of Year				
Domain	Tier 1	Tier 2	At Risk for Tier 3	
NO	6%	51%	42%	

ALG	12%	51%	37%	
MS	11%	46%	43%	
GEO	11%	42%	47%	

Midpoint Growth by Grade:

Students Assessed/Total: 200/202

Overall Placement Winter Window At Risk for Tier 3 29% (From 46%) Tier 2 53% (From 49%) Tier 1 19% (From 6%)

Overall Grade-Level Placement Students Assessed/Total

Grade K Winter Window Fall Window 35/36 40% 60%

Grade 1 Winter Window Fall Window 28/29 11% 86% 4%

Grade 2 Winter Window Fall Window 37/37 11% 57% 32%

Grade 3 Winter Window Fall Window 35/35 17% 51% 31%

Grade 4 Winter Window Fall Window 32/32 16% 38% 47%

Grade 5 Winter Window Fall Window 33/33 15% 27% 58%

John Humbird Elementary Overall Grade-Level Placement (Middle of the Year)

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	19%	52%	29%	200/202
Kindergarten	42%	58%	0%	35/36
1st Grade	11%	86%	4%	28/29

2nd Grade	11%	57%	32%	37/37
3rd Grade	17%	51%	31%	35/35
4th Grade	16%	38%	47%	32/32
5th Grade	15%	27%	58%	33/33

Domain - Middle of Year			
Domain	Tier 1	Tier 2	At Risk for Tier 3
NO	23%	55%	22%
ALG	34%	45%	21%
MS	24%	48%	28%
GEO	24%	38%	38%

Math Data Summary:

Very few students scored at Tier 1, which is on grade level. The need for evidence based strategies to close the learning gaps caused by the pandemic is great across all of the grade levels. In addition to the core math program, students need

foundational skills activities such as number talks to build number sense and fact fluency. They need opportunities for differentiation, targeted small group instruction beyond the instructional math block, MCAP-like practice opportunities, extended learning time, and increased student efficacy for motivation. After school tutoring is also taking place with identified students.

Science Data

Grade 5 MISA Data				
	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
Total Number of Students - 40	22%	50%	28%	0%

Science Data Summary:

72% of students did not meet expectations. Students need ongoing spiral review and hands-on activities and integrated learning experiences connected to the real world. Extension programs such as The Maryland Science Center and the Mobile Science Lab will provide hands-on Science opportunities.

Attendance Data - (Goal = 94.00%)

John Humbird Attendance Data for 2022-2023				
	September 2022	February 2023	May 2023	Summary
Pre-K-3	81.53%	88.93%		
Pre-K	87.11%	91.23%		
Kindergarten	82.78%	88.76%		
Grade 1	92.14%	91.39%		
Grade 2	88.00%	88.56%		
Grade 3	90.07%	90.98%		
Grade 4	91.23%	91.61%		
Grade 5	91.88%	92.82%		
School Average	88.57%	90.53%		

Attendance Data Summary:

No grade level achieved the goal of 94.00% attendance in the month of September 2022. Continued cases of COVID-19 have made attendance a challenge. A need is to work with parents to provide information and data about the importance of regular attendance. School newsletters highlight the importance of school attendance and arriving at school on time.

Incentives for students to build motivation are also needed and discussed monthly at PBIS meetings where data is shared. Individual classrooms have designed attendance incentives and rewards to boost attendance. Daily attendance is announced at the end of the day on the dismissal announcements. Attendance cases are discussed weekly at PST meetings and a plan of action is formed. Home visits, parent meetings, and letters are steps taken to improve attendance.

Discipline Attendance Data Summary:

11 behavior referrals total. 7 of the 11 were of the same student who has now moved to a Tier II plan. 2 of the 11 were of the same student and they have moved to a Tier II plan as well. Of the 11, 7 were bus referrals. Bus incentives have been discussed during bus meetings. 7 were coded disruption, 3 disrespect, and 1 attack on a student. All students who have received referrals are on a Tier II plan. Weekly PST meetings discuss the plans and make changes as needed. County Behavior Specialist meets with classroom teacher and student when at the school. Daily reminders of Tier I expectations are reviewed. PBIS incentives are planned quarterly and expectations are shared with families. Students showing outstanding behavior are showcased during a Character Trait program where families are invited to participate in. SRSS data is reviewed during PST meetings and data is used to form social groups with social counselor, school social worker, and school social and emotional worker. Students following the PBIS rules are rewarded with Bulldog Bucks and can redeem at the school store.

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 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 evidence based reading intervention groups	<i>Additional</i> Evidence Based Reading Intervention Groups (Foundations K, 1, and 2, Heggerty, Read Live, System 44)	Student growth goals, Progress Monitoring, DIBELS and Reading Inventory	N/A	TBD
Need for extended learning time opportunities	Increased Learning Time- ACPS After School, Summer School, and Tutoring Programs	Student growth goals, Progress Monitoring, DIBELS and Reading Inventory	N/A	TBD
Data analysis and planning with ACPS and JD ELA Coaches and Specialists	Ongoing data meetings with ACPS and John Humbird ELA specialists to review and analyze	Student growth goals, Progress Monitoring, DIBELS and Reading Inventory	N/A	TBD

	data to inform groupings and strategies			
Need for evidence based core program activities to be done with fidelity	Superkids & CKLA (core reading programs) Routines	Observations & Look Fors, Student growth goals, Progress Monitoring, DIBELS and Reading Inventory	N/A	TBD
Need for differentiation/enrichment opportunities and small group learning	Differentiation/Enrichment Opportunities in Small Flex Groups (Superkids Ten Minute Tuck In Lessons, mClass Activities, Skill Building Activities, and CKLA Enrichment Activities)	Student growth goals, Progress Monitoring, DIBELS and Reading Inventory	Title I- National Geographic for Kids, 230 subscriptions x \$26.41 = \$6,075.00	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.)
Need to build number sense and fact fluency	Increased Verbal Discourse- Number Talks / Accountable Talk	Teacher Observation & Administrator Walk Throughs & iReady Assessments	N/A	TBD
Need for MCAP-like practice opportunities	Increased Use of Problem Solving Tasks in Grades 3-5 (Monthly)	Task Data & iReady Assessments	N/A	TBD
Need for differentiation activities	Collaborative Learning in Small Group Setting	iReady Assessments	N/A	TBD
Need for increased student efficacy	High Expectations - Goal Setting in iReady Pathways	iReady Student Data	N/A	TBD

Need for extended learning opportunities	Increased Learning Time- ACPS After School, Summer School, and Tutoring Programs	iReady Assessments	N/A	TBD
Data analysis and planning with ACPS Math Specialist	Ongoing data meetings with ACPS math specialist to review and analyze data to inform groupings and strategies	iReady Assessments	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.)
Students need integrated hands-on learning experiences connected to the real world.	Outdoor School- Environmental Science (Partner with Evergreen Heritage Center), October 10-14, 2022	Teacher Observation, MISA	N/A	TBD

Students need ongoing spiral reviews and hands-on learning opportunities.	FOSS Kits- for hands-on experiences	Unit Assessments, MISA	N/A	TBD
Students need integrated hands-on learning experiences connected to the real world.	Ag Lab- Environmental Science review	Teacher Observation, MISA	N/A	TBD
Students need integrated hands-on learning experiences connected to the real world.	Robotics League	Teacher Observation, MISA	N/A	TBD
Students need integrated hands-on learning experiences connected to the real world.	Ag Lab- Environmental Science review	Teacher Observation, MISA	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
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				end of the 2022-2023 school year.)
Parents need information and data on the importance of regular attendance.	Use of the <i>Attendance Works</i> resources.	Monthly Attendance Report	N/A	TBD
Students need self-efficacy	Incentives	Individual Student Data	N/A	TBD
Parents need information and data on the importance of regular attendance.	Attendance Reminders for and Sharing of Data with Parents in School Newsletters or Calendars	Monthly Data Report	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	School Discipline Data	N/A	TBD
Need for positive behavioral supports and interventions	PBIS/SRSS (Positive Behavior Interventions and Support / Student Risk Screening Scale) and Tiers I, II, and III interventions)	School Discipline Data	N/A	TBD
Identified students need Tier III strategies	Check In / Check Out	School Discipline Data	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
Need for increased student efficacy	School Safety Patrol	School Discipline Data	N/A	TBD

CAREER AND TECHNICAL EDUCATION:

- ☐ If applicable, what activities provide preparation for and awareness of opportunities for postsecondary education and the workforce? ***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, 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.)
After School Planning for School Improvement	SIP	School leadership staff will meet to review requirements, analyze data, choose strategies, and complete the plan.	TBD	N/A	<p>Title I, Part A- $\\$24.98 \times 2 \times 17 = \\849.32</p> <p>Title I, Part A- Fixed Charges @ .07989 rate = $\\$67.85$</p>	TBD
Articulation Meetings	ELA and Math	Grade level teams of teachers will meet with advancing grade level vertical teams to review data and plan for groupings and strategies.	Spring 2023	N/A	<p>Title I, Part A- $\\$24.98$ rate $\times 2$ hours $\times 10$ teachers = $\\$499.60$</p> <p>Title I, Part A- Additional Meetings: $\\$24.98 \times 1$ hour $\times 5$ teachers = $\\$124.90$</p> <p>Title I, Part A- Prep and planning for articulation meetings @ $\\$24.98 \times .5$ hours $\times 14$ teachers = $\\$174.86$</p> <p>Title I, Part A- Fixed Charges for Meetings @ .07989 rate = $\\$23.95$</p> <p>Title I, Part A- Materials for Prep and Planning (chart paper, post-it</p>	TBD

					notes, markers) @ \$919.61	
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 Reading and Spelling)	ELA	Intensive online course study for reading strategies and best practices (principal,	Monthly ELA (Specialist - First Tuesday)	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	Spring 2023	TBD
Transition reports provided by Head Start for entering Kindergarten students	Spring 2023	TBD
In person Pre-K and Kindergarten Parent interviews	Spring 2023 with registration and Fall 2023	TBD
KRA Screening	Fall 2022 (October)	TBD
Virtual IEP meetings	2022- 2023 school year - Tuesdays	TBD
Pre-K and Kindergarten Orientation Meetings	August 25-26, 2022	TBD
Buster the Bus Program	October 20, 2022	TBD

Joint registration with Head Start and Pre-K	May 2022 - on-going	TBD
Transportation between Head Start and Pre-K	2022 - 2023 school year	TBD
Open House Online, drive through and outdoor options were offered	August 24, 2022	TBD
Articulation meetings between Pre-K and K	November 2022 (to discuss KRA results) Spring 2023	TBD
Articulation meetings between K and Grade 1	Spring 2023	TBD
Articulation meetings between Grades 1-5	Spring 2023	TBD
Articulation meetings with middle school staff	Spring 2023	TBD
Data analysis meetings	Monthly with ELA and Math specialists (bi-weekly if requested or needed)	TBD
Grade 5 middle school visitation	May 2023	TBD
Annual Title I Meeting	August 24, 2022 and Spring 2023	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. They provided input during the spring by completing the Parent Interest Survey and/or by attending the Spring Title I Meeting. They also attended a Fall Annual Title I Meeting/Back to School Night during which they reviewed components of the plan and provided input. The principal also invites participation year round in her monthly newsletter.***

- ☐ How were teachers, principals, and other school staff involved in developing the schoolwide plan? ***Teachers, principals, and other school staff are involved in the development of the schoolwide plan. They provided input by completing surveys and by participating in school level 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.)
Back to School Night / Annual Title I Meeting (Title I, Part A- presenting stipends @ \$26.43 x 2 hours x 16 teachers = \$845.76 + Fixed Charges @ \$67.57)	TBD
Parent Nights (virtual or in-person) K-5 (Title I, Part A- presenting stipends @ \$26.43 x 2 hours x 14 teachers = \$740.04 + Fixed Charges @ \$59.12 + planning stipends @\$24.98 x 1 hour x 14 teachers = \$349.72 + Fixed Charges @ \$27.94)	TBD
Materials are provided to parents (Title I, Part A- \$23.33)	TBD
MCAP Event for Parents of Students in Grades 3-5 (Title I, Part A- planning stipends @ \$24.98 x 1 hour x 10 teachers = \$249.80 + Fixed Charges @ \$19.96 + Presenting Stipends @ \$26.43 x 2 hours x 10 teachers = \$528.60 + Fixed Charges @ \$42.23	TBD
Use of School Parent Compact	TBD
Weekly Volunteer Workshops	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	TBD

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.	
Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents with customized messages, reminders, links to resources, surveys, and more.	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)

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	ICT 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.
D.A.R.E. (Drug and Alcohol Resistance Education)	School Resource Officer and Grade 5 Teachers	Students participate in lessons and an end-of-the-program recognition with parents.

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.

