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

ELA Data

Grade K	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	DIBELS/ROWLEY Intensive: 71% Strategic: 21% Core: 0% Advanced:7 % DIBELS/FAIR Intensive: 75% Strategic: 6% Core: 13% Advanced: 6% DIBELS/DEMOSS Intensive: 58% Strategic: 8% Core: 17% Advanced: 17%		**P.A.Y.C. & Fundations K:** (Barry - 1:35-2:05) **PAT K & Fundations K:** (Bonnie - **PAT K & Fundations K:** (Tara-1:35-2:05) **Fundations K:** (TBD - 1:35-2:05)	Classroom Support Two students are being assessed for a possible acceleration plan.
PM Meeting Notes 12/1/22	DIBELS Rowley Fair Demoss	Goal setting is to move Bonnie's group to a new level.	4 students moved to Tara's group. 3 students are being moved to Angela's group.	Gen ed. groups were changed based on ability and progress monitoring data. All students were at a 0 in each category in the BOY. New data shows different levels of need at this point. Groups leveled from lowest to highest are: Barry,Tara, Bonnie and Angela.
Winter Date	DIBELS/ROWLEY Well Below: 63% Below: 13% Benchmark: 13%	1 students from Benchmark to Below, will focus on blending	P.A.Y.C. & Fundations K: (Rowley - 1;35-2:05) 6 students	Students that are not in intervention will go to Mrs. Fair for enrichment/skill work.

	Advanced: 13% DIBELS/FAIR Well Below: 42% Below: 26% Benchmark: 11% Advanced: 21% DIBELS/DEMOSS Well Below: 22% Below: 33% Benchmark: 44% Advanced: 0%	1 student from Below to Well Below - joined intervention group Kindergarten has progressed from four groups to 3 groups.	**PAT K & Fundations K:** (Barry - 8:45-9:15) 2 students **PAT K & Fundations K:** (Barry - 1:35-2:05) 6 students **PAT K & Fundations K:** (Angela - 1:35-2:05) 5 students	
Spring Date				
End	DIBELS/ROWLEY Intensive: % Strategic: % Core: % Advanced: % DIBELS/FAIR Intensive: % Strategic: % Core: % Advanced: % DIBELS/DEMOSS Intensive: % Strategic: % Core: % Advanced: %			

Grade 1	Data Summary (Screener / Classroom)			
Fall Date	DIBELS Albright Intensive: 27% Strategic: 36% Core: 9% Advanced: 27% Felker Intensive: 50% Strategic: 10% Core: 10% Advanced: 30% Demoss Intensive: 30% Strategic: 20% Core: 30% Advanced: 20%		<u>First</u>: **PAT K & Fundations 1 (Unit 1):** (TBD - TBD) **PAT K & Fundations 1 (Unit 1):** (Barry - 2:20-2:50) **PAT K & Fundations 1 (Unit 1):** (Angela - 2:20-2:50)	Ten Minute Tuck-ins, Skill Building Book
PM Meeting Notes 12/1/22	DIBELS Albright Felker Jones Demoss	Felker - 1 student; working on fluency to keep her out of intervention, 1 student to move a level Albright -3 students DeMoss - 3 students for fluency		Speech issues are affecting digraphs in class.

Winter Date	DIBELS Albright Well Below:33 % Below: 25% Benchmark: 17% Advanced:25 % Felker Well Below:25% Below: 17% Benchmark: 25% Advanced: 33% Demoss Well Below: 20% Below: 20% Benchmark: 40% Advanced: 20%	**1 student to Well Below from Below - will join intervention.** **1 student to Well Below from Below**	**First:** **PAT K & Fundations 1 (Unit 1 - CVC):** (Angela - 2:20-2:50) 5 students **PAT K & Fundations 1 (Unit 1):** (Barry - 2:20-2:50) 3 students	Added materials are the Decodable Books from Kindergarten materials, Big Book of Blending, Elckonin boxes, SK games within the program to reinforce skills and Amplify Reading
Spring PM				
End	DIBELS Albright Intensive: % Strategic: % Core: % Advanced: % Felker Intensive: % Strategic: %			

	Core: % Advanced: % Demoss Intensive: % Strategic: % Core: % Advanced: %			

Grade 2	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS Hensel Intensive: 53% Strategic: 18% Core: 24% Advanced:6 % Strozykowski Intensive: 53% Strategic: 12% Core:29 % Advanced: 6% Wyer Intensive: 18% Strategic: 9%		**Fundations 1 (Unit 7):** (Kathy - 12:40-1:10) **Fundations 1 (Unit 4): (**Barry - 12:40-1:10) **Fundations 1 (Unit 4):** (Angela - 12:40-1:10) **PAT K & Fundations K .:** (Tonya - 12:40-1:10):	Fluency practice using Superkids Library

	Core: 45% Advanced: 27%			
PM Meeting Notes 12/1/22	DiBELS Hensel Strozykowski Wyer	Students will reach their growth goals by mid-year. Kathy -3 students Tonya - 4 students	1 student is moving up to Angela's group because of PM data.	Barry is setting a meeting to go over manipulatives to support interventions for 12/2 or 12/5. Teachers will plan on using those tools to use in small groups.
Winter Date	DIBELS Hensel Well Below: 47% Below:24 % Benchmark:24 % Advanced: 6% Strozykowski Well Below: 53% Below:24 % Benchmark: 12% Advanced: 12% Wyer Well Below: 9% Below:27 % Benchmark: 18% Advanced: 45%	**1 student from Benchmark to Below, 1 student ORF WPM and Accuracy Set Goal 2 students Benchmark to Below**	**Fundations 1 (Unit 2):** (Kathy - 12:40-1:10) 3 students **Fundations 1 (Unit 9):** (Barry - 12:40-1:106 students **Fundations 1 (Unit 7):** (Angela - 12:40-1:10)6 students **PAT K & Fundations K:** (Tonya - 12:40-1:10):2 students	Amplify Reading, Fluency Reads from SK, Incorporate felts to help with PSF and Elkonin Boxes

Spring Date				
End	DIBELS Hensel Intensive: % Strategic: % Core: % Advanced: % Strozykowski Intensive: % Strategic: % Core: % Advanced: % Wyer Intensive: % Strategic: % Core: % Advanced: %			
Grade 3	**Data Summary** (Screener / Classroom)	**Goals**	**Intervention Groups**	**Classroom Instruction**
Fall Date	DIBELS Dicken Intensive: 33% Strategic: 17% Core: 28%		**PAT K & Fundations 1 (Unit 2):** (Barry - 10:25-10:55)r **Fundations 1 (Unit 6):** (Angela - 2:45-3:15) **Fundations 2 (Unit 3):** (Barry - 2:45-3:15)	Read Live (Christa Porter)

Advanced: 22% RI Advanced: 6% Proficient: 33% Basic: 17% Below Basic: 44% Porter Intensive:13 % Strategic: 20% Core: 33% Advanced: 33% RI Advanced: 0% Proficient: 36% Basic: 29% Below Basic: 36% Wyer Intensive:15 % Strategic: 8% Core: 46% Advanced: 32% RI Advanced: 25% Proficient: 44% Basic: 0% Below Basic: 31%			

PM Meeting Notes 12/1/22	Dicken Porter Wyer		6 students are not responding to intervention - Read Live	Jayme will give the QPS to targeted students. The plan will be that Erica pulls an intervention group during enrichment time for classroom support - not a scripted program for phonics.
Winter Date	DIBELS Dicken Well Below: 31 % Below: 19% Benchmark: 38% Advanced: 13% RI Advanced: 11% Proficient: 33% Basic: 11% Below Basic: 44% Porter Well Below: 29% Below: 6% Benchmark:24 % Advanced: 41% RI Advanced: 7% Proficient: 29% Basic: 6% Below Basic:36 % Wyer	A1 student ORF 2 students to Well Below from Below	**Fundations 1 (Unit 4):** (Barry - 2:45-3:15) 4 students **Fundations 1 (Unit 6):** (Angela - 10:25-10:55) 4 students **Fundations 2 (Unit 9):** (Barry - 10:25-10:55) 5 students	Mrs. Frankenberry for phonics skills Amplify Reading for Enrichment students

	Well Below: 19% Below: 0% Benchmark: 50% Advanced: 31% RI Advanced: 31% Proficient:31 % Basic: 13% Below Basic: 25%			
Spring PM				
End	DIBELS Dicken Intensive: % Strategic: 0% Core: % Advanced: % Hughes Intensive: % Strategic: % Core: % Advanced: % Wyer Intensive: % Strategic: % Core: % Advanced: %			

Grade 4	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	RI PI Smith Advanced: 6% Proficient: 17% Basic: 6% Below Basic: 72% Well Below: Below: Benchmark: Above: Ditto Advanced: 0% Proficient: 21% Basic: 11% Below Basic: 68%		System 44: 11:00-11:30 Bowser Series 1 Hartung Series 2	Read LIve

	Well Below: Below: Benchmark: Above: Yost Advanced: 29% Proficient:29% Basic: 14% Below Basic: 29% Well Below: Below: Benchmark: Above:			
PM Meeting Notes 11/18/21	Smith Ditto Yost		Focusing on 3 students for lessons in S44 TO TRANSLATE INTO GROWTH IN DIBELS Read Live reports - given to teachers to drive small group instruction	Brad is using Readtheory with his enrichment students and doing guided reading with a focus on comprehension at the teacher table. Danita is beginning to use the grapheme/mapping book in small group
Winter Date	RI Smith Advanced: 6% Proficient: 19% Basic: 13% Below Basic: 63% Ditto Advanced: 0 %	1 student to Below from Benchmark, 1 student to Below from Benchmark, **3 students to Well 1 student from Benchmark to Below**	**Fourth:** **System 44** (Angela - 11-11:30)**:** 7 students **TBD** (Barry - 11-11:30): 4 students	**Read Live (In Class):** 11 students

Proficient: 17%
Basic: 22%
Below Basic: 61%
Yost
Advanced: 36%
Proficient: 29%
Basic: 21%
Below Basic: 14 %

DIBELS
SMITH
Well Below: 24%
Below: 29%
Benchmark: 18%
Above: 91%

DITTO
Well Below: 53%
Below: 11%
Benchmark: 16%
Above: 21%

YOST
Well Below: 7%
Below: 20%
Benchmark: 33%
Above: 40%

1 student to Well Below from Below

Spring PM				
End	Smith Advanced: % Proficient: 1 Basic: % Below Basic: % Ditto Advanced: % Proficient: % Basic: % Below Basic: % Yost Advanced: % Proficient:% Basic: % Below Basic: %			
Grade 5	**Data Summary** (Screener / Classroom)	**Goals**	**Intervention Groups**	**Classroom Instruction**
Fall Date	RI PI Dickel Advanced: 6% Proficient: 35% Basic:18 % Below Basic: 41%		OG (Frankenberry) **System 44 (Series 1)** (Angela - 8:45-9:15) **System 44 (Series 4)** (Barry - 8:45-9:15) **Read Live (In Class)**	**Read Live (In Class)**

	Well Below: Below: Benchmark: Above: Jones Advanced: 5% Proficient: 11% Basic: 26% Below Basic: 58% Well Below: Below: Benchmark: Above: Yost Advanced: 29% Proficient: 53% Basic: 12% Below Basic:6 % Well Below: 7% Below: 7% Benchmark: 60% Above: 27%			
PM Meeting Notes 11/18/21	RI Dickel Eberly Yost			

Winter Date	RI PI Dickel Advanced: 6% Proficient: 39% Basic: 22% Below Basic: 33% JONES Advanced: 5% Proficient:39 % Basic: 22% Below Basic:33 % Yost Advanced: 53% Proficient: 24% Basic: 10% Below Basic: 50% DIBELS DICKEL Well Below: 39% Below: 11% Benchmark: 33% Above: 17% JONES Well Below: 37% Below: 11% Benchmark: 32% Above: 21%	1 student from Below to Well Below 3 students MAZE	O.G. + (Debbie - 8:45-9:15): 3 students System 44 (Angela - 8:45-9:15): (Series 1) 4 students(Series 4) 3 students	Read Live (In Class): 6 students Concern with 1 student's lack of progress. Attendance is an issue, but reading skills are not improving.

	YOST Well Below: 7% Below: 20% Benchmark: 33% Above: 40%			
Spring PM				
End	Dickel Advanced: % Proficient: % Basic: % Below Basic: 3% Advanced: % Proficient: % Basic: % Below Basic: % Yost Advanced: % Proficient: % Basic:% Below Basic: %			

Summary of ELA Data: Across grade levels, high percentages of students are reading below their grade levels. An increased number of groups for evidence based reading interventions is a priority need. Also, implementation of core

reading program routines and differentiation, small group instruction, a vocabulary focus, and extended learning time opportunities are needed.

Math Data:

West Side Elementary Overall Grade-Level Placement Assessment Window: 8/29/22 - 9/23/23				
	Tier 1	Tier 2	At Risk for Tier 3	Students
School	11%	58%	31%	277/280
Kindergarten	9%	91%	0%	44/46
Grade 1	16%	68%	16%	31/31
Grade 2	2%	60%	38%	47/47
Grade 3	8%	58%	34%	50/50
Grade 4	10%	40%	50%	52/52
Grade 5	20%	39%	41%	54/54

Summary: The percentage of students scoring on grade level was very low across all grade levels, especially in grade 2 with only 2% of students scoring on grade level. An area of concern is grade 4 with half of the students scoring 2,3, or 4 grade levels below their grade level. A strength is 0% of students in kindergarten scored at risk for tier 3, but 91% of them scored 1 grade below level. Students need stronger foundations and number sense. Number Talks, Teacher Think Alouds, CRA strategies, extended learning time opportunities, and small group collaboration activities are needed.

West Side Elementary Overall Grade- Level Placement Assessment Window: 1/9/23 - 1/27/23				
	Tier 1	Tier 2	At Risk for Tier 3	Students
School	0%	0%	0%	274/277
Kindergarten	55%	45%	0%	44/46
Grade 1	31%	63%	6%	32/32
Grade 2	18%	62%	20%	45/45
Grade 3	16%	65%	18%	49/49
Grade 4	30%	40%	30%	50/51
Grade 5	30%	37%	33%	54/54

Science Data

Grade 5 MISA Data				
	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
Total Number of Students - **55**	14%	55%	29%	2%

Summary of Science Data: 31% of students met or exceeded expectations. There are learning gaps from the pandemic, and the reading and math deficits students are experiencing also impacted achievement in science. Students need

opportunities to spiral reviews of concepts and to participate in hands-on learning to make real world connections across the curriculum.

Attendance Data (Goal = 94.00%)

West Side's Attendance Data for 2022-2023				
	September 2022	**February 2023**	**May 2023**	**Summary**
Pre-K-3	N/A	N/A		
Pre-K	85.74%	88.12		
Kindergarten	88.12%	88.63		
Grade 1	90.32%	90.95		
Grade 2	89.83%	94.15		
Grade 3	92.72%	91.51		
Grade 4	88.99%	88.30		
Grade 5	89.66%	89.41		
School Average	**89.74%**	90.16		

Summary of Attendance Data: The school average was 89.74% in September 2022, and no grade level met the target of 94.00%. COVID-19, Influenza A & B, and other viruses continue to cause challenges in this area. A need is to inform parents of the data impacted by poor attendance, and requirements for excused absences, and additional support for identified students.

Discipline Narrative: There is a Tier I P.B.I.S. program at West Side. In addition, all students have been screened using the Student Risk Screening Scale. 21 students were identified as at-risk for internal antisocial behavior patterns, and 48 students were identified as at-risk for external antisocial behavior patterns. There is a need for Tier II and Tier III interventions for these students.

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.)
Identified students are required to receive intervention.	Additional Evidence Based Reading Intervention Groups (Heggerty, Fundations 1 & 2, Read Live, System 44, Phonemic Awareness for Children)	Progress Monitoring, DIBELS, Reading Inventory, and Informal Assessments/Observations, Phonic Inventory (System 44)	Title I funds 1 Support Teacher	TBD
Students need extended learning time opportunities.	Increased Learning Time- ACPS Tutoring Programs, Virtual and In-Person (for eligible students based on reading intervention and math needs) and Summer School (at Cresaptown site)	Individual Student Data	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	Observations, Evaluations, Lesson Plans, and Walk-Throughs	N/A	TBD

	Purpose, and Social Purpose)			
Students need differentiation.	Utilize the Universal Design for Learning (UDL) in Lesson Planning and Instructional Delivery	Observations, Evaluations, Lesson Plans, and Walk-Throughs	N/A	TBD
Students need differentiation.	Differentiation- Carol Tolman Lit Kits will be used for phonemic awareness activities	Percentages of Students by Class and/or Individual Student Scores	N/A	TBD
Students need the opportunity for additional remediation learning time on specific, identified deficits.	Small Flex Group Learning based on Needs of Students	Formative Assessment and Teacher Observation	Title I, Part A- Supplemental ELA/Reading Materials @ 6 grades x $882.00 = $5,295.00	TBD
Students need a research-based proven core program to strengthen reading skills and reduce learning gaps.	Superkids & CKLA (core reading programs) Routines & Look Fors	Administrator Notes	N/A	TBD
Students need increased self-efficacy.	High Expectations- Data Driven Goal Setting for Students to Meet or Exceed their Average Growth Scores	Percentages of Students by Class and/or Individual Student Scores	N/A	TBD

Students need differentiation.	Use of Focus Walls / Sound Walls (LETRS) 1 Teachers	Percentages of Students by Class and/or Individual Student Scores	N/A	TBD
Students need exposure and opportunities for practice with domain specific and real life specific vocabulary.	Vocabulary Program	Program Data	Title I, Part A- Flocabulary @$1,751.00 for a schoolwide subscription for K-5	TBD

Math Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Students need routines for building number sense and fluency.	Increased Meaningful Math Discourse- Number Talks Routine / Accountable Talk	Observations, evaluations, and walk-throughs	N/A	TBD
Students need a research-based proven core program to strengthen math skills	Implement iReady and Unit Pacing with Fidelity	Lesson Quizzes, Unit Assessments, and BOY,	N/A	TBD

and reduce learning gaps.		MOY, and EOY Assessments		
Students need to explore concrete, representational, and abstract progressions in math problems to deepen understanding of concepts.	Collaborative Learning and Reteach Lessons in Small Flexible Group Setting using Activities for Differentiation such as CRA	Teacher Observation, Formative Assessments	Title I, Part A- Supplemental Math Materials @ 6 grades x $882.50 = $5,295.00 Title I, Part A- Materials to support instruction (made in volunteer workshops) @ $942.00	TBD
Students need increased self-efficacy.	High Expectations - Goal Setting in iReady Pathways	Individual Student Data	N/A	TBD
Students need extended learning time opportunities.	Extended Learning Time Opportunities- ACPS Tutoring	Individual Student Data	N/A	TBD
Students need routines for building number sense and fluency.	Math Facts Practice Opportunities such as iReady Games	Teacher Observation	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)	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	Observations, Evaluations, Lesson Plans, and Walk-Throughs	N/A	TBD

Science Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Need for real world experiences and connections	Outdoor School- Environmental Science (Partner with Evergreen Heritage Center)- September 6-9, 2022	Observations, Evaluations, Lesson Plans, Walk-Throughs by the Director of Elementary Education - Science and MISA Scores	N/A	TBD
Need for hands-on learning and practicing the scientific process	FOSS Kits- for hands-on experiences	Observations, Evaluations, Lesson Plans, Walk-Throughs and MISA Scores	Title I, Part A- @6 grades x $882.50 = $5,295.00 for Supplemental Science Materials	TBD

Need for real-world connection and hands-on learning	Ag Lab- Environmental Science review	Observations, Student Participation, and MISA Scores	N/A	TBD
Need for real-world connection and hands-on learning	Robotics League Partners with IBM (STEM)	Observations, Student Participation in school, county, and state tournaments, and MISA Scores	N/A	TBD
	University of Maryland Extension Partnership	Observations, Student Participation, and MISA Scores	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 to provide information to parents regarding data and the impact of school attendance	Use of the *Attendance Works* resources.	Monthly Attendance Reports	N/A	TBD
Need for increased student efficacy	Incentives- Individual Students are Recognized for Perfect Attendance	Marking Period Awards	N/A	TBD
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	Monthly Newsletters/Calendars	N/A	TBD
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

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	Monthly Conduct Reports, and Middle of Year and End of Year SRSS Screening Data	N/A	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)- Students get paw coupons for recognition and cash them in for prizes. Weekly focus lessons are done school-wide	Monthly Conduct Reports, and Middle of Year and End of Year SRSS Screening Data	N/A	TBD
Need for Tier II and III strategies	Check In / Check Out	Monthly Conduct Reports, and Middle of Year and End of Year SRSS Screening Data	N/A	TBD
Need for school-wide consistency in behavior strategies	School-Based Mental Health Program (Dovetail Tool Kit,	Monthly Conduct Reports, and Middle of	N/A	TBD

	Second Step, Project Wisdom)	Year and End of Year SRSS Screening Data		
Based on special situational needs	Small group counseling sessions- lunch groups with the school counselor.	Monthly Conduct Reports, and Middle of Year and End of Year SRSS Screening Data	N/A	TBD

CAREER AND TECHNICAL EDUCATION:

☐ If applicable,what activities provide preparation for and awareness of opportunities for postsecondary education and the workforce?

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 Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Articulation Meetings for K-5	ELA and Math	Grade level teachers will meet in teams with advancing grade level teams vertically to review data and plan groupings and instructional strategies.	Spring 2023	N/A	Title I, Part A- Stipends @ $24.98 x 2 hours x 20 teachers = $999.20 + Fixed Charges @ $79.83 Title I, Part A- Prep and Planning for Articulation Meetings @ $24.98 x 1 hour x 20 teachers = $499.60 + Fixed Charges @ $39.91 Title I, Part A- Materials to support Articulation Meetings @ $112.69	TBD
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 implementation.	As scheduled	N/A	N/A	TBD
Book Study- Visible Learning	ELA and Math	Teachers will read chapters independently and meet to discuss evidence based strategies and ways to implement them.	TBD	N/A	Title I, Part A- $24.98 rate x 1.5 hours x 20 teachers = $749.40 + Fixed Charges @ $59.87 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 Title I, Part A- Materials to Support Book Study @ $112.70	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	Fall & Spring	Coach, Curriculum Associates	N/A	TBD

		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	Mike Whitehead, 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
Transition reports provided by Head Start for entering Kindergarten students	Spring 2022	TBD
In person Pre-K and Kindergarten Parent interviews	August 2022	TBD
KRA Screening	August - September 2022	TBD
Virtual IEP meetings	Ongoing	TBD

Pre-K and Kindergarten Orientation Meetings	Fall 2022	TBD
Buster the Bus Program	Fall 2022	TBD
Joint registration with Head Start and Pre-K	Spring 2022	TBD
Transportation between Head Start and Pre-K	Ongoing	TBD
Back to School event / Title I Annual Meeting	Fall 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
Data analysis meetings	Ongoing	TBD
Grade 5 middle school visitation	Spring 2023	TBD

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

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

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

- ☐ How were parents, families, and community members involved in developing the schoolwide plan? Parents, family members, and community partners were involved in the development of this plan by attending a Spring 2022 parent meeting to provide input, by completing surveys, by attending the Annual Title I meeting and making comments on the plan, and by attending family involvement meetings.
- ☐ 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 this plan by participating in action team meetings such as Math and ELA teams, family involvement team meetings, and other meetings.

Strategies to Increase Parent Family Engagement (Add details such as dates and activities to these strategies to make them specific to the school.)	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Back to School Night / Annual Title I Meeting	TBD
Literacy Event (Title I, Part A- Planning Stipends @ $24.98 x 1 hour x 17 teachers = $424.66 + Fixed Charges @ $33.93 and Presenting Stipends @ $26.43 x 2 hours x 17 teachers = $898.62 + Fixed Charges @ $ 71.79)	TBD
Math Event (Title I, Part A- Planning Stipends @ $24.98 x 1 hour x 17 teachers = $424.66 + Fixed Charges @ $33.93 and Presenting Stipends @ $26.43 x 2 hours x 17 teachers = $898.62 + Fixed Charges @ $ 71.79)	TBD
MCAP Event for parents of students in grades 3-5 (Title I, Part A- Stipends for Planning @ $24.98 x 1 hour x 13 teachers = $324.74 + Fixed Charges @ $25.94 and Stipends for Presenting $26.43 x 2 hours x 13 teaches = $687.18 + Fixed Charges @ $54.90)	TBD

Use of School Parent Compact	TBD
Weekly Volunteer Workshops- Wednesdays and Fridays	TBD
Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners.	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
Welcoming Activities such as: Grandparents Days for Grade Levels with Craft (November 15 & 16, 2022), West Side's Fall Costume Parade, and Holiday Winter Performance Programs.	TBD
Materials are provided to parents (Title I, Part A- $199.86)	TBD
Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents with customized messages, reminders, links to resources, surveys, and more.	TBD

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

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

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
Health care	ACPS	The school nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Social, personal, or academic support	School Counselor	School counselors provide weekly lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, mindfulness or Second Step lessons.
Tutoring program	Teachers	ACPS provides tutoring.
Extended learning time targeting students with low academic achievement	Teachers	ACPS provides after school and summer school opportunities to all students.
Differentiated instruction	Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning opportunities.
Small group instruction	Instructional Assistants Special Education teachers	Instructional assistants and special education teachers meet with small groups to reinforce, practice, or enrich skills and content.
Inclusion in general education classes	Instructional Assistants, Special Education Teachers, Classroom Teachers	Instructional assistants and the special education teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.

Extended learning time for identified special education students	Special Education Staff	Extended School Year is offered to identified IEP students at various locations.
Assistance to families based on identified needs	Pupil Services Team	The team meets weekly to identify students and/or families in need of services.
Dental screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision screening	Lions Club	Lions Club provides the screening and glasses.
Social and emotional support	Allegany County Health Department, outside agencies	Mental health counselors schedule appointments with identified students.
Behavior and academic support	LAP Coordinator	The Learning Assistance Program provides students with time out of the regular classroom with staff to complete problem solving plans in order to assist students.
Behavior support	School staff	Positive Behavior Intervention and Support strategies are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized, providing reinforcement to students.
Check-In/Check-Out	Assigned Staff Members	Students needing additional behavioral support are identified based on discipline data. The check-in with an assigned mentor in the morning and check-out with that person or another staff member at the end of the day. Participating students self-monitor their behaviors using checklists throughout the school day.
Nutrition support	ACPS Food Services	In accordance with ACPS policies, qualified students receive free and/or reduced meals.
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, Fundations, 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.