

Title I School Improvement Plan Components 2024-2025

CCPS Title I



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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

The EWE Instructional Leadership Team (ILT) met on 8/7/2024 to review school data and county data and to create goals. The following data pieces were reviewed:

*All County May ELA data

*SRI data

*ELA Comprehension Benchmark Data (including writing scores)

*Grades PreK-5 Math Benchmark data and fact fluency data

1. Reading: ELA

Assessed reading level data indicates a need for targeted instruction on specific skills in Pre-K-5th grade reading. Over the past several years, we have seen a need for increased focus on phonics, fluency and high frequency words. Baseline data points including Carroll County Phonics Assessment (CCPA) tasks, high frequency word assessment (HFW), Reading Inventory (RI), running records, and Comprehension Benchmark Assessment (CBA) were used.

2. Math

When following the data from a group of students from one grade level to the next, the percentage of students that scored 80% or above on the 2023-24 EOY (End of Year) Mathematics Assessments in grades K, 1, & 4 dropped, Pre-K, 2, 3, & 5 increased. As a result, the goal for 2024-2025 is to increase the percentage of the students scoring 80% or above based on the 2023-2024 scores.

3. Writing:

When following the data from a group of students from one grade level to the next using CBA data and county rubric data it indicates a need for additional instruction in writing. Our CBA/rubric scores indicate an increase in writing

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scores in grades Pre-k, and K from our EOY 2023 data to EOY 2024 data, however grades 1, 2, 3, 4, & 5 have seen a decline in scores. Therefore, we are targeting writing Clarity and Grammar-using CCPS writing rubric.

3. Close the Gap:

By June 2025, EWE K-3 FaRMs students will achieve withing 10% of non-FaRMs students on grade level CCPA tasks.

- **Kindergarten:** CCPA: Task 1: Short Vowels, Task 1: Long Vowels, Task 2A: CVC
- **First:** CCPA: Task 2B: Digraphs, Task 2C: Blends, Task 2D: CVCE, Task 2E Two Syllables Closed
- **Second:** CCPA: Task 2F: R-Controlled, Task 2G: Vowel Digraphs, Task 2H: Vowel Diphthongs. Task 2I: Two Syllables

Third: Task 2J: Multisyllabic

The ILT meets monthly, to focus on grade level data and progress monitoring of the SIP. Grade levels meet twice monthly for data meetings to dive deeper into specific student/grade level needs and concerns with teachers, administrators, and resource teachers. Each grade level team creates WIGs that align with our SIP. These goals are chosen based on grade level data on county and state assessments from the previous year. Each grade level meets weekly with the ELA Specialist and Math Resource Teacher to collaboratively plan and map out curriculum both in the short term and long range. During these meetings, resource specialists also provide teachers with strategies to implement during their weekly instruction to increase student achievement. Teams change their instructional strategies based on assessment data collected (Focus of the WIG goals reflect SIP: reading, math, & writing). Teachers also create SLO's as a long-range plan that connects to our SIP.

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)
 - 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;**

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- 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?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
1. By June 2025, EWE will increase the percentage of students on grade level, as indicated by grade level targets, measured by local assessments (CCPA, Acadience K-3, Map Growth 2-5). *Pre-K (CCPA Letter ID and Heggerty Sound Segmenting)	1.1 (Sept. 2024 – May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.	Sept. 2024 – May 2025

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	instruction, reteach groups, extension, and intervention groups meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary participate in as needed, job embedded(micro-pd) professional development within planning meetings.		
	1.2 (Sept. 2024 – May 2025) Consistent use of flexible small groups based on phonics, comprehension, and writing. - Set a block schedule to prioritize first pass instruction and flexible groups instruction and interventions during flexible groupings - Use CCPS Primary and Intermediate Ways To Group Students - ELA Specialist will provide professional development on Flexible Groups for: - Pre-K to 2 on CCPS Primary Ways to Group Students, Decodable Planning	Monitoring: - Teachers use of targeted small group instructional routines aligned with the Science of Reading - Performance on SIP, WIGS, SLOs, & County Assessments - Professional Development: 100% of staff participants will complete a professional development learning response.	(Sept.. 2024 – May 2025)

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	Templates, <u>Using Decodable Texts</u> by Wiley Blevins. Grade 3 to 5 on Shifting the Balance: 3-5 with supplemental support in CCPS Ways to Group Students, Planning Templates, <u>Using Decodable Texts</u> by Wiley Blevins		
	1.3 (Sept. 2024 – May 2025) Use of science of reading evidence-based practices to increase high frequency words, phonological awareness and vocabulary application to develop fluent readers. - HFW instruction based on Foundations in first pass instruction, small group and intervention - Track and apply phonics/word study data to differentiate phonics/word study instruction using evidence-based practices, including Second and Third Grade Florida Center for Reading Research (fcrr.org) (Foundations and Greek and Latin Roots) - ELA Specialist will provide professional development in the	Common Assessments including: - Wonders Weekly Assessment - Wonders Principle Assessments - Teacher Created Formatives - HFW Assessment - Foundations Unit Assessments - Fluency Checks - Common Assessment Tracker Data - Performance on SIP, WIGS, SLOs, & County Assessments - Professional Development: 100% of staff participants will complete a professional development learning response.	(Sept. 2024 – May 2025)

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	provided in phonics from <u>Differentiating Phonics Instruction for Maximum Impact</u> By Wiley Blevins. At planning, choose most applicable vocabulary strategy and explicitly teach the strategy from <u>Word Nerds</u> and <u>The Blueprint for Comprehension</u> and <u>The Blueprint for Comprehension Activity Book</u>.		
	1.4 (Oct. 2024 – May 2025) Teachers will utilize adaptive online reading platforms to deliver independent practice, reteach, and extension through Lexia (Grades 1-2; Targeted 3-4) and Freckle (Grades 3-5) while providing progress monitoring and feedback. Lexia-Provide needed reteach lessons (IAs, interventionists, reading specialist, classroom teacher, special education teacher) Freckle-Use data to support students' success or need for additional support on standards, choosing passages to support comprehension and fluency.	Adaptive Program Progress Monitoring - Lexia Reports including students' weekly usage, units gained, and students supported with reteaching lessons. - Freckle standards report and related passages to support flexible grouping. Performance on CCPA, Acadience, and MAP	(Oct. 2024 – May 2025)
	1.5 (Oct. 2024 – May 2025) Teachers in all grades will utilize best practices for writing instruction, including State-Cite-	Monitoring: Writing tasks in all areas including student writing journals, unlock the prompt	(Oct. 2024 – May 2025)

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	Explain in Grade 2-5, when responding to text-dependent questions. *SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our FaRMs subgroup populations and those students not included in the subgroup. a. *Funding will be secured from board, Title I, comp ed, and school funds to pay for professional development, instructional resources, technology, a full time Math Resource Teacher, a classroom reduction teacher in grades 3-5, a mentor teacher, and an interventionist in grades K-2 to help teams meet their goals.	and state, cite, explain strategies. • Use of writing rubrics • Student evaluation of own writing • Weekly Wonders Assessment • Wonders Principle Assessments Student growth on classroom created writing prompts and CBA Growth	
	b. (various times throughout the year) Title 1 funding used for tutoring at each grade level. Students identified using classroom assessments. Pre and Post assessments will be used to	80% of students attending will show growth.	

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	measure growth.		
	1.6 (Sept 2024 – May 2025) Implement PBIS initiatives and wellness activities and field trips to support cognitive functioning, episodic memory, and time on-task in the classroom. * Counseling interventions, school wide strategies, and targeted group mindfulness instruction (including yoga). *Interoception Curriculum, Second Step (expanding to K-5) and Love and Logic Parent Nights *Maintain a full time School Psychologist and Mental Health Therapist. c. *Family engagement events to support reading, math, wellness, and mental health needs as well as learning support in reading and math.	The number of referrals will decrease by 10% from May 2024-May 2025.	
	1.7 (Sept 2024 – May 2025) Implement PBIS initiatives and wellness activities and field trips to support cognitive functioning, episodic memory, and time on-task in the classroom. * Counseling interventions, school wide strategies, and targeted group mindfulness instruction (including yoga). *Interoception Curriculum, Second Step (expanding to K-	The number of referrals will decrease by 10% from May 2024-May 2025.	

