

Title I School Improvement Plan Components 2022-2023



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Elmer Wolfe Robert Moton Taneytown

Describe the steps taken to ensure an effective school-wide program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.

Title I School-Wide School Improvement Plan Components

SWP Component #1: A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:

- What types of qualitative and quantitative data are being collected?
 - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
 - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Needs Analysis/SIT Goals

1. **Reading:** ELA assessment data indicates that the number of students meeting expectations on CCPS ELA assessments is below the county average.
2. **Writing:** CBA data for grades 2-5 and Hearing Sounds in Words data for grades K-1 indicate a need for additional instruction in writing, with a focus on ideas and organization, in order to improve writing throughout the school. We also will target writing instruction across the content areas.
3. **Math:** Math assessment data indicates that the mean score for grades pre-K –5 is not meeting or exceeding the county mean score, on the End of Year Benchmark Assessments.
4. **Parent Survey:** To find ways that parents want to get involved in their child’s learning.

SWP Component #2: A school-wide reform strategy that:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provided well rounded education; (1114(b)(7)(A)(ii);
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which **may** include (1114(b)(7)(A)(iii)

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- I. Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject**
- II. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);*
- III. Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.);**
- IV. Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
- V. Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;**

d. Delivery of Service (optional) - the services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

e. Dual Enrollment (optional)

(1) In General -A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards

(2) Flexibility of funds- a Secondary school using funds received under this part for dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost of –

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and

(C) transportation to and from such program

f. Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Things to consider:

- How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

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Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level				Time Line
<p>Reading: Pre-K-5: ELA assessment data indicates that the number of students meeting expectations on CCPS ELA assessments is below the county average.</p>	<p>1.1 Teachers in grades K-1 will provide explicit instruction on high frequency words daily during whole group and small group instruction.</p>	Grade	2022 EOY Data HFW	Mid-year 22-23	Spring 2023 HFW Data	Daily
		K	57%			
		1	61%			
	<p>1.2 Teachers and students in grades PreK- 5 will engage in interactive read alouds to model vocabulary and comprehension strategies using CCPS curriculum resources at least three times per week.</p>	Grade	2022 EOY Data RI	Mid-year 22-23	Spring 2023 RI Data	At least three times weekly
		2	63%			
		3	52%			
		4	56%			
		5	43%			
	<p>1.3 All teachers in grades PreK- 5 will provide explicit instruction on academic vocabulary, using Wonders resources and content-area vocabulary. FAF teachers will support vocabulary learning within their disciplines.</p>	Grade	2022 EOY Data CBA average	Mid- year 22- 23	Spring 2023 Data	At least three times weekly
		2	84%			
3		67%				
4		64%				
5		68%				
<p>1.4 Teachers will use data from daily formatives, quizzes, unit tests, etc. to regroup students for second chance teaching and learning opportunities. (This means reteaching and reassessing student learning.)</p>	Students will score 80% or higher on Wonders quizzes, formatives, and other county or teacher created assessments.				At least once per lesson	
	<p>1.5 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom through the utilization of team behavior response plans to inform strategies and reach ALL students.</p>	Interactive Referral Triangle will show no more than 15% of students in the yellow and 5% red zones combined. We will monitor student data by examining student group data at monthly PBIS Meetings.				Daily
				Daily		
				Daily		

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	<p>1.6 Actively (vs. passively) engage students during instruction (whole group and small group)</p>	<p>Students will score a 2 or 3 on county rubrics. Decrease in disruption referrals. We will review progress monthly during PBIST Meetings.</p>	
<p>Writing: K-5: Increase the percentage of students who are writing on grade level, as measured by local assessments.</p>	<p>2.1 Teachers will explicitly instruct writing across content areas, using consistent graphic organizers and CCPS writing rubrics.</p> <p>2.2 Teachers will collect student writing samples and meet regularly to evaluate student writing and determine next steps for instruction and feedback to students.</p> <p>2.3 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.</p> <p>2.4 Actively (vs. passively) engage students during instruction (whole group and small group).</p>	<p>Students will score a 2 or 3 on county rubrics.</p> <p>Students will score a 2 or 3 on county rubrics.</p> <p>Teachers will participate in ongoing PD on cultural proficiency and incorporate the strategies shared in classrooms. We will review progress monthly during PBIST Meetings.</p> <p>Decrease in disruption referrals. We will review progress monthly during PBIS Meetings.</p>	<p>Minimum once a week</p> <p>Minimum once a month</p> <p>Daily</p> <p>Daily</p>
<p>Math: K-5: During school year 2022-2023, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments with Operations and Algebraic Thinking to meet or exceed the county average.</p>	<p>3.1 Integrate word problems into lessons at least 3 times a week.</p> <p>3.2 Fact fluency instruction based on individual student needs/progress.</p> <p>3.3 Teachers will consistently use graphic organizers and rubrics across content areas.</p> <p>3.4 Actively (vs. passively) engage students during instruction (whole group and small group)</p>	<p>Students will increase their accuracy in solving word problems on unit post-tests as measured by scoring rubrics.</p> <p>Students will increase their fluency with computation on unit post-tests as measured by scoring guides and weekly formatives. Students will progress through the stages of the fluency program to the reasoning or efficient phase.</p> <p>Students will score proficient on teacher and county created rubrics</p> <p>Decrease in disruption referrals. We will review progress monthly during PBIS Meetings.</p>	<p>Minimum 3 times weekly</p> <p>Minimum 1 time weekly</p> <p>Minimum 1 time monthly</p> <p>Daily</p>

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	3.5 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.	Teachers will participate in ongoing PD on cultural proficiency and incorporate the strategies shared in classrooms. We will review progress monthly during PBIS Meetings.	Daily
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SWP Component #3: Parent and Community Involvement - the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

Things to consider:

- How will parents, families, and community members be involved in developing the school wide plan? Parent representatives join faculty at SIT and faculty meetings and help develop our home-school learning compact. Parents share feedback for school wide plans through parent surveys and provide input and action through PTO meetings.
- How will teachers, principals, and other school staff be involved in developing the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
Focus Group/ Surveys	Plan and host Family Focus Group meetings Family surveys	TIPL will plan and execute Family Focus Group meetings to discuss our school-wide plans, volunteerism, family engagements events and other topics as necessary Surveys will be provided to families to provide input in planning family engagement activities as well as assess family support needs Feedback received during Family Focus Group meetings and from family surveys will be considered and applied when planning family activities	At least twice annually At least once yearly

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PTO Meetings	Staff involvement at PTO meetings	Administrative staff and/or TIPL will attend PTO meetings to collaborate and receive feedback on school programs	Bi-monthly
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SWP Component #4: Coordination with other Federal, State and local services, resources and programs - if appropriate and applicable, is 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 schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b) (5)

Things to consider:

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources blended to maximize the impact of the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
RME Judy Center	Our Title I program will collaborate with the Judy Center to provide family engagement opportunities for students and Judy Center families	Attendance at events will reflect involvement from children in Judy Center programming as well as RME students grades K-5 Activities will be provided, as evidenced by evaluation surveys, that meet the needs of all age levels involved.	Minimum of 2 events
Maryland Food Bank	RME will collaborate with the Maryland Food Bank to provide a food pantry to our school families and community	TIPL will collaborate with Judy Center to provide food to Pre-K families during monthly Pre-K breakfasts TIPL will coordinate with classrooms teachers to send food home to identified students on a regular basis RME food pantry will be open to the public twice monthly RME food pantry will be advertised to families regularly and flexible scheduling and/or food delivery will be offered to support families	Monthly Ongoing Bi-monthly Ongoing

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Local Law Enforcement	TIPL will coordinate with a local law enforcement agency to provide parent learning on cyber-security and cyber-bullying and/or other topics based on parent interest	Family attendance at parent learning opportunity as recorded in attendance tracker Completed parent surveys following event(s)	Minimum of 1 event
A Likely Story Bookstore	TIPL will coordinate with a Likely Story Bookstore to organize an author visit student learning opportunity	Author Visit assembly	Once
Carroll County Public Library	TIPL will coordinate with CCPL to offer a family engagement event	30% family attendance goal as recorded in attendance tracker Completed parent and student surveys following event	Once
CCPS STEAM Coordinator	TIPL will coordinate with STEAM coordinator to offer a family engagement event to provide STEAM education to families	30% family attendance goal as recorded in attendance tracker Completed parent and student surveys following event	Once
Other local agencies (i.e. CCYSB, CC Health Department)	Coordinate with various local agencies to provide parent learning opportunities as identified in family surveys	Family attendance at parent learning opportunity as recorded in attendance tracker Completed parent surveys following event(s)	Minimum of 1 event

Additional notes: