

St. Mary's County Public Schools
2024-2025 George Washington Carver Elementary School
Schoolwide Program
Plan - Draft

Four Components of a Schoolwide Program ESSA Section 1003

Note: Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.

<p style="text-align: center;"><u>Schoolwide Program Plan Components</u> [Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]</p>		
<p>The schoolwide program plan is developed with the coordination and input from George Washington Carver principal, assistant principal, academic dean, instructional resource teachers, grade-level leaders, school counselor, parents, community partners, para-educators and students. The plan outlines the four components of a schoolwide program as prescribed by the Maryland State Department of Education.</p>		
<p>1. 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 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)]</p>		<p>Reading pages 5-25 Math pages 26-28 Culture/Climate pages 28-30</p>
<p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: 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 provide 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 standards that may include (1114(b)(7)(A)(iii).</p>		<p>Pages 31-37</p>
<p>1. A. Parent, Family and Stakeholder Involvement - 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, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)</p> <p>3B. Strategies to Increase Parent and Family Engagement - Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)</p>		<p>Pages 38-39</p>

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<p>3. Coordination and Integration of Federal, State, and local services 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)</p>	<p>Pages 39-40</p>
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Component 1 - Comprehensive Needs Assessment Introduction

George Washington Carver Elementary School is a Title 1 elementary school located in Lexington Park, Maryland. Our school serves 463 students in grades Pre-Kindergarten through grade 5. Below is a demographic breakdown of our diverse student population:

- 47.40% African American
- 27.50% Hispanic
- 13.40% White
- 10.60% Multi-Racial
- 19.48% English Language Learners
- 76.67% Economically Disadvantaged*

**George Washington Carver qualifies for non-pricing meal service options under the Community Eligibility Provision (CEP). The percentage of students qualifying for free or reduced price meals would be higher without the school's CEP designation.*

For the 2023-2024 school year, our average daily attendance rate was 90.54%, an increase from 89.25% for the 2022-2023 school year. Chronically absent students (defined as missing 10 percent of school days within one academic year for any reason) made up 37.39% (212 students) of the total population. Of those chronically absent students, 47.64% (101 students) were African American, 23.58% were Hispanic (50 students), 10.09% (21 students) were IEP carriers, and 80.66% (171 students) were students qualifying for free or reduced meals .

The GWCES student population is impacted by mobility caused by limited access to affordable housing, evictions, and homelessness. Our mobility rate in 2023-2024 was 29.31%. Currently, 76.67% of our students qualify for Free and Reduced Meals (FARMS).

The 2023-2024 school year was a year of continued improvement and a focus on progress at GWCES. The school year was the third full year of 100% in-person instruction following the COVID 19 pandemic. We were excited to have multiple data points to measure student growth over consecutive years.

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Having relevant data to examine and plan from allowed us to identify both successes and areas in need of further remediation and support.

Our needs assessment indicates our focus should be on improving student reading levels which will impact both our reading and math achievement. Additional areas of focus should include fact fluency, increased exposure to grade level curriculum, and social emotional regulation for both our students and staff as well as student attendance. The GWC school community feels that our focus on reading, exposure to grade level curriculum, and Social Emotional Learning (SEL) will positively impact student achievement in all sub groups as we have been identified as a Comprehensive Support and Improvement (CSI) School due to the performance of our Special Education, More than One Race, and EL sub groups.

For this year's school-wide plan, our GWCES community reviewed data from the Individual Growth and Development Indicators for Infants and Toddlers (IGDIS), the Kindergarten Readiness Assessment (KRA), the Dynamic Indicators of Basic Early Literacy Skills test (DIBELS), the World-Class Instructional Design and Assessment (WIDA), and the Maryland Comprehensive Assessment Program (MCAP).

In addition to the academic data stated above, our GWCES stakeholders also reviewed and analyzed our Culture and Climate data related to Social Emotional Learning (SEL). The GWCES community has found that by implementing a consistent multi-tiered system of supports (MTSS) centered around our S.O.A.R. expectations and the Conscious Discipline program, more of our students have access to daily instruction. Our number of behavioral referrals decreased from 208 incidents in 2022-2023 to 206 incidents in 2023-2024. We had a reduction in our number of suspensions, as well, from 27 to 20. When teachers can focus their attention on teaching and learning rather than on disruptive classroom behaviors, students are more available for learning and student achievement increases.

GWCES has prioritized building a solid Tier I intervention program with our Multi-Tiered System of Supports (MTSS) team. By strengthening our Tier I intervention program, we are able to provide academic and behavioral strategies for students with varying needs and we will increase equitable instructional access and opportunity for all students.

Student behavioral data will be progress monitored monthly during grade level data meetings, Tier 2 and Tier 3 team meetings. The corresponding data will be used to make instructional and social-emotional learning decisions for our students and families. This data will also be examined during monthly MTSS committee meetings as we look to provide school wide guidelines for behavioral expectations and common language for our Tier I intervention plan. Needs assessment and data is shared with staff and parents at Parent Family Engagement (PFE) events, staff meetings, MTSS meetings, and data meetings. We study, plan, implement and revise as necessary based on what we learn from the data.

We also feel it is important to include information regarding our staff in our Comprehensive Needs Assessment. All of our teachers are certified, with some holding conditional certification as they work

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toward full credentialing, and all of our paraeducators are appropriately credentialed. With that said, the experience of our staff varies. Below is a break down of experience of our staff:

- First year teachers - 1
- Teachers new to Carver - 3
- Teachers holding a Conditional Certification - 5
- Teachers holding an Advanced Professional Certificate (APC) - 35
- Teachers holding a Standard Professional Certificate (SPC) - 9
- Paraeducators - All have either an AA degree (or higher), have passed the ParaPro exam, or have earned the minimum required number of credits for the appropriate credentialing

Stabilizing and retaining our school faculty has been a priority at Carver. We went from 10 teachers new to Carver to 3 teachers new to Carver from the 2023-2024 to 2024-2025 school year. We prioritized hiring experienced staff which resulted in a significant reduction in first year teachers from 3 to 1 for this current school year. Strategies to increase teacher retention include implementing suggestions from climate surveys; holding staff appreciation events in and outside of school; increasing the number of committees to allow for more staff involvement; highlighting staff contributions through social media and school newsletters; and providing opportunities for staff voice. To address the varying needs of our staff, differentiated professional development is offered to support and strengthen their skill sets. To maximize participation in these PD opportunities, per the negotiated agreement, compensation is offered for time outside of the contractual duty day. Additionally, first year and non-tenured teachers are provided with mentors and ongoing support during PLC meetings facilitated by our Academic Dean and Instructional Resource Teachers.

Although SMCPs provided additional technology items to support virtual learning during COVID, a teacher survey indicated that there is still a need for instructional technology (SMART Panels, document cameras, headphones, charging cords and stations) to enhance and support student learning, the high-quality instructional materials provided both by the school system and Title I funding, as well as Parent Family Engagement activities. The Smart Panels with stands are needed to allow mobility within the classroom for students to access instruction and utilize previously purchased math and reading software programs. The Smart Panels will also be utilized during Parent Family Engagement events to provide information in spaces that do not currently have a mounted Smart Panel. Document cameras are needed to enhance instruction so that teachers can model for students and display instructional materials clearly.

Additional paraeducators, interventionists, and tutors are a growing need for supporting Tier 2 instruction; they can provide additional small-group, targeted support that is needed for students who are not fully progressing with Tier 1 instruction. Our data supports a Master schedule that embeds specified times for this targeted small group intervention for every student. General education teachers focus on the whole class instruction while providing necessary extra attention to a smaller group of students with specific learning needs. The additional paraeducators and tutors reduce these group sizes during Tier 2 instruction, thus providing individualized support that targets specific learning gaps, frequent progress monitoring for teacher analysis to adjust interventions when data suggests to do so,

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and promotes a positive student to adult ratio. Our data reflects a need to differentiate using numerous Tier 2 groupings that is challenging for a general education teacher to manage and instruct.

Parent Family Engagement surveys indicated a need to provide parent training in reading, math and SEL strategies and materials that they can use with their children at home. Survey data indicated that families would be more likely to participate in afterschool events if meals were provided.

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 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)]

Comprehensive Needs Assessment: Reading Overview

ELA assessment data includes:

- Individual Growth and Development Indicators (IGDIS)
 - IGDIS are performance measures used in Pre-K to determine if students are meeting growth expectations or require more intensive support for early language and literacy.
- Kindergarten Readiness Assessment (KRA)
 - The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across multiple domains (e.g., social foundations, language and literacy, mathematics, physical well-being and motor development)
- Dynamic Indicators of Basic Early 4 Literacy Skills (DIBELS)
 - DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills.
- World-Class Instructional Design and Assessment (WIDA)
 - WIDA is a series of tests given to our English Language Learners (ELLs). This assessment measures students' proficiencies in the areas of reading, writing, speaking and listening.
- Maryland Comprehensive Assessment Program - ELA (MCAP)
 - The MCAP Assessment provides information to educators, parents and the public on student progress towards proficiency on the Maryland College and Career Ready Standards in the areas of ELA and Math.

These aforementioned assessments are research-based and are in compliance with the federal Reading First initiative and the Maryland College and Career Readiness Standards (MCCRS).

The IGDIS (Pre-K) assessment was administered at the beginning, middle, and end of the 2023-24 school year. The end of year IGDIS data indicates:

- Students excelled in determining *Which One Doesn't Belong* (WODB) with a goal of 51 and an average score of 54.9
- Students' identified areas of growth are in *Sound ID* (goal of 53 with an average score of 52.3) and Alliteration (goal of 52 with an average score of 48.9) and Picture Naming (goals of 50 with an average score of 48.1) and Rhyming (goal of 50 with an average score of 48.7).

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The IGDIs assessment data will help the Kindergarten team identify the needs of students to determine best supports for the beginning of the 2024-25 school year.

Our KRA data reveals that 29% of our kindergarten students show minimal foundational skills and behaviors that prepare them to meet kindergarten expectations.

According to the schoolwide DIBELS beginning of year assessment data:

- 53% of our Kindergarteners did not meet the letter naming benchmark; 47% did not meet the benchmark in phoneme segmentation fluency; 77% did not meet the benchmark in identifying correct letter sounds in nonsense words; 97% did not meet the benchmark in correctly recoding nonsense words; and 92% did not meet benchmark in reading the whole word when given a word.
 - These subtest scores are an improvement from the 2023-2024 beginning of year DIBELS administration. The GWCES Kindergarten cohort scored well below the district average on each subtest.

The DIBELS DORF (Oral Reading Fluency) assessment data indicates:

- 72% of first-grade students did not meet benchmark
- 66% of second-grade students did not meet benchmark
- 66% of third-grade students did not meet benchmark
- 67% of fourth-grade students did not meet the benchmark
- 21% of fifth-grade students did not meet the benchmark

Students who fell slightly below grade level (i.e., strategic) will be a priority starting at the beginning of the 2024-2025 school year. This group has a significantly smaller skill deficit and should master skills quickly to achieve “Core.” St. Mary’s County Public Schools has designated a Literacy Interventionist to work specifically with this cohort of students. Once this grouping of students shift to “Core,” our focus will then shift to students who scored at the intensive level.

We administered the English Language Proficiency Test (WIDA Access) to 82 of our ESOL (English as a Second Language) students during the 2023-24 school year. Students in grades 1-5 (66 students in school year 2023-2024) receive an overall proficiency score on the assessment. The overall proficiency levels of those students are listed below:

- Entering: 21 /66
- Emerging: 19/66
- Developing: 20 /66
- Expanding: 6 /66
- Bridging: 0 /66
- Reaching: 0 /66

2023-2024 MCAP data indicates that George Washington Carver Elementary 3rd-5th grade students underperformed the 3rd-5th grade students in St. Mary’s County Public Schools and across the state of Maryland.