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	5) and Love and Logic Parent Nights *Maintain a full time School Psychologist and Mental Health Therapist. *Family engagement events to support reading, math, wellness, and mental health needs as well as learning support in reading and math.		
2. By June 2025, the percentage of students meeting or exceeding grade level expectations on the End of Year Mathematics Assessment will meet or exceed our 2024 % of students making grade level proficiency percentage or meet 80% (*if below 80% in 2024).	2.1 (Sept. 2024 – May 2025) Classroom teachers, Math Resource Teacher, Intervention teachers, Special Education teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups • meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary participate in as needed, job embedded professional development within planning meetings	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year	(Sept. 2024 – May 2025)
	(Sept. 2024 – May 2025) Increase fact fluency in grades K-4 with daily fact practice focused on specific fact sets which will be determined weekly	Progress monitoring: • Students will self assess each week using a written, untimed fact assessment and recording calendar • Teachers will assess students on each fact strategy throughout the year using	(Sept. 2024 – May 2025)

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		the Fluency Checklist Assessments 90% of students in Grades K-3 will be in the reasoning or efficient fluency phases on each specific fact strategy by June 2025. This data will be reported in Performance Matters	
	2.3 (Oct. 2024 – May 2025) Increase comprehension and reasoning with grade level story problem structures through daily practice using components of the following strategies: • <u>Routines for Reasoning</u> by Grace Kelemanik • 3 reads protocol • Numberless word problems	Teacher created formative assessments will measure student progress	(Oct. 2024 – May 2025)
	(Sept. 2024 – May 2025) Title 1 funding used for tutoring at each grade level. Students identified using classroom assessments.	Pre and Post assessments will be used to measure growth	(Sept. 2024 – May 2025)
	Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. *See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.	
3. By June 2025, 80% of EWE students will earn full points in the areas of Clarity and Grammar using the grade level specific Carroll County Informational Writing Rubric.	3.1 Sept. 2024 – May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.	Sept. 2024 – May 2025

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	instruction, reteach groups, extension, and intervention groups meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary participate in as needed, job embedded(micro-pd) professional development within planning meetings		
	3.2(Sept. 2024 – May 2025) Use of consistent writing samples: response to text, informational, opinion, and narrative writing, to support skills needed for student to meet expectations across the 4 writing domains, with an emphasis on clarity and grammar. - Classroom writing tasks assessed with CCPS Rubric (Grades 2-5), including student assessment. - Consider flexible writing groups during the ELA block - Student Created Organizers Opportunities for collaborative scoring to provide consistency in grade levels.	Each team will meet their individual team goals to support increased performance in the area of writing. *Pre-K: 80% of our students will earn a 2 in the areas of development of Clarity and Grammar using the Carroll County Kindergarten Quarter 1 rubric for informational writing. K-5: 80% of our students at each grade level will earn full points in the areas of clarity and grammar using the Carroll County rubric for informational writing (for each grade level).	Sept. 2024 – May 2025
	3.3 (Sept. 2024 – May 2025) Grade level teachers, K-5, will use science of reading evidence-based practices and strategies targeting sentence structure to improve clarity and grammar application in response to text, narrative,	Monitoring: - Consistent Foundations, Grammar Lesson, and Sentence Structure Instruction - Student Writing Samples and CCPS Writing Rubric- Clarity (Domain Specific	Sept. 2024 – May 2025

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	informational, and opinion writing. • K-5 Utilization of the Foundations (Grade 4-5 Just Words, Wilson) Proofreading Procedures in daily writing routines to increase editing in all content areas. • Explicit First Pass Instruction of Grammar Lessons from CCPS Curriculum, Being a Writer and Framing Your Thoughts • Consistent instruction of Foundations including activities supporting clarity and grammar i.e. Word Talk, Sentence Dictation ELA Specialist will provide PD on sentence structure <u>The Blueprint for Comprehension</u>, <u>The 7 Mighty Moves</u> by Kemney, <u>From Talking to Writing</u> by Jennings and Haynes and Serravallo's <u>Writing Strategies</u>.	Vocabulary/Word Choice) and Grammar • Students 2-5, CBA 1 Informational	
	3.4 (Sept. 2024 – May 2025) All grade level teachers with promote application of learned phonics skills and vocabulary words when instructing on grade level writing: response to text, informational, opinion, and narrative writing. • Daily use of Spelling Resources: Foundations Notebooks, Word Walls (Personal), Word Banks • Consistent instruction of Foundations including activities supporting	Monitoring: • Consistent Foundations and Vocabulary Instruction • K-3rd Foundations Assessments • Student Writing Samples and CCPS Writing Rubric- Clarity (Domain Specific Vocabulary/Word Choice) and Grammar Students 2-5, CBA 1 Informational	Sept. 2024 – May 2025

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	vocabulary and encoding At planning, provide micro-PD choose most applicable vocabulary strategies to impact writing and explicitly teach the strategy from <u>Word Nerds</u> and <u>The Blueprint for Comprehension</u> and <u>The Blueprint for Comprehension Activity Book</u>. *SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our FaRMs population and those students not included in that subgroup. *Specialists and teams meet with Judy Center to share needs of entering K students, so that they can provide additional resources to our birth-5 families to help with these identified needs. *Funding will be secured from board, Title I, comp ed, and school funds to pay for professional development, instructional resources, technology, classroom reduction teacher in grades 3-5, and interventionist in grades K-2 to help teams meet their goals.		
	3.1 (Sept 2024 – initial PD with ELA Specialist) Professional development will be provided to writing teachers in the areas of informational writing (strategies for developing ideas, vocabulary, as well as scoring written responses). Unlocking the prompt strategies will be introduced.	100% of teachers participating will complete an evaluation. See Data in Strategic Action 1.3	Sept. 2024 – June 2025

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	The following will be resources used during PD: *Being a Writer *From Talking to Writing by Jennings and Haynes *Writing Strategies		
	Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom.*See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.	
4. Close the Gap: By June 2025, EWE K-3 FaRMs students will achieve withing 10% of non-FaRMs students on grade level CCPA tasks. • Kindergarten: CCPA: Task 1: Short Vowels, Task 1: Long Vowels, Task 2A: CVC • First: CCPA: Task 2B: Digraphs, Task 2C: Blends, Task 2D: CVCE, Task 2E Two Syllables Closed • Second: CCPA: Task 2F: R-Controlled, Task 2G: Vowel Digraphs, Task 2H: Vowel Diphthongs. Task 2I: Two Syllables Third: Task 2J: Multisyllabic	4.1 (Sept. 2024 through May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups • meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary participate in as needed, job embedded(micro-pd) professional development within planning meetings	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.	Sept. 2024 – May 2025

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	4.2 (Sept. 2024 through May 2025) Teachers in grades PreK to 3rd will teach Phonemic Awareness and Phonics with fidelity by tracking student unit performance and providing reteach and/or intervention when 80% is not met. Tracking, Data Reflection, Instructional Shifts at weekly planning and/or twice monthly collaborative meetings: • Foundations Unit Tracker • (K Formatives) • Acadience Score and Reader Response Patterns • Phonemic Awareness and Phonic Progress Monitoring Probes • Foundations Co-Teach Model • Phonics Intervention: Foundations Intervention (Double Dose), SIPPS, Being A Reader • Twice Monthly Micro PD on Foundations' Procedures and Purpose provided by ELA Specialist	4.2 Monitoring Use and Fidelity: • Heggerty in PreK to 1st • Mirrors and Sound Wall Cards to Support Challenging Sounds • Foundations in PreK to 3rd. Performance on: • Foundations Assessments & CCPA • Acadience Assessment-Phoneme Segmentation Fluency (K-1) Nonsense Word Fluency (K-2) • DAPPA- Blending • Heggerty- Blending • Onset-Rime (Pre-K) CCPA	Sept. 2024 – May 2025
	4.3 (Sept. 2024 through May 2025) Teachers in grades Pre-K to 3rd will develop and deliver small flexible groups with Phonemic Awareness and Phonics Skills focus including application in decodable and authentic text as indicated by student data. • Determine small groups utilizing	Monitoring: • Teachers use Small Group Instruction that includes needed phonics skills and application in text (Controlled/Decodable Reader such as Geodes, Decodable Passages, Benchmark Decodables etc) Performance on CCPA	Sept. 2024 – May 2025

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	Phonemic Awareness and Phonics Data CCPS Ways to Group Primary Students Document and Resources Decodable Lesson Planning Templates		
	4.4 Teachers in Grades 1 and 2 will deliver and progress monitor Lexia with fidelity for all students, and in Grade 3 for targeted students, specifically units. Provide needed reteach lessons (IAs, interventionists, reading specialist, classroom teacher, special education teacher)	Monitoring: - Lexia Reports including students' weekly usage, units gained, and students supported with reteaching lessons. - Performance on CCPA	Sept. 2024 – May 2025
	4.5 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. *See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.	Sept. 2024 – May 2025

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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
Social-Emotional	Counseling interventions, school wide strategies, and targeted group mindfulness instruction <u>(including yoga)</u> will be offered to students based on teacher input and data. Research-based strategy: Mind Up.	10% decrease in major referrals for yellow and red zone students.	Year-long
Math, Reading, Social Emotional, Wellness	After school tutoring will be provided in all areas listed. Reading and Math Research-based strategies (Foundations, Being a Reader, Lexia, Bridges, etc); Social Emotional and Wellness strategies based on recommendations from CDC, Division of Population Health.	90% of students will show growth using Lexia, pre/post data, unit tests, and classroom assessments.	Year-long
	Title I Parent Engagement	100% of parents will complete a survey	Year-long

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	Nights throughout the year		
Math, Reading, Social Emotional, Wellness	- Judy Center will organize and oversee articulation meetings among partner childcare centers, Head Start, Judy Center, and Kindergarten teachers. - Provide families with ideas and materials to meet the academic needs of students through family engagement activity evenings, daily playgroups, and summer activities.	Parent Survey Kindergarten Readiness Assessment data Local CCPS benchmarks and assessments PreK Action Plan results Number of families that participate in programs.	Year-long
Reading, Math, Socio- Emotional			

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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
Reading, Math, Social-Emotional/Wellness	Judy Center participation in the Early Childhood Consortium to develop plans to meet the needs of the early childhood population.	Referrals to Head Start Referrals to Birth to Five Referrals to Adult Education Programs.	Throughout the year.
Social-Emotional	Partnership with the Maryland Food Bank to supply healthy food to local families.	Maintain or increase numbers of families participating.	Once weekly throughout the year.
Reading, Social Emotional, Wellness	Partner with local groups to provide services to students, such as Dentists in the School, school volunteers, and bus safety.	Maintain or increase number of students participating in programs.	On-going
Reading	Partner with Carroll County Library/Book mobile. Book Mobile visits our Pre-K and Judy Center groups once a Month. We also participate in the Battle of the Books competition with our 4 th and 5 th graders. We also partner with CCPL for the summer reading program.	Maintain or increase number of students participating in programs.	Throughout the year.

**Title I School Improvement Plan Components
2024-2025**



Carroll County Public Schools
Building the Future

Check the box for the appropriate elementary school

☒ Elmer Wolfe ☐ Robert Moton ☐ Taneytown

Additional notes: