

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**Date: 2022 - 2023****School: Mount Savage Elementary School**

Grade K	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELs (36) 61% (22) Well Below 11% (4) Below 11% (4) At 17% (6) Above Beeman(16) 63% (10) Well Below 0% (0) Below 19% (3) At 19% (3) Above Reagan (20) 60% (12) Well Below 20% (4) Below 5% (1) At 15% (3) Above	22, or 61% of students were well below by the middle of the year 5 will move up leaving 17, 47%	(Zero in Phonemic Awareness) Foundations (Group 1): Piasecki (7) Foundations (Group 2): Beeman (7) (12+ in Letter Names) Foundations (Group 3): Brian (8)	One student from Beeman's room will sit with her IA for as much of foundations as possible m-Class DIBELs activities, Superkids supplemental, Heggerty
Winter Date	DIBELs (36) 33% (12) Well Below 28% (10) Below 31% (11) At 8% (3) Above Beeman(17) 35% (6) Well Below 29% (5) Below 35% (6) At		(Foundations/Heggerty/Phonemic Awareness): Piasecki Group 1 6 Students (Foundations/Heggerty/Phonemic Awareness): Piasecki Group 2 4 Students	What to do with A? stay with IA and/or in small group working on letter ID, etc One student refuses to come to a group to work (behavior) – put into a group to work when capable/upon return→ possibly work with IA from LAP on Foundations? Talk to Britney and feedback to Holland→ Britney is fine with this

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	0% (0) Above Reagan (19) 32% (6) Well Below 26% (5) Below 26% (5) At 16% (3) Above		<u>(Foundations/Phonemic Awareness): Brian</u> 4 Students Notes: 2 students will remain in foundations to prevent slip. Beeman has the teacher manual for Foundations and materials Remove: 4 students have been removed	Brittney has the teacher manual for Foundations and materials– will give to Brian
Spring Date				
End				
Grade 1	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELs (28) 50% (14) Well Below 14% (4) Below 11% (3) At 25% (7) Above Cook (14) 36% (5) Well Below 14% (2) Below 14% (2) At 36% (5) Above Durst (14) 64% (9) Well Below	14/28, 50% of students are scoring well below. By the middle of the year two students will move up from well below leaving 12/28, 43%	Foundations (Group 1): Foundations (Group 2): Piasecki	Heggerty, m-Class DIBELs 8, Superkids supplemental activities, Decodable readers, LETRs, LIT kits, Superkids Phonemic awareness,

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	<p>14% (2) Below 7% (1) At 14% (2) Above</p>			
Winter Date	<p>DIBELs (28) 29% (8) Well Below 25% (7) Below 25% (7) At 21% (6) Above</p> <p>Cook (14) 14% (2) Well Below 29% (4) Below 29% (4) At 29% (4) Above</p> <p>Durst (14) 43% (6) Well Below 21% (3) Below 21% (3) At 14% (2) Above</p>		<p>Foundations/Heggerty (Group 1): Brailer 5 Students</p> <p>Foundations/Heggerty (Group 2): Piasecki 5 Students</p> <p><u>Remove:</u> 4 students have been removed</p>	
Spring Date				
End				

Grade 2	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELs (41) 39% (16) Well Below 20% (8) Below 20% (8) At 22% (9) Above Sindy (20) 35% (7) Well Below 10% (2) Below 30% (6) At 25% (5) Above Nolan (21) 43% (9) Well Below 29% (6) Below 10% (2) At 19% (4) Above	24/41, 59% of students are well below or below. By the middle of the year 21/41, 51% will be well below or below.	9:30-10:00 Foundations (Group 1): Piasecki 10:00-10:30 Foundations (Group 2): Piasecki	incorporating foundations scope and sequence for weekly spelling list with intervention groups Heggerty, m-Class DIBELs 8, Superkids supplemental activities, Decodable readers, LETRs, LIT kits
Winter Date	DIBELs (41) 41% (17) Well Below 17% (7) Below 22% (9) At 20% (8) Above Sindy (19) 37% (7) Well Below 16% (3) Below 32% (6) At 16% (3) Above Nolan (22) 45% (10) Well Below		9:30-10:00 Foundations/Heggerty/Tools for Reading Sound Wall (Group 1): Piasecki 9 Students 1 students is being retested 10:00-10:30 Foundations/Heggerty/Tools for Reading Sound Wall (Group 2): Piasecki 8 Students	1 student is being retested– her DIBELs score is much lower than he performance in the classroom → Believe it was because Hager tested her → She will be reassessed by Piasecki

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	18% (4) Below 14% (3) At 23% (5) Above		<u>Remove:</u> 1 Student is being removed	
Spring Date				
End				
Fall Date				
Grade 3	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELS (33) 30% (10) Well Below 24% (8) Below 21% (7) At 24% (8) Above Alderton (17)	18/33, 55%, of students scored well below or below. By the middle of the year 14/33, 42%, will	Fundations (low decoding): Piasecki Fundations (decoding):	Read Naturally Live, phonics activities with Lit Kit, Amplify, Readworks and NewsELA, and CKLA supplemental resources, Geodes books.

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	29% (5) Well Below 35% (6) Below 24% (4) At 12% (2) Above Vogtman (16) 31% (5) Well Below 13% (2) Below 19% (3) At 38% (6) Above	be well below, or below.	Read Naturally (in classroom):	
Winter Date				
Spring Date				
End				

Grade 4	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELs (28) Schurg 25% (7) Well Below 25% (7) Below 39% (11) At 11% (3) Above	7/28, 25% of students are below. By the middle of the year 2 students will have moved out of below, meaning 18% will be below	System 44: Piasecki (Tammie Ward) IA working with yellow kids in Read Naturally	Strategic students (below) will do ReadNaturally Live for fluency. Remaining students: Geodes, Readwork and NewsELA, Amplify, CKLA Supplemental

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Winter Date				
Spring Date				
End				

Grade 5	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date 09/26/22	DIBELs (29) 55% (16) Well Below 21% (6) Below 10% (3) At 14% (4) Above Duckworth (13) 54% (7) Well Below 15% (2) Below 15% (2) At 15% (2) Above Winebrenner (16) 56% (9) Well Below 25% (4) Below 6% (1) At 13% (2) Above	Winebrenner: 13/16, 81%, of students scored well below or below. By the middle of the year 3 students will move out of that category making 10/16, 63%	System 44: In Classroom- digital Read Naturally: Piasecki	Readworks, NEWSELA, CKLA activities in small group styled setting (Winebrenner) Autumn is Orton certified
Winter Date				
Spring Date				
End				

Summary:

A total of 194 Mount Savage Elementary School students participated in the DIBELS assessment. Of that total, 36 kindergarteners, 28 first graders, 40 second graders, 33 third graders, 28 fourth graders, and 29 fifth graders participated in the assessment. When combining all 6 grade levels, 44% (85 students) of the students assessed scored well Below Basic reading levels,

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19% (37 students) of the students assessed scored Below the basic reading level, 19% (36 students) scored At grade level, and 19% (37 students) scored above benchmark grade level.

An examination of DIBELS scores indicated that 61% (22 students) of the kindergarten students who participated in the DIBELS assessment scored Well Below the basic reading level. Fifty percent (14 students) of the first grade students who participated in the assessment scored Well Below Basic reading level, and 40% (16 students) of the second grade students who participated in the assessment scored Well Below Basic. With regard to students who scored below the basic reading level, 11% (4 students) of the kindergarten students who participated in the assessment scored below basic. Fourteen percent (4 students) of the first grade students scored below basic, and 20% (8 students) scored below basic. Eleven percent (4 students) of the kindergarten students who participated in the assessment scored at grade level, 11% (3 students) of the first grade students who participated scored at grade level, and 20% (8 students) of the second grade students scored at grade level. With regard to those students who scored above grade level, 17% (6 students) of kindergarten students who participated in the assessment scored above grade level. Twenty-five percent (7 students) of the first grade scored above grade level, and 20% (8 students) in the second grade scored above grade level.

With regard to grades 3-5, data at the beginning of the years shows 30% (10 students) 3rd graders scored Well Below the basic reading level, 25% (7 students) in the 4th grade scored Below Basic, and 55% (16 students) of the 5th graders assessed scored Well Below the basic reading level. Twenty-four percent (8 students) of the third grade students assessed scored Below basic reading level, 25% (7 students) in the 4th grade scored Below basic the basic reading level, and 21% (6 students) in the 5th grade scored Below the basic reading level. Additionally, 11% (four students) in the third grade score At grade level, 20% (11 students) of the fourth grade students scored At grade level, and 10% (3 students) of the fifth grade students score At grade level. Data also showed 17% (6 students) kindergarten students scored Above grade level, 25% (7 students) 4th graders scored Above grade level, and 14% (4 students) 5th grade students scored Above grade level.

Overall, the data indicates that weaknesses exist in all grade levels but particularly in kindergarten, first grade, and 5th grade, where the highest numbers of students scored in the Well Below grade level. Kindergarten showed the highest number of students in the Well Below category with 61% scoring in that range. Strengths in 1st, 2nd, and 3rd grade exist in the Above grade level category where a total of 24 students scored above grade level. Mount Savage Elementary School will continue to utilize the new schedule that provides reading intervention groups for all students that are designed to target and implement strategies to meet individual student needs.

DIBELS Data

	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Well	61% (22	50%(14 students)	39%(16 Students)	30% (10 Students)	25% (7 Students)	55% (16 Students)

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Below	Students					
Below	11% (4 Students)	14% (4 Students)	20% (8 Students)	24% (8 students)	25% (7 Students)	21% (6 Students)
At	11%(4 Students)	11% (3 Students)	20% (8 Students)	21% (7 Students)	39% (11 Students)	10% (3 Students)
Above	17% (6 Students)	25% (7 Students)	22%(9 Students)	24% (8 Students)	11% (3 Students)	14% (4 Students)

Math Data

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Well Below	22 (61%)	14 (50%)	16 (40%)	10 (29%)	7 (26%)	16 (55%)
Below	4 (11%)	4 (14%)	8 (20%)	8 (24%)	7 (26%)	6 (21%)
Benchmark	4 (11%)	3 (11%)	8 (20%)	7 (21%)	10 (37%)	3 (10%)
Above	6 (17%)	7 (25%)	8 (20%)	9 (26%)	3 (11%)	4 (14%)
Total	36	28	40	34	27	29

School Wide Total			K-2 Total	
Well Below	85 (44%)		Well Below	52 (50%)
Below	37 (19%)		Below	16 (15%)

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Benchmark	35 (18%)		Benchmark	15 (14%)
Above	37 (19%)		Above	21 (20%)
Total	194		Total	104

Math Data**Mount Savage Elementary Overall Grade-Level Placement (Beginning of the Year)**

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	7%	58%	35%	197
Kindergarten	11%	89%		36
1st Grade		83%	17%	29
2nd Grade	3%	55%	43%	40
3rd Grade	6%	4%	53%	34
4th Grade	4%	39%	57%	28
5th Grade	17%	40%	43%	30

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Summary:

A total of 197 Mount Savage Elementary School students participated in the beginning of the year math assessment. Of that total, 36 kindergarteners, 29 first graders, 40 second graders, 34 third graders, 28 fourth graders, and 30 fifth graders participated in the assessment. When combining all 6 grade levels, 7% (14 students) were on grade level, 58% (114 students) of the students assessed scored one year below grade level, and 35% (69 students) of the students assessed scored at least two years below grade level.

An examination of BOY math data indicated that 11% (22 students) of the kindergarten students scored at grade level, 0% of first grade assessed score at grade level, 3% of second graders assessed scored at grade level, 6% of third graders scored at grade level, 4% of fourth graders scored at grade level, and 17% of assessed fifth graders scored at grade level. In addition, 89% of the kindergartners score at least one year below grade level; however 0% scored at least two years below grade level. With regard to first grade, 83% of the students assessed scored one year below grade level, and 17% of the first graders scored at least two years below grade level. 3% of second grade students scored on grade level, 55% of the second grade students assessed scored at least one year below grade level, and 43% of the second grade students scored at least two years below grade level.

With regard to students in grades 305, 6% of the third graders assessed scored at grade level, 55% of the third grade students scored one-year below grade level, and 43% of the third grade students assessed scored two or more years below grade level. Four percent of the assessed fourth graders scored at grade level, 39% of the assessed fourth graders scored one-year below grade level, and 57% of the assessed fourth grade students scored two or more years below grade level. Seventeen percent of the fifth grade students scored on grade level, 40% of the assessed fifth grade students scored at least one-year below grade level, and 43% of the assessed fifth grade students scored two or more years below grade level.

Overall, the percentage of math scores that fall in the one year and two or more years below grade level in all grade levels are concerning. In particular, the first grade did not have any students who scored on grade level, and only 3 percent of the 2nd grade students scored on grade level. Another area of weakness is in the fourth grade where over half of the students fall in the below two or more grade level category. One strength that is noted is that in first grade, only 17% of the assessed students fell into the two or more grades below level category, where their counterparts were typically 35% or above in the same category.

Mount Savage Elementary Overall Grade-Level

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Placement (Middle of the Year)

	Tier 1	56	At Risk for Tier 3	Students
School	30%	52%	18%	199
Kindergarten	49%	51%		
1st Grade	46%	50%	4%	
2nd Grade	20%		24%	
3rd Grade	24%	50%	26%	
4th Grade	17%	53%	30%	
5th Grade	24%	52%	24%	

Science Data

Grade 5 MISA Data				
	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
Total Number of Students - 31	22%	68%	10%	0%

Summary:

An examination of the science data shows that only 10% of the students assessed met the expectations. In addition, 68% of the students assessed were approaching expectations, and 22% of the students only partially met expectations. With the implementation of June, 1 2022

a new schedule and designated times for science in the master schedule, students will be provided more opportunities for classroom learning. Additionally, through anticipated learning labs will be provided hands-on opportunities to explore science material and have real-world classroom experiences. For example, all classrooms will be hatching chicks. They will use instruments to watch the growth of the embryo through the hatching stage. These real-life experiences will provide essential skills to make real-work connections in the area of science.

Attendance Data - (Goal = 94.00%)

Mt. Savage Attendance Data for 2022-2023				
	September 2022	February 2023	May 2023	Summary
Pre-K-3	N/A	N/A		
Pre-K	95.00%	91.87%		
Kindergarten	89.17%	87.06%		
Grade 1	89.01%	91.35%		
Grade 2	93.26%	92.37%		
Grade 3	89.61%	88.08%		
Grade 4	92.68%	95.79%		
Grade 5	94.01%	91.83%		

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School Average	91.67%	91.03%		
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Summary:

The school average was 91.67% in September 2022, and only Pre-K met the target of 94.00%. An examination of parent and physician excuses indicates that most students were absent because of a positive COVID-19 result, Influenza A & B, and RSV, where students were instructed to quarantine. In order to deter chronic absenteeism, Mount Savage's Pupil Service Team (PST) meets weekly to review student absenteeism. Through these meetings, personal phone calls are made to parents, home visits are assigned and conducted, and meetings are scheduled with parents to review student data. In addition, all students are presented with a brochure that discusses the importance of school attendance. Moreover, a rack card was distributed to all students that discusses 10 reasons why students need to be present in school. This rack card will be shared with parents at the annual Title I mid-year meeting.

INSERT DISCIPLINE NARRATIVE HERE (PBIS)

Mount Savage School follows a multi-tiered system of support that implements Tier I strategies at all grade levels where students are introduced to the school-wide initiative to Be Respectful, Responsible, and Safe. These lessons are taught on a weekly basis through our guidance department and reviewed with classroom teachers. Through our Tier I support systems, all teachers have been trained on Tier I level classroom behaviors and classroom responses. In addition, teachers have been trained on Restorative Practices and are versed in appropriate responses and procedures to restore relationships with students with whom they have had behavior issues. Moreover, all students have participated in Second Step lessons with our guidance counselor. These lessons focus on recognizing, reporting, and refusing all aspects of bullying and how to use bystander power to advocate for their fellow classmates. In addition, a Tier II group of students, Drama Small, meets on a regular basis with our school guidance counsel to provide students a means to identify, target, and appropriately respond to meaningful relationships.

Tool Box

The guidance department implements a Social Emotional Learning (SEL) program called ToolBox Project. This program consists of 12 tools which are breathing, quiet/safe place, listening, empathy, personal space, using our words, garbage can, taking time, please & thank you, apology & forgiveness, patience, and courage tools. These tools are taught to build empathy, self-control, and resilience within the students and can be used in school and in everyday life. The tools are to teach the students how to express and understand their own emotions and behaviors as well as those around them.

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In addition to the Tier I, and II responses, Mount Savage has designated PBIS reward days to promote and celebrate positive behavior. Once a week the guidance department picks one student from each grade that has received “feathers” which are tokens for being respectful, responsible, and safe to come and get a reward for their positive social, emotional, and behavior skills.

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.)
<p>Baseline</p> <p>After examining data on the DIBELS assessment in grades K-5, baseline data indicates an identified need of interventions and strategies in the area of reading.</p>	<p>Additional Evidence Based Reading Intervention Groups</p>	<ul style="list-style-type: none"> • All teachers will participate in progress monitoring meetings with the school reading specialists to determine improvement. • All students will be evaluated three times during the school year to examine 	<p>N/A</p> <p>N/A</p>	<p>TBD</p> <p>TBD</p>

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		<p>data for effectiveness.</p> <ul style="list-style-type: none"> • Overall classroom performance will be evaluated to determine student progress. • A new lesson plan template was created to assist teachers with small group designed instruction. • Additional teacher planning time was implemented to allow teachers to plan together to determine best practices and to create discussions and school-wide actions to promote visible learning within the classroom. Administration will evaluate if this time is effective with regard to 	N/A	TBD
			N/A	TBD
			N/A	TBD

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		providing teachers <ul style="list-style-type: none"> • Special education specialists will meet weekly with regular and special education teachers to properly implement students' IEPs. 	N/A	TBD
Students need extended learning time opportunities.	Increased Learning Time- ACPS After School, Summer School, and Tutoring Programs	<ul style="list-style-type: none"> • Data for students who participated in ACPS summer school program has and will be examined to determine student progress. • Identified students who are participating in tutoring will have grades, DIBELs assessment, CKLA assessments examined to determine success of the strategy. 	N/A	TBD

Students need modeling of strategies through direct instruction and partner practice in order to apply reading strategy independently.	Gradual Release of Responsibility (GRR)	<ul style="list-style-type: none"> Baseline data regarding student performance before the implementation of GRR will be compared to post test data to determine the effectiveness of the GRR model. 	N/A	TBD
Students need differentiation.	Universal Design for Learning (UDL)	<ul style="list-style-type: none"> After utilizing UDL, teachers will assess student success on classroom performance, formative and summative assessments. 	N/A	TBD
Students need differentiation.	Differentiation	<ul style="list-style-type: none"> Using a variety of means of instruction, teachers will evaluate classroom performance, formative and summative assessments. Classroom teachers will examine student 	<p>Title I- Supplies for the family engagement coordinator and parent volunteers to create materials of instruction for classroom and/or home use, \$538.50</p> <p>Title I- Supplemental Materials to Support the</p>	TBD

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		work and performance to determine if differentiated instruction is used successfully with individual student learning needs.	Core Reading Program, \$1,100.00 Title I- Learning Carpets, activity books, and manipulatives for K-1 - \$2,100.00	
Students need the opportunity for additional remediation learning time on specific, identified deficits.	Small Flex Group Learning	<ul style="list-style-type: none"> Teachers will evaluate classroom performance to determine if targeted small flex group instruction is effective 	Materials to Support Instruction / Volunteer Workshops- \$538.50	TBD
		<ul style="list-style-type: none"> Teachers will use formal and informal assessments to determine student progress within the core reading programs 	N/A	TBD
		<ul style="list-style-type: none"> Superkids Unit and Benchmark tests will be evaluated to determine effectiveness of 	N/A	TBD

		<p>small group instruction</p> <ul style="list-style-type: none"> • mClass (DIBELS) data is available online for teachers to utilize for small groupings and activities to complete • Amplify (CKLA Online) provides data and suggested groupings/activities for small group instruction. 	<p>N/A</p> <p>N/A</p>	<p>TBD</p> <p>TBD</p>
Students need a research-based proven core program to strengthen reading skills and reduce learning gaps.	Superkids & CKLA (core reading programs) Routines	<ul style="list-style-type: none"> • Superkids Routines will be followed with an emphasis on utilizing Superkid materials during whole group (Tier 1) and small group instruction. Phonemic awareness activities will be implemented using the 	N/A	TBD

		<p>Superkids Daily Routines.</p> <ul style="list-style-type: none"> CKLA Routines will be followed utilizing the county created pacing guide with 4 lessons over 5 days. Students will participate in whole group instruction (Tier 1) and small group instruction during the 120 minute reading block. 	N/A	TBD
Students need increased self-efficacy	High Expectations- Goal Setting	<ul style="list-style-type: none"> Through collaboration and data cycle meetings, teachers, specialists, and administration will continue to examine data to determine if students are appropriately placed in reading interventions. 	N/A	TBD

Students need differentiation.	Use of Focus Walls / Sound Walls	<ul style="list-style-type: none"> Focus walls should be visible in each classroom and be created with the learners in mind. The content purpose, language purpose, and social purpose should be written to enhance the students' understanding of the lesson. Other materials visible on the focus wall should be relevant to the lesson/unit. Sound walls should be on display in appropriate classrooms (posters were purchased for LETRs participants) near where phonemic awareness instruction is taking place. 	N/A	TBD
			N/A	TBD

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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.)
Students need routines for building number sense and fluency.	Increased Verbal Discourse- Number Talks / Accountable Talk	<ul style="list-style-type: none"> Progress monitoring between diagnostic assessments will be used as an evaluation tool. 	N/A	TBD
		<ul style="list-style-type: none"> Teachers will meet with math specialist to complete a “temperature” check 	N/A	TBD
		<ul style="list-style-type: none"> Teachers anecdotal notes focusing on student discourse during number talks and i-Ready 	Title I- Learning Carpets, activity books, and manipulatives for K-1, \$2,100.00	TBD

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		Try-Discuss-Connect routine.		
Students need to explore concrete, representational, and abstract progressions in math problems to deepen understanding of concepts.	Collaborative Learning in Small Group Setting	<ul style="list-style-type: none"> Teachers will assess student success on classroom performance, formative and summative assessments. Small groups to work with the math specialist based on diagnostic results. 	N/A Title I- Supplemental Math Materials - \$1,100.00	TBD TBD
Students need increased self-efficacy	High Expectations - Goal Setting in iReady Pathways	<ul style="list-style-type: none"> Teachers will continue to monitor and track students' progress with Pathways. I-ready coaches will evaluate the implementation of the program by completing on-site visits to make sure the program is implemented with fidelity. 	N/A N/A	TBD TBD

Students need extended learning time opportunities.	Increase of daily instructional math time	<ul style="list-style-type: none"> Teachers will assess student success on classroom performance, formative and summative assessments. Teachers will track student progress and time on task with Pathways. 	<p>N/A</p> <p>Title I- Materials to Support Instruction / Volunteer Workshops- \$538.50</p>	<p>TBD</p> <p>TBD</p>
Students need routines for building number sense and fluency.	Math Facts Practice Opportunities such as iReady Games	<ul style="list-style-type: none"> Teachers will assess student success on classroom performance, formative and summative assessments. 	N/A	TBD
Students need modeling of strategies through direct instruction and partner practice in order to apply reading strategy independently.	Utilize the Gradual Release of Responsibility (GRR) Instructional Framework in Lesson Planning and Instructional Delivery (Provide the Content Purpose, Language Purpose, and Social Purpose)	<ul style="list-style-type: none"> Observations, Evaluations, Lesson Plans, and Walk-Throughs 	N/A	TBD

Students need differentiation.	Utilize the Universal Design for Learning (UDL) in Lesson Planning and Instructional Delivery	<ul style="list-style-type: none"> Observations, Evaluations, Lesson Plans, and Walk-Throughs 	N/A	TBD
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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 experiences and connections	Outdoor School-Environmental Science (Partner with Evergreen Heritage Center)	<ul style="list-style-type: none"> Effectiveness was evaluated by hands-on, onsite learning that students completed at camp. 	N/A	TBD
		<ul style="list-style-type: none"> Evaluations of student learning continues as teachers monitor student progress with regard to in-class learning where they have 	N/A	TBD

		made general connections to activities completed at Outdoor School		
Need for hands-on learning and practicing the scientific process	FOSS Kits- for hands-on experiences	<ul style="list-style-type: none"> • Lab reflection • Completed task by each student/or group • Lab sheets that show results and conclusions 	N/A N/A N/A	TBD TBD TBD
Need for real-world connection and hands-on learning	Ag Lab- Environmental Science review	<ul style="list-style-type: none"> • Data from pre and post tests will be evaluated to determine effectiveness of the Environmental Science Lap • Evidence of correctly identifying seed sorting. 	N/A N/A	TBD TBD
Need for real-world connection and hands-on learning	Robotics League	<ul style="list-style-type: none"> • Strategy will be evaluated using pre and post test data. • Robotics league coach will evaluate student 	N/A TBD	TBD TBD