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Comprehensive Needs Assessment: Reading Priority Needs

- Continuation of a Tier-1 instruction model using *Just in Time* interventions and strategies to accommodate for whole-class deficits.
- Incorporate the county level instructional framework for the ELA block (Reformatting the ELA block to enhance opportunities for more small group/individualized instruction).
- Build “push-in support” into the schedules of our IRTs, Paras, and Academic Dean.
- Bi-Weekly Grade Level Data Meetings to monitor, adjust, and refine our instructional approaches to meet the needs of our students.
- Weekly Special Education Department meetings to analyze assessment data and progress monitoring data to make decisions regarding transitioning into Tier II and Tier III interventions.
- Weekly IRT and Academic Dean meetings to analyze progress monitoring data to plan Tier II targeted, small group interventions.

Reading Data: Schoolwide Components Part 1

Individual Growth and Development Indicators (IGDIS)

IGDIS are performance measures used in Pre-K to determine if students are meeting growth expectations or require more intensive support for early language and literacy. The teachers followed standardized procedures for administering the reading assessments.

Pre-Kindergarten (48 Students) 2023-2024 End of Year IGDIS Data										
Domain	Picture Naming		Rhyming		Sound ID		Which One Doesn't Belong		Alliteration	
	Winter Average Score	Spring Average Score	Winter Average Score	Spring Average Score	Winter Average Score	Spring Average Score	Winter Average Score	Spring Average Score	Winter Average Score	Spring Average Score
IGDIs Benchmark	51	50	48	50	51	53	50	51	52	52
SMCPS	48.6	49.6	48.3	50.3	50.4	52.5	53.5	51.7	49.0	49.6
GWCES	48.1	48.1	47.1	48.7	50.0	52.3	53.2	54.9	48.5	48.9

Note: IGDIs has identified that statistically, students drop in language acquisition skills in the Spring, and that is why there is a decrease in the Spring score expectation.

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Kindergarten Readiness Assessment (KRA)

The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across multiple domains (e.g., social foundations, language and literacy, mathematics, physical well-being and motor development)

Kindergarten (68 Students Tested - SY24)		
Kindergarten Readiness Assessment (KRA) Overall Performance =		
Demonstrating	Approaching	Emerging
23	20	19

DIBELS

DIBELS (Dynamic Indicators of Basic Early 4 Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. DIBELS 8th Edition provides educators with standards for gauging the progress of all students in grades K-5. The teachers followed standardized procedures for administering the reading assessments both in-person and virtually. However, some students were unavailable for virtual and/or in-person testing.

Kindergarten (68 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 417.9 with grade level goal of 420.		Identified Need: 100% of IEP carriers scored intensive in PSF 0% of IEP carriers scored Core in PSF
LNF Letter Naming Fluency	Benchmark Goal = 42	Mean = 39.8
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
50.0%	13%	37%

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NWF-CLS Nonsense Word Fluency - Correct Letter Sounds			Benchmark Goal =31			Mean = 46.6		
Core Support (At or Above Benchmark)			Strategic Support (Below Benchmark)			Intensive Support (Well Below Benchmark)		
38%			22%			40%		
NWF-WRC Nonsense Word Fluency- Words Recoded Correctly			Benchmark Goal = 7			Mean = 6.6		
Core Support (At or Above Benchmark)			Strategic Support (Below Benchmark)			Intensive Support (Well Below Benchmark)		
42%			15%			44%		
WRF Word Reading Fluency			Benchmark Goal = 10			Mean = 8.9		
Core Support (At or Above Benchmark)			Strategic Support (Below Benchmark)			Intensive Support (Well Below Benchmark)		
27%			15%			59%		
PSF Phoneme Segmentation Fluency			Benchmark Goal = 44			Mean = 46.6		
Core Support (At or Above Benchmark)			Strategic Support (Below Benchmark)