

### 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 a description of 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
<b>Fall Date</b>	<b>Dibels</b> 63% (47) Well Below 12% (9) Below 12% (9) At	Students will achieve average growth goals.	Foundations K aligned with Superkids- with Heggerty  Burkey-	Superkids Supplemental Instruction- Ten Minute Tuck-ins, Skill-building book, mClass activities, Phonemic Awareness

	<p>13% (10) Above</p> <p>Buskirk 50% (9) Well Below 17% (3) Below 17% (3) At 17% (3) Above</p> <p>Deist 67% (12) Well Below 6% (1) Below 11% (2) At 17% (3) Above</p> <p>Paskowski 67% (12) Well Below 22% (4) Below 0% (0) At 11% (2) Above</p> <p>Welsh 65% (13) Well Below 5% (1) Below 20% (4) At 10% (2) Above</p>	<p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmTOjTwUc09R65gSLiRN2vqvcw/edit?usp=sharin">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmTOjTwUc09R65gSLiRN2vqvcw/edit?usp=sharin</a></p>	<p>6 students</p> <p>Whitacre- 6 students</p> <p>Mallow- 6 students</p> <p>Sturtz- 6 students</p>	<p>Buskirk- 6 students</p> <p>Deist- 6 students</p> <p>Paskowski- 6 students</p> <p>Welsh- 7students</p>
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 65% (47) Well Below 18% (13) Below 7% (5) At 10% (7) Above</p> <p>Buskirk 53% (9) Well Below 24% (4) Below 6% (1) At 18% (3) Above</p> <p>Deist</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmTOjTwUc09R65gSLiRN2vqvcw/edit?usp=sharin">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmTOjTwUc09R65gSLiRN2vqvcw/edit?usp=sharin</a></p>	<p>Fundations K aligned with Superkids- with Heggerty</p> <p>Burkey- 6 students</p> <p>Whitacre- 6 students</p> <p>Mallow-</p>	<p>Superkids Supplemental Instruction- Ten Minute Tuck-ins, Skill-building book, mClass activities</p> <p>Buskirk- 5 students</p> <p>Deist- 6 students</p>

	<p>76% (13) Well Below 6% (1) Below 6% (1) At 12% (2) Above</p> <p>Paskowski 61% (11) Well Below 22% (4) Below 11% (2) At 6% (1) Above</p> <p>Welsh 70% (14) Well Below 20% (4) Below 5% (1) At 5% (1) Above</p>	<p><a href="https://docs.google.com/spreadsheets/edit?usp=sharing">vqvcw/edit?usp=sharing</a></p>	<p>6 students</p> <p>Sturtz- 6 students</p>	<p>Paskowski- 6 students</p> <p>Welsh- 7 students</p> <p>***Burkey/Mallow- Small Group push-in AM Burkey- Buskirk and Welsh Mallow- Deist and Paskaowski</p>
<b>Spring Date</b>				
<b>End</b>				
<b>Grade 1</b>	<b>Data Summary</b> (Screener / Classroom)	<b>Goals</b>	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
<b>Fall Date</b>	<p><b>Dibels</b> 62% (34) Well Below 13% (7) Below 13% (8) At 11% (6) Above</p> <p>Burns 45% (5) Well Below 9% (1) Below</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwm">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwm</a></p>	<p>Fundations 1 with Heggerty</p> <p>Mallow- 6 students</p> <p>Burkey- 6 students</p>	<p>Superkids Supplemental Instruction- Skill-building book, library books, Ten Minute Tuck-ins, mClass Activities</p> <p>Stephens- 3 students</p> <p>Shoemake-</p>

	<p>18% (2) At 27% (3) Above</p> <p>Garver 67% (10) Well Below 7% (1) Below 7% (1) At 20 % (3) Above</p> <p>Shoemake 60% (9) Well Below 27% (4) Below 13% (2) At 0 % (0) Above</p> <p>Stephens 71% (10) Well Below 7% (1) Below 21% (3) At 0 % (0) Above</p>	<p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharin">T0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharin</a></p> <p><a href="#">g</a></p>	<p>Sturtz- 6 students</p> <p>Whitacre- 6 students</p> <p>DeRiso- 6 students</p>	<p>1 student</p>
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 57% (32) Well Below 7% (4) Below 27% (15) At 9% (9) Above</p> <p>Burns 45% (5) Well Below 9% (1) Below 27% (3) At 18% (2) Above</p> <p>Garver 47% (7) Well Below 0% (0) Below 33% (5) At 20 % (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p> <p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharin">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharin</a></p> <p><a href="#">g</a></p>	<p>Fundations 1 with Heggerty</p> <p>Mallow- 6 students</p> <p>Sturtz- 6 students</p> <p>Burkey- 6 students</p> <p>Whitacre- 6 students</p> <p>DeRiso-</p>	<p>Supplemental Instruction-GARVER AM</p>

	<p>Shoemake 79% (11) Well Below 7% (1) Below 14% (2) At 0 % (0) Above</p> <p>Stephens 57% (8) Well Below 14% (2) Below 29% (4) At 0 % (0) Above</p>		7 students	
<b>Spring Date</b>				
<b>End</b>				

<b>Grade 2</b>	<b>Data Summary</b> ( Screener / Classroom)	<b>Goals</b>	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
<b>Fall</b>	<p><b>Dibels</b> 69% (46) Well Below 4% (3) Below 15% (10) At 12% (8) Above</p> <p>Corley 53% (8) Well Below 0% (0) Below</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamw">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamw</a></p>	<p>Fundations 1 Griffin- 6 students</p> <p>Mallow- 6 students</p> <p>Burkey-</p>	<p>Read Live Fetchero</p>

	<p>27% (4) At 20% (3) Above</p> <p>Fetchero 56% (10) Well Below 11% (2) Below 11% (2) At 22 % (4) Above</p> <p>Imes 88% (14) Well Below 0% (0) Below 13% (2) At 0 % (0) Above</p> <p>Rhoads 78% (14) Well Below 6% (1) Below 11% (2) At 6 % (1) Above</p>	<p><a href="https://docs.google.com/spreadsheets/edit?usp=sharing">mT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>6 students</p> <p>Sturtz- 6 students</p> <p>CAS- 1 student</p> <p>CAS- 1 student</p> <p>Foundations 2 Mckenna- 6 students</p> <p>Brown- 6 students</p> <p>Whitacre- 6 students</p> <p>Imes- 6 students</p>	
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 59% (39) Well Below 12% (8) Below 12% (8) At 17% (11) Above</p> <p>Corley 53% (8) Well Below 0% (0) Below 13% (2) At</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p> <p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamw">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamw</a></p>	<p>Foundations 1 Griffin-Burch-Raines 7 students</p> <p>Mallow- 6 students</p> <p>Burkey-</p>	<p>Read Live Fetchero</p> <p>Whitacre- AM PUSH IN</p>

	<p>33% (5) Above</p> <p>Fetchero 50% (9) Well Below 17% (3) Below 6% (1) At 28% (5) Above</p> <p>Imes 63% (10) Well Below 13% (2) Below 19% (3) At 6% (1) Above</p> <p>Rhoads 71% (12) Well Below 18% (3) Below 12% (2) At 2% (0) Above</p>	<p><a href="https://mT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">mT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>6 students</p> <p>Whitacre- 6 students</p> <p>Sturtz- 6 students</p> <p>Mckenna- 5 students</p> <p>Brown- 7 students</p>	
<b>Spring Date</b>				
<b>End</b>				
<b>Grade 3</b>	<b>Data Summary</b> (Screener / Classroom)	<b>Goals</b>	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
<b>Fall Date</b>	<p><b>Dibels</b> 45% (28) Well Below 16% (10) Below 26% (16) At 13% (8) Above</p> <p>Briner 13% (5) Well Below</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p>	<p>Fundations 1</p> <p>Mallow- 5 students</p> <p>CAS- 2 students</p>	

	<p>19% (3) Below 31% (5) At 19% (3) Above</p> <p>Fradiska 56% (9) Well Below 13% (2) Below 19% (3) At 13 % (2) Above</p> <p>Lindsay 40% (6) Well Below 20% (3) Below 33% (5) At 7 % (1) Above</p> <p>Middle 53% (8) Well Below 13% (2) Below 20% (3) At 13% (2) Above</p>	<p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>Fundations 2 Whitacre- 6 students</p> <p>Burkey- 5 students</p> <p>Sturtz- 6 students</p> <p>Read Live Brown- 10 students</p>	
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 54% (34) Well Below 66% (4) Below 29% (18) At 11% (7) Above</p> <p>Briner 33% (5) Well Below 20% (3) Below 40% (6) At 7% (1) Above</p> <p>Fradiska 56% (9) Well Below 0% (0) Below 31% (5) At</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p> <p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>Fundations 1 Mallow- 6 students</p> <p>Bennett/CAS- 3 students</p> <p>Fundations 2 Whitacre- 6 students</p> <p>Burkey- 6 students</p>	<p>PM Small Groups</p> <p>CVC/Basic Fradiska: 4 students</p> <p>Digraph/BL/WS Burkey: 6 students</p> <p>Read LIVE Mallow: 8 students</p> <p>Digraphs/BL/WS Whitacre: 6 students</p>



	<p>13 % (2) Above</p> <p>Lindsay 63% (10) Well Below 0% (0) Below 25% (4) At 13% (2) Above</p> <p>Middle 60% (9) Well Below 7% (1) Below 20% (3) At 13% (2) Above</p>		<p>Sturtz- 6 students</p> <p>Read Live Brown- 9 students</p>	<p>Reading Fluency Lindsay:4 students</p> <p>CVC/Basic Sturtz: 4 students</p> <p>Reading Fluency Middle: 5 students</p>
<b>Spring Date</b>				
<b>End</b>				

<b>Grade 4</b>	<b>Data Summary</b> (Screener / Classroom)	<b>Goals</b>	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
<b>Fall Date</b>	<p><b>Dibels</b> 45% (37) Well Below 17% (14) Below 35% (29) At 4% (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p>	<p>System 44 Beeman- 3 students</p> <p>Roberts-</p>	<p>Read Live</p>

	<p>Bucy 39% (9) Well Below 17% (4) Below 43% (10) At 0% (0) Above</p> <p>Dashiell 50% (10) Well Below 15% (3) Below 35% (7) At 0 % (0) Above</p> <p>Harris 50% (11) Well Below 14% (3) Below 32% (7) At 5% (1) Above</p> <p>Roberts 39% (7) Well Below 22% (4) Below 28% (5) At 11% (2) Above</p>	<p><a href="https://docs.google.com/spreadsheets/d/1OCiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1OCiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>3 students</p> <p>Whitacre/Sturtz/Burkey/Mallow- 24 students</p> <p>Read Live Brown/Burch 10 students</p>	
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 51% (44) Well Below 13% (11) Below 24% (20) At 12% (10) Above</p> <p>Bucy 50% (11) Well Below 23% (5) Below 23% (5) At 5% (1) Above</p> <p>Dashiell</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet</p> <p><a href="https://docs.google.com/spreadsheets/d/1OCiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1OCiqPHeGah_GLcKamwmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>SDI Beeman- 4 students</p> <p>System 44 Roberts/CAS/Bennett 3 students</p> <p>Orton Strategies with Wilson Whitacre 6 students</p>	<p>11 students</p>

	<p>60% (12) Well Below 5% (1) Below 25% (5) At 10 % (2) Above</p> <p>Harris 48% (10) Well Below 10% (2) Below 24% (5) At 19% (4) Above</p> <p>Roberts 44% (8) Well Below 17% (3) Below 22% (4) At 17% (3) Above</p>		<p>Sturtz 6 students</p> <p>System 44 Software/RDI Burkey 6 students</p> <p>Mallow 5 students</p> <p>Read Live Brown 13 students</p>	
<b>Spring Date</b>				
<b>End</b>				
<b>Grade 5</b>	<b>Data Summary</b> (Screener / Classroom)	<b>Goals</b>	<b>Intervention Groups</b>	<b>Classroom Instruction</b>
<b>Fall Date</b>	<p><b>Dibels</b> 58% (45) Well Below 18% (14) Below 21% (16) At 4% (3) Above</p> <p>Finster 63% (12) Well Below 21% (4) Below</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKam">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKam</a></p>	<p>System 44 Lowery- 5 students</p> <p>Whitacre/Sturtz/Burkey/Mallow 24 students</p> <p>Read Live</p>	

	<p>16% (3) At 0% (0) Above</p> <p>Knieriem 60% (12) Well Below 10% (2) Below 25% (5) At 5 % (1) Above</p> <p>Miller 65% (13) Well Below 15% (3) Below 20% (4) At 0 % (0) Above</p> <p>Spangler 42% (8) Well Below 26% (5) Below 21% (4) At 11% (2) Above</p>	<p><a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKam_wmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">wmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>Finster- 10 students</p> <p>Brown- 10 students</p>	
<p><b>Winter Date</b></p>	<p><b>Dibels</b> 49% (41) Well Below 20% (16) Below 21% (17) At 10% (8) Above</p> <p>Finster 71% (15) Well Below 10% (2) Below 10% (2) At 10% (2) Above</p> <p>Knieriem 55% (11) Well Below 30% (6) Below 0% (0) At 15% (3) Above</p>	<p>Students will achieve average growth goals.</p> <p>*see attached data sheet <a href="https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKam_wmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/10CiqPHeGah_GLcKam_wmT0jTwUc09R65gSLiRN2vqvcw/edit?usp=sharing</a></p>	<p>Orton Strategies with Wilson Whitacre- 4 students</p> <p>Sturtz- 5 students</p> <p>System 44 CAS/Bennett 2 students</p> <p>Burkey 5 students</p>	<p>CLASSROOM 14 students</p>

	<p>Miller                      50% (10) Well Below                      15% (3) Below                      30% (6) At                      5 % (1) Above</p> <p>Spangler                      21% (4) Well Below                      26% (5) Below                      42% (8) At                      11% (2) Above</p>		<p>Mallow                      5 students</p> <p>Read Live                      Classroom Teachers/Brown                      22 students</p>	
<b>Spring Date</b>				
<b>End</b>				

**Summary of ELA Data:**

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. 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.

**Math Data:**

**South Penn Elementary Overall Grade-Level Placement (Beginning of the Year)**

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	7%	48%	45%	429/446
Kindergarten	11%	89%	0%	75/79
1st Grade	4%	72%	25%	57/62
2nd Grade	3%	43%	54%	68/73
3rd Grade	8%	31%	61%	62/63
4th Grade	5%	34%	61%	85/87
5th Grade	9%	28%	63%	82/82

**SP Elementary Placement by Domain (Beginning of the Year)**

Domain	Tier 1	Tier 2	At Risk for Tier 3
NO	10%	50%	40%
ALG	13%	48%	39%
MS	14%	47%	39%



**Summary of Math Data:** Schoolwide, the percentage of students scoring at Tier 1, which is on grade level, was very low. There is a great need for evidence based instruction across grade levels. Increased implementation of Number Talks / Accountable Talks, small group learning, data analysis and planning with specialists and coaches, and goal setting to increase student efficacy are needed.

### SP Overall Grade-Level Placement (Middle of the Year)

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	19%	50%	31%	425/443
Kindergarten	42%	58%	0%	72/76
1st Grade	16%	75%	9%	55/61
2nd Grade	13%	55%	31%	67/72
3rd Grade	16%	40%	44%	63/64
4th Grade	12%	40%	49%	86/88
5th Grade	16%	39%	45%	82/82

### SP Elementary Placement by Domain (Middle of the Year)

Domain	Tier 1	Tier 2	At Risk for Tier 3
NO	23%	51%	26%
ALG	26%	45%	28%
MS	23%	44%	34%
GEO	23%	40%	37%



**Science Data**

<b>Grade 5 MISA Data</b>				
	<b>Partially Met Expectations</b>	<b>Approaching Expectations</b>	<b>Met Expectations</b>	<b>Exceeded Expectations</b>
Total Number of Students - <b>68</b>	21%	54%	25%	0%

**Summary of Science Data:** Only 25% of students met expectations. Students need ongoing spiral review and hands-on activities and integrated learning experiences connected to the real world.

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

South Penn's Attendance Data for 2022-2023				
	September 2022	February 2023	May 2023	Summary
<b>Pre- K -3</b>	86.35%	83.98%		
<b>Pre-K</b>	89.25%	87.30%		
<b>Kindergarten</b>	89.68%	88.43%		
<b>Grade 1</b>	90.90%	88.31%		
<b>Grade 2</b>	87.86%	87.72%		
<b>Grade 3</b>	91.27%	92.24%		
<b>Grade 4</b>	89.66%	88.82%		
<b>Grade 5</b>	89.26%	90.35%		
<b>School Average</b>	89.50%	88.82%		

**Summary of Attendance Data:** The school average for attendance was 89.50%, and no grade level met the target of 94.00% attendance. COVID-19 continues to create challenges. Parents need to be provided information and data showing the importance of good attendance. Students need incentives to improve their own attendance, as well.

## DISCIPLINE NARRATIVE

South Penn office referrals increased from the 2020-2021 school year (39 referrals) to the 2021-2022 school year (99 referrals). The greatest areas of incidence for the 2021-2022 school year were disruption (52/99; 52.53%) and disrespect (13/99; 13.13%). The number of classroom referral incidents increased from 22 classroom incidents in 2020-2021 to 44 classroom incidents in 2021-2022. COVID 19 protocols and social distancing helped to contribute to the lower number of office referrals in the 2020-2021 school year. South Penn School uses several programs to improve discipline and maintain a positive school climate. Currently in place, we have the Positive Behavior Interventions and Supports (PBIS) program. Students earn Paw Print Rewards for their positive behavior and good choices. Paw Prints are given out by all staff to students who are safe, responsible and respectful. Students have the opportunity to use their Paw Prints to purchase items from the grade level school store. Additionally, each week a student at each grade level has the opportunity to be selected to receive the Golden Paw Print Award for outstanding behavior. Each month, teachers select students displaying the selected character trait to be the Citizen of the Month for their classroom. Students are recognized each month during an award ceremony. Guidance lessons are built from the Toolbox and Second Step programs and instruction focuses on appropriate behaviors for a healthy learning climate. Furthermore, behavior screeners and referrals to the Pupil Service Team identify at risk students for counseling sessions. Behavior modification plans are developed for identified students displaying tier 3 behaviors.

### 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**

<b>Identified Need</b>	<b>Evidence Based Strategy</b>	<b>How will the effectiveness of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
Need for increased number of evidence based reading intervention groups and opportunities for students reading on and above grade level to participate in enrichment activities	Implementation of Additional Evidence Based Reading Intervention Groups (Orton-Gillingham, Heggerty, Foundations 1 & 2, Read Live, System 44) and enrichment groups	DIBELS and Reading Inventory, Progress Monitoring, Student Average Growth Goals	N/A	TBD
Need for data driven decision-making	Data meetings and monthly meetings with ACPS and South Penn ELA specialists to analyze data, adjust groupings, and plan	DIBELS and Reading Inventory, Progress Monitoring, Student Average Growth Goals	N/A	TBD

	intentional strategies to be implemented.			
Need for evidence based core reading programs	Implementation of Superkids & CKLA (core reading programs) Routines, Pacing, and Use of Resources such as the Comprehension Checklists	Administrator Look-Fors, Superkids and CKLA Unit Assessments and DIBELS and Reading Inventory	N/A	TBD
Need for small flex groups for differentiation activities to reduce the student to teacher ratio	Implementation of Small Flex Groups for Differentiation Activities such as to build background knowledge and increase vocabulary prior to reading texts, use of LETRS strategies, and opportunities to practice reading on individualized student pathways	Superkids and CKLA Unit Assessments, DIBELS and Reading Inventory	Title I, Part A- Materials to Support ELA Instruction @ \$1,836.45  Title I, Part A- Materials / Supplies to make classroom instructional materials - including laminate @ \$3.00 x 469 students = \$1,409.40  Title I, Part A- Storyworks Magazine @\$8.49 x 300 subscriptions = \$2,547.00  Title I, Part A- Headphones @ \$37.97 x 25 pairs = \$949.25	TBD
Need for extended learning time opportunities to address learning gaps	Participation in ACPS After School Program (South Penn Elementary School is an After	DIBELS and Reading Inventory	N/A	TBD

	School Program Site) and ACPS Tutoring			
	Use of Focus Walls / Sound Walls			TBD

**Math Schoolwide Reform Strategies**

<b>Identified Need</b>	<b>Evidence Based Strategy</b>	<b>How will the effectiveness of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
iReady Walk Throughs with Curriculum Associates Coach and ACPS Math Specialist and iReady Beginning of the Year Data helped teachers identify the need for increased student discourse and a focus on math vocabulary.	Increased Meaningful Math Discourse using Math Vocabulary- Number Talks / Accountable Talk (Turn and Talk, Sentence Stems, and Use of Discourse Book Marks, Cards & Cubes from the Toolbox)	Teacher Observations and Written Tasks Data, iReady Assessments	N/A	TBD
iReady Walk Throughs with Curriculum Associates Coach and ACPS Math Coach and	Increased Use of Problem Solving Tasks	Monthly Data, iReady Assessments	N/A	TBD

<p>iReady Beginning of the Year Data helped teachers identify the need for increased use of problem solving tasks in grades 3-5.</p>	<p>in Grades 3-5, Monthly Hand-written Tasks</p>			
<p>iReady Walk Throughs with Curriculum Associates Coach and ACPS Math Specialist and iReady Beginning of the Year Data helped teachers identify the need for collaborative learning in small groups daily.</p>	<p>Collaborative Learning in Small Group Setting-Daily</p>	<p>Daily Assignments, Unit Assessments, iReady Data</p>	<p>Title I, Part A- \$1,850.00 for Materials to Support Math Instruction  Title I, Part A- Materials / Supplies to make classroom instructional materials - including laminate @ \$3.00 x 469 students = \$1,409.40</p>	<p>TBD</p>
<p>iReady Walk Throughs with Curriculum Associates Coach and ACPS Math Specialist and iReady Beginning of the Year Data helped teachers identify the need for iReady Pathways goal setting.</p>	<p>High Expectations - Goal Setting in iReady Pathways</p>	<p>Growth Monitoring (Mini Diagnostic Data and Progress Checks)</p>	<p>N/A</p>	<p>TBD</p>
<p>Need for extended learning time opportunities to address learning gaps</p>	<p>ACPS After School Program and ACPS Tutoring</p>	<p>iReady Assessments</p>	<p>N/A</p>	<p>TBD</p>

**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 ongoing spiral review and hands-on activities and integrated learning experiences connected to the real world.	Outdoor School- Environmental Science (Partner with Evergreen Heritage Center), September 26-29, 2022	MISA Scores	N/A	TBD
Students need to practice the scientific process.	FOSS Kits- for hands-on experiences	MISA Scores	N/A	TBD
Students need hands-on activities.	Ag Lab- Environmental Science review	MISA Scores	N/A	TBD
Students need real world connections.	Robotics League	MISA Scores	N/A	TBD
Students need integrated learning experiences.	Maryland Science Center Programs	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.)
Parents need data and information regarding the importance of good attendance.	Use of the <i>Attendance Works</i> resources.	Monthly attendance report	N/A	TBD
Students need motivation to improve attendance.	Incentives	Monthly attendance report	N/A	TBD
Parents need data and information regarding the importance of good attendance.	Attendance Reminders for and Sharing of Data with Parents in School Newsletters or Calendars	Monthly attendance 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
-----------------	-------------------------	---	--	--

				<b>is to be completed at the end of the 2022-2023 school year.)</b>
Need for trauma informed strategies	Counseling / Restorative Circles	Discipline Data	N/A	TBD
Need for Schoolwide System for Positive Behaviors Interventions and Supports	PBIS/SRSS (Positive Behavior Interventions and Support / Student Risk Screening Scale) and Tiers I, II, and III interventions)- School Cheer, Golden Paw Prints, Monthly Bulletin Board, Ice Cream Prizes, Grand Prizes	Discipline Data	N/A	TBD
Need for Consistency Across the Grade Levels	School-Based Mental Health Program- Toolbox	Discipline Data	N/A	TBD
Need for Increased Student Efficacy	Safety Patrol	Discipline Data	N/A	TBD
Need for Information about and Strategies for Stopping Bullying	Second Step - Stop Bullying Lessons	Discipline Data	N/A	TBD
Need for Increased Student Efficacy and Positive Role Models	Mentoring Program- 5th Grade Students are paired with Kindergarten Classes	Discipline Data	N/A	TBD

**CAREER AND TECHNICAL EDUCATION: (Narrative)**

- 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**

<b>Activity</b>	<b>SIP Alignment</b>	<b>What / How Content/Process</b>	<b>Date(s)</b>	<b>Presenters</b>	<b>Funding Source</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
Articulation Meetings	ELA/Math	Grade level teams will meet with advancing grade level teams to share and analyze data to inform groupings and instruction.	May 2022	N/A	3 hours x 20 teachers x \$24.98 rate = \$1,498.80.	TBD
ELA Data Meetings	ELA	Grade level teams will meet with ACPS and South Penn ELA reading specialists to analyze data to inform groupings and instruction.	Fall and Winter	N/A	Title I, Part A- 24 teachers x 1.5 hours x \$24.98 rate = \$899.28 x 2 times = \$1,798.56.	TBD

