

Seven Components of a TAS Program- Westmar Middle - 2022-2023

The *Seven Components of a TAS Program- Westmar Middle- 2022-2023* describes the school's Title I initiatives. It provides a snapshot of the school's efforts to meet the requirements of the Every Student Succeeds Act. Needs of the students guide the school in the spending of Title I funding for activities to increase student achievement, address parent/family engagement, and provide support for students that are most at risk of not meeting the Maryland College and Career Ready Standards. This plan includes activities and strategies that are used in the school to support each of the Seven Components.

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| ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT | COMPONENT A: MEETING CHALLENGING ACADEMIC STANDARDS |
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(A) use such program’s resources under this part to help eligible children meet such State’s challenging academic standards, which MAY include programs, activities, and academic courses necessary to provide a well-rounded education.

ELA

The *Maryland College and Career Ready Standards for ELA* is utilized for ELA instruction. In middle school, the core reading program is *Into Literature* by Houghton Mifflin Harcourt. Student progress will be monitored by Scholastic Reading Inventory Assessments and teacher and parent input.

This chart describes additional best practices and strategies that support ELA achievement for targeted students.

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success 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.) |
|---|-------------------------------------|---|--|---|
| Targeted Students | Evidence Based Reading Intervention | Program Data | N/A | TBD |

| | Programs (Read 180, iReady Reading) | (Progress Monitoring, Beginning of the Year, Middle of the Year, and End of the Year Data) | | |
|-------------------|--|--|---|-----|
| Targeted Students | Differentiation & Small Group Learning | HMH Reading Inventory Data and Teacher and Parent Input | Title I, Part A- Supplemental ELA/Reading Materials @ \$10,111.10 + Headphones, 10 @ \$79.97 per 10 = \$225.00 + Cart for Cricut @ \$225.00 + Supplies for the Family Engagement Coordinator to Create Materials of Instruction for Differentiation @\$256.00 + Laminator and Cart @\$2,520.00. | TBD |
| Targeted Students | Instructional Assistant Support | HMH Reading Inventory Data and Teacher and Parent Input | Salary and fixed charges | TBD |

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|-------------------|---|---------------------|--|-----|
| Targeted Students | Increased Opportunities for Students to Read Aloud to an Audience | Teacher Observation | Title I, Part A- Books (Supplemental Reading Materials- Books) | TBD |
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MATH

The *Maryland College and Career Ready Standards for Math* is utilized for Math instruction. In middle school, the core math program is *Big Idea Math*. Student progress will be monitored by Scholastic Math Inventory Assessments and teacher and parent input.

This chart describes additional best practices and strategies that support Math achievement for targeted students.

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success 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.) |
|---|---|--|--|---|
| Targeted Students | Evidence Based Math Intervention Programs (Math 180, iReady Math) | (Progress Monitoring, Beginning of the Year, Middle of the Year, | N/A | TBD |

| | | and End of the Year Data) | | |
|-------------------|--|--|--|-----|
| Targeted Students | Differentiation & Small Group Learning | Scholastic Math Inventory Data and Teacher and Parent Input | Title I, Part A- Supplemental Math Materials @ \$10,000.00 + Headphones, 10 @ \$79.97 per 10 = \$225.00 + Cart for Cricut @ \$225.00 + Supplies for the Family Engagement Coordinator to Create Materials of Instruction for Differentiation @\$256.00 + Laminator and Cart @\$2,520.00. | TBD |
| Targeted Students | Instructional Assistant Support | Scholastic Reading Inventory Data and Teacher and Parent Input | Salary and fixed charges | TBD |

ATTENDANCE NEEDS OF STUDENTS

Attendance is tracked on a daily basis and monthly reports are issued. School pupil service teams work with families to establish relationships and encourage attendance. Activities to meet identified needs are included in the table below:

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success of this strategy be evaluated? | Title I Funding Needed to Implement Strategy |
|---|--|---|--|
| Targeted Students | Use of resources from the <i>Attendance Works</i> web page. | Daily and Monthly Attendance Data | N/A |
| All Students | Incentives for Good Attendance through PBIS. Weekly, Monthly, and Quarterly rewards. | Daily and Monthly Attendance Data | N/A |

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EVERY STUDENT SUCCEEDS ACT**

**COMPONENT B:
ADDITIONAL STRATEGIES**

(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include:

- (i) extended learning time, before and after school and summer programs and opportunities***
- (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar services and activities carried out under the IDEA***

EXTENDED LEARNING TIME

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success of this strategy be evaluated? | Title I Funding Needed to Implement Strategy |
|---|---------------------------|---|--|
| All Students | ACPS After School Program | Pre/Post Tests | N/A |

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|--------------|----------------------------|-------------------|-----|
| All Students | ACPS Summer School Program | Pre/Post Tests | N/A |
| All Students | ACPS Tutoring | Tutor Observation | N/A |

BEHAVIORAL / EARLY INTERVENING SERVICES

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success of this strategy be evaluated? | Title I Funding Needed to Implement Strategy |
|---|---|---|--|
| All Students | PBIS (Positive Behavior Supports and Interventions) Incentives such as school store and quarterly reward activities Weekly Character Trait PowerPoint Presentation Anti-bullying lessons Red Ribbon Week Second Step Lessons | Discipline Data | N/A |
| Targeted Students | Personalized Incentives Check-In Check out Small group counseling (Man Cave and Girls Club) | Individual Student Data | N/A |

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|-------------------|---|--|-----|
| All Students | Restorative Practices | Discipline Data | N/A |
| Targeted Students | MTSS Intervention | Discipline Data, Check In/Check Out Data | N/A |
| Targeted Students | Multi- tiered support including: small groups, Project Yes, counseling, Check In/Check/Out | SRSS Screening Scale | N/A |

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| ALLEGANY COUNTY PUBLIC SCHOOL EVERY STUDENT SUCCEEDS ACT | COMPONENT C: PRESCHOOL TRANSITIONS |
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(C) Coordinate with and support the regular education program, which MAY include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of Part B of Title II or State run preschool programs to elementary school programs.

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS
(Some programs are not applicable to middle schools.)

| PROGRAM | DATE/TIMELINE |
|---|---------------|
| Meetings with Head Start and Pre-K Teachers | N/A |

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| Transition reports provided by Head Start for entering Kindergarten students | N/A |
| Pre-K and Kindergarten Parent interviews | N/A |
| Buster the Bus | N/A |
| KRA Screening | N/A |
| IEP meetings | N/A |
| Pre-K and Kindergarten Orientation Meetings | N/A |
| Joint registration with Head Start and Pre-K | N/A |
| Transportation between Head Start and Pre-K | N/A |
| Open House | N/A |
| Articulation meetings between Pre-K and K | N/A |
| Articulation meetings between K and Grade 1 | N/A |
| Transition Meeting with Title I Specialist and Grade 5 Teachers and Reading Specialists from Westernport and George's Creek Elementary Schools and Virtual Grade 5 Teacher | May 2022 |
| Articulation meetings with middle school staff | May 2022 |
| Data analysis meetings | Quarterly |
| Grade 5 middle school visitation | May 2023 |
| School Tours for Parents and Families | August 2022 |

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| Annual Title I Meeting | August 2022 |
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| ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT | COMPONENT D: PROFESSIONAL DEVELOPMENT |
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(D) Providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals and if appropriate specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, GRRUDL, System 44, Read 180, Math 180, iReady Math, and iReady 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, *Big Ideas* 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 Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus for targeted students.

Professional Development Calendar/Funding Table

| Activity | SIP Alignment | What / How Content/Process | Date(s) | Presenters | Funding Source |
|-----------------------------|----------------------|--|----------------|-------------------|--|
| Quarterly Data Meetings | ELA/Math | The Title I teacher will meet with teachers of grades 6 & 7 ELA and Math (teachers who work with targeted students) after school in 2 hours sessions after each marking period to collect, organize and analyze data. | TBD | N/A | Title I, Part A- 5 teachers x 2 hours x 4 meetings x \$24.98 rate = \$999.20 |
| Visible Learning Book Study | ELA/Math | The Title I teacher and the teachers of grades 6 & 7 ELA and Math (teachers who work with targeted students) will read a Visible Learning book about using evidence-based strategies and meet for 2 hours to discuss and plan for implementation of selected strategies. | Spring 2023 | N/A | Title I, Part A- 5 teachers x 2 hours x \$24.98 rate = \$249.80 |

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| Evaluation of the Targeted Assistance Program | ELA/Math | The Title I teacher and the teachers of grades 6 & 7 ELA and Math (teachers who work with targeted students) will meet for 7 hours to evaluate the effectiveness of the TAS program. | Summer 2023 | N/A | Title I, Part A- 5 teachers x 7 hours x \$24.98 rate = \$874.30 |
| Fixed Charges for Professional Development | ELA/Math | Fixed Charges for All Stipends to Meet Fiscal Requirements | 2022-2023 | N/A | \$169.63 |

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**COMPONENT E:
INCREASING PARENT ENGAGEMENT**

(E) Implement strategies to increase the involvement of parents of eligible children in accordance with Section 1116.

Educators in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent/Family Engagement Policy is published and distributed in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent and family engagement plan. This plan is posted and also distributed to parents.

The Title I Family Engagement Coordinator assists all Title I schools in implementing high quality programs for parents. A Family Engagement Coordinator is on-site at Westmar Middle School for 2 days each week, Thursdays and Fridays. In this

position, the Family Engagement Coordinator serves as a liaison between the home and school and assists in planning and implementing parent activities for families of identified targeted assistance students and reaching out to underserved families.

| Identification of Problem and Supporting Data | Evidence Based Strategy | How will the success of this strategy be evaluated? | Title I Funding Needed to Implement Strategy |
|--|---|--|---|
| Need to increase parent and family engagement (Parents of All Students) | School-Parent Compact | Parent Teacher Conferences Notes | N/A |
| Need to increase parent and family engagement (Parents of Targeted Students) | Weekly Volunteer Workshops with the Title I Family Engagement Coordinator | Number of volunteers will increase | N/A |
| Need to increase parent and family engagement (Parents of Targeted Students) | Middle School Night (build parental capacity for parents to better understand ways to support middle schoolers) | Number of parents who sign in and parent evaluations | Title I, Part A- 3 teaches x 1 hour planning x \$24.98 rate = \$74.94 and 3 teachers x 2 hours presenting x \$26.43 rate = \$158.58 and materials for parents such as school supplies, books, and/or games @ \$300.00 |
| Need to increase parent and family engagement (Parents of Targeted Students) | Literacy Night (build parental capacity for parents to better support students in reading and writing) | Number of parents who sign in and parent evaluations | Title I, Part A- 3 teachers x 1 hour planning x \$24.98 rate = \$74.94 and 3 teachers x 2 hours facilitating x \$26.43 rate = \$158.58 and \$500.00 for Box Cars and One Eyed Jacks Presentation + |

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| | | | \$446.67 for Manipulatives for Parents to practice strategies at home with students + \$300.00 for books for parents to read at home with students |
| Need to increase parent and family engagement (Parents of Targeted Students) | Math Night (build parental capacity for parents to better support students in math) | Number of parents who sign in and parent evaluations | Title I, Part A- 3 teacher x 1 hour planning x \$24.98 rate = \$74.94 and 3 teachers x 2 hours presenting x \$26.43 = \$158.58 and \$300.00 for materials for Manipulatives for Parents to practice strategies at home with students |
| Need to increase parent and family engagement (Parents of Targeted Students) | Step-Up Night (build parental capacity of parents to help students get ready for the next grade) | Number of parents who sign in and parent evaluations | Title I, Part A- 3 teachers x 1 hour planning x \$24.98 rate = \$74.94 and 3 teachers x 2 hours presenting x \$26.43 rate = \$81.29 and \$307.99 for materials such as books and school supplies for parents to use with students at home. |
| Need to increase parent and family engagement (Parents of Targeted Students) | Fixed Charges for All Stipends Paid to Teachers for Parent and Family Engagement | Meet Fiscal Requirements | \$71.84 |

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|--|--|--|----------------|
| Need to increase parent and family engagement (Parents of Targeted Students) | Refreshments for Parent and Family Engagement Activities | Number of parents who sign in and parent evaluations | \$338.00 Total |
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| ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT | COMPONENT F: COORDINATE AND INTEGRATE SERVICES |
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(F) if appropriate and applicable, coordinating and integrating Federal State and local services to programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)

The Supervisor of Federal 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 Comparability Report.

Additionally, monthly Elementary Council, Secondary Council, and Combined Council Meetings are held. 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, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 23.

FY 23 Coordination of Funding Sources - Westmar Middle School

| Activity | Title I Funds | Title II & Title IV Funds | Local Funds | Judy Center | Other Funding Source |
|----------------------------|---------------------------|--------------------------------------|--------------------|--------------------|-----------------------------|
| Professional Development | \$3,072.00 | N/A | N/A | N/A | N/A |
| Extended Day /School Year | N/A | N/A | N/A | N/A | N/A |
| Materials of Instruction | \$21,392.00 | N/A | \$21,911.00 | N/A | N/A |
| Salaries / Fixed | \$75,203.14 / \$75,203.13 | \$57,773.945 | N/A | N/A | N/A |
| Parent / Family Engagement | \$3,383.95 | N/A | N/A | N/A | N/A |
| Equipment | \$2,520.00 | N/A | N/A | N/A | N/A |
| Equipment Repairs | N/A | N/A | \$3,000.00 | N/A | N/A |

Allegany County Public Schools
Westmar Middle School

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|--------------|-----|-----|-------------|-----|-----|
| Operations | N/A | N/A | \$1,900.00 | N/A | N/A |
| Consumable | N/A | N/A | N/A | N/A | N/A |
| Office | N/A | N/A | \$4,638.00 | N/A | N/A |
| School Other | N/A | N/A | \$21,911.00 | N/A | N/A |

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**COMPONENT G:
LEA ASSURANCES**

(G) As a Title I Targeted Assistance School for the 2022-2023 school year, the staff at Westmar Middle School assures that it will:

(i) help provide an accelerated, high quality curriculum,

(ii) minimize the removal of children from the regular classroom during the regular school hours for instruction provided under Title I,

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.