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		progress using hands-on learning skills obtained during Robotics Leagues	N/A	TBD
Need to practice the scientific process	Focus on the Scientific Process (Core Science Program)	Observations, Evaluations, Lesson Plans, Walk-Throughs, and MISA Scores	N/A	TBD
Need for smaller student to teacher ratio	Small group learning	Observations, Evaluations, Lesson Plans, Walk-Throughs, and 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 for increased student efficacy	Use of the <i>Attendance Works</i> resources.	Monthly Attendance Reports	N/A	TBD

Need for increased student efficacy	Incentives	<p>Data regarding incentives will be examined to determine if PBIS attendance days improve with school-wide incentives.</p> <p>Data will be monitored at each grade level to determine if attendance rates increase after incentives are in place.</p>	<p>Materials used for PBIS Activity Days.</p> <p>Materials that include reading and math strategies to share with parents.</p>	<p>TBD</p> <p>TBD</p>
Need to provide information to parents regarding data and the impact of school attendance.	Attendance Reminders for and Sharing of Data with Parents in School Newsletters or Calendars	<p>Data is monitored weekly to determine if face-to-face meetings with parents improves attendance.</p> <p>Data is monitored to determine if monthly parent and family engagement activities help improve attendance.</p>	Materials that include reading and math strategies to share with parents.	<p>TBD</p> <p>TBD</p>
Identified students and families need additional support.	Mental Health Counselor provides support to identified students.	Monthly Attendance Reports	N/A	TBD

Need for timely communication regarding attendance.	Daily phone calls for 3 or more consecutive absences.	Monthly Attendance Reports	N/A	TBD
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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 strategies	Counseling / Restorative Circles	<ul style="list-style-type: none"> Monitor data of the names of students who are referred to counseling. 	Materials needed to facilitate restorative circles and continue restorative activities.	TBD

Need for school-wide consistency in expectations	PBIS/SRSS (Positive Behavior Interventions and Support / Student Risk Screening Scale) and Tiers I, II, and II interventions)	<ul style="list-style-type: none"> Quarterly monitoring of SRSS results. Weekly monitoring of office referrals Monthly evaluation of referrals during PBIS meetings 	N/A	TBD
			N/A	TBD
			N/A	TBD
Need for Tier II and III strategies	Check In / Check Out	<ul style="list-style-type: none"> Daily monitoring of behavior. Data collection sheet to monitor behavior throughout the time of day Weekly collection of daily check in/check out sheets to determine progress. 	N/A	TBD
			N/A	TBD
			N/A	TBD
Need for school-wide consistency in behavior strategies	School-Based Mental Health Program (Dovetail Tool Kit, Second Step, Project Wisdom)	<ul style="list-style-type: none"> Weekly meetings with school-based therapist to evaluate progress of student Monthly PBIS meetings to discuss referral data after 	N/A	TBD
			N/A	TBD

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		<p>implementation of Second Step lessons.</p> <ul style="list-style-type: none"> • Monthly PBIS meetings to discuss referral data with implementation of Tool Box Program • Weekly meetings with teachers to discuss referral data after implementation of Second Step Lessons. • Weekly meetings with teachers to discuss referral data after implementation of Tool Box Lessons. 	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>
Need for school-wide consistency in behavior strategies	Mentoring Programs	<ul style="list-style-type: none"> • The SRSS screening tool is utilized to identify the need of mentoring groups. • Quarterly SRSS data is collected to evaluate the effectiveness of 	<p>N/A</p> <p>N/A</p>	<p>TBD</p> <p>TBD</p>

		<p>the mentoring group.</p> <ul style="list-style-type: none"> • PST discusses student's grades, discipline data, and attendance weekly. • Guidance does a weekly check-in with teachers to see what strategies are working and not working to improve the classroom environment. 		<p>TBD</p> <p>TBD</p>
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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? (Narrative) Information about careers and technical education is embedded in core reading, social studies, and science curriculum. In addition, Career Day is held to highlight several careers, and guest speakers visit classrooms to share details about their education, training, and experiences.