Math Data Meetings	Math	Grade level teams will meet with ACPS Math specialist, Amanda Boone, to analyze data to inform groupings and instruction.	Fall and Winter	N/A	Title I, Part A- 25 teachers x 1.5 hours x \$24.98 rate = \$899.28 x 2 times = \$1,873.50.  Title I, Part A- \$35.66 for materials such as highlighters, post-it notes, etc.	TBD
LETRS (Language Essentials for Teachers of Reading and Spelling)	Reading	Teachers of grades pre-k through grade 5 will complete modules as assigned and meet to discuss strategies for implementation.	Monthly Meetings	Karen Snurr, ACPS ELA Specialist	N/A	TBD
Math Instruction Coaching with Curriculum Associates	Math	The Coach from Curriculum Associates will observe classroom lessons in grades kindergarten through grade 5 using the district look-for checklist and will debrief with teachers to provide feedback and evidence based strategies.	November 14-15, 2022 and Spring 2023 TBD	Marlene Washington, Coach, Curriculum Associates	N/A	TBD

Superkids Coaching						TBD
--------------------	--	--	--	--	--	-----

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

<b>PROGRAM</b>	<b>DATE/TIMELINE</b>	<b>Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)</b>
Meetings with Head Start and PreK Teachers	May 2022	TBD
Transition reports provided by Head Start for entering Kindergarten students	May 2022	TBD
In person Pre-K and Kindergarten Parent interviews	August 2022	TBD
KRA Screening	August 2022	TBD
Virtual IEP meetings	Ongoing	TBD
Pre-K and Kindergarten Orientation Meetings	August 2022	TBD
Buster the Bus Program	October 21, 2022	TBD
Joint registration with Head Start and Pre-K	April 2022	TBD
Transportation between Head Start and Pre-K	Ongoing	TBD

Open House/Meet the Teacher	September 2022	TBD
Articulation meetings between Pre-K and K	Spring 2022	TBD
Articulation meetings between K and Grade 1	Spring 2022	TBD
Articulation meetings between Grades 1-5	Spring 2022	TBD
Articulation meetings with middle school staff	Spring 2022	TBD
Data analysis meetings	Quarterly	TBD
Grade 5 middle school visitation	Spring 2023	TBD
Annual Title I Meeting	September 2022	TBD

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

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

***(See sign-off sheet at the end of this plan.)***

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

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

- How were parents, families, and community members involved in developing the schoolwide plan? ***Parents, families, and community members were 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 during which key Title I documents were reviewed and feedback given. Parents and community members also attended Family Involvement Team meetings to provide input.***
  
- How were teachers, principals, and other school staff involved in developing the schoolwide plan? ***Teachers, principals, and other school staff were involved in the development of the schoolwide plan. They provided input by participating in school level team meetings. South Penn’s team structure includes a Leadership Team, a PBIS (Positive Behavior Supports and Interventions) Team, and a Family Involvement Team.***

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- Planning: \$24.98 x .5 hours x 35 teachers = \$437.15, Presenting: \$26.43 x 1 hours x 35 teachers = \$925.05.)	TBD
Literacy Event (Title I, Part A- Planning: \$24.98 x 2 hours x 15 teachers = \$749.40, Presenting: \$26.43 x 1.5 hours x 15 teachers = \$594.68.)	TBD



Math Event (Title I, Part A- Planning: \$24.98 x 2 hours x 27 teachers = \$1,348.92, Presenting: \$26.43 x 1.5 hours x 27 teachers = \$1,070.42)	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
Refreshments are provided to parents and families during PFE activities. (Title I, Part A- \$621.00)	TBD
Materials are provided to assist parents as they support their students' academic achievement at home. (Title I, Part A- \$53.99)	TBD
Judy Center Events such as Literacy Night	TBD

<p>Take Home Folders to improve timely and meaningful regular 2-way communication (Title I, Part A- 550 folders x \$1.45 = \$797.50)</p>	<p>TBD</p>
<p>Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents with customized messages, reminders, links to resources, surveys, and more.</p>	<p>TBD</p>

**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.
Drug Abuse Resistance Education	D.A.R.E. School Resource Office	Grade 5 students participate in the program which includes weekly lessons and an end of program celebration.
Nutrition Education	University of Maryland Extension Office	University of Maryland Extension Office educators teach lessons and provide healthy snacks.

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.