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 Alignme nt	What / How Content/Proce ss	Date(s)	Presenter s	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.)
Articulation Meetings for K-5	ELA and Math	Grade level teachers will meet in teams with advancing grade level	Spring 2023	N/A	Title I, Part A- Stipends @ \$24.98 x 2 hours x 11 teachers = \$549.56 + Fixed	TBD

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		teams vertically to review data and plan groupings and instructional strategies.			<p>Charges @ \$43.90</p> <p>Title I, Part A- Prep and Planning for Articulation Meetings @ \$24.98 x 2 hours x 11 teachers = \$549.56 + Fixed Charges @ \$43.90</p> <p>Title I, Part A- Materials to support Articulation Meetings @ \$112.69</p>	
Data Meetings	ELA and Math	to improve instruction and use of data from academic assessments	Ongoing	ELA and Math Specialists	N/A	TBD
LETRS (Language Essentials for Teachers of Reading and Spelling)	ELA	Teachers of grades pre-k through grade 5 will complete modules as assigned and meet to discuss strategies for	As scheduled	N/A	N/A	TBD

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		implementation				
Book Study-Visible Learning	ELA and Math	Teachers will read chapters independently and meet to discuss evidence based strategies and way to implement them.	TBD	N/A	<p>Title I, Part A- \$24.98 rate x 1.5 hours x 20 teachers = \$749.40 + Fixed Charges @ \$59.87</p> <p>Title I, Part A- 22 Visible Learning for Literacy books x \$26.00 = \$572.00 and 20 Visible Learning for Math books x \$27.14 = \$542.80</p> <p>Title I, Part A- Materials to Support Book Study @ \$112.70</p>	TBD
Math Instruction Coaching with Curriculum Associates	Math	The Coach from Curriculum Associates will observe classroom lessons in grades kindergarten through grade	Fall & Spring	Coach, Curriculum Associates	N/A	TBD

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		5 using the district look-for checklist and will debrief with teachers to provide feedback and evidence based strategies.				
Number Talks Review Sessions	Math	The ACPS math specialist will facilitate review sessions to assist teachers with implementation .	Ongoing	Mandy Schall , ACPS Math Specialist	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 2022	TBD

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Transition reports provided by Head Start for entering Kindergarten students-Spring 2022	Spring 2022	TBD
In person Pre-K and Kindergarten Parent interviews- August 26th-Sept 2nd	August 26th-Sept 2nd	Continued
KRA Screening- August 29th- Oct 10th	August 29th- Oct 10th	Continued
Virtual IEP meetings - as requested	as requested	TBD
Pre-K and Kindergarten Orientation Meetings - August 26th-Sept 2nd	August 26th-Sept 2nd	Continued
Buster the Bus Program - Sept 26, 2022	Sept 26, 2022	Continued
Joint registration with Head Start and Pre-K-Spring 2022	Spring 2022	TBD
Transportation between Head Start and Pre-K-Ongoing	Ongoing	TBD
Articulation meetings between Pre-K and K- May 20, 2022	May 20, 2022	Continued
Articulation meetings between K and Grade 1-May 13, 2022	May 13, 2022	Continued
Articulation meetings between Grades 1-5-Spring 2022	Spring 2022	TBD
Articulation meetings with middle school staff- May 10, 2022	May 10, 2022	Continued
Data analysis meetings- Ongoing	Ongoing	TBD
Grade 5 middle school visitation-June, 1 2022	June, 1 2022	Continued

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Annual Title I Meeting-Fall 2022	Fall 2022	TBD
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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? (Narrative)
Parents, families, and community members were contacted via email, parent/community Facebook page, personal phone calls, community parties, and back to school nights. During these contacts, all stakeholders were invited to participate in developing the school-wide plan. In addition, at the beginning of the year Splash Party and Back-to-School night, parents were invited to participate in a survey to help guide decisions for the schoolwide plan. Moreover, all parents, families, and community members were invited to a fall event, where all were provided information regarding the school compact and were also asked to participate in a review of reading and math strategies at home to assist with the schoolwide plan.
- ☐ How were teachers, principals, and other school staff involved in developing the schoolwide plan? (Narrative)
Through the Mount Savage Leadership Team, teachers, administration, and other school staff participated in developing the school-wide plan. The Leadership Team meets monthly to review data, assess and target where improvements need to be made and make recommendations and adjustments accordingly.

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- August, 2022	TBD

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Literacy Event- ,stipends for teachers to plan @ \$24.98 x 2 hours x 11 teachers = \$549.56, fixed charges @ \$43.90	TBD
Math Event-stipends for teachers to plan @ \$24.98 x 2 hours x 11 teachers = \$549.56, fixed charges @ \$43.90	TBD
MCAP Event	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 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
Parent Night Materials @ \$296.45	

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

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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.

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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.

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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.

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, and Raising a Reader funding is utilized to supplement the local funding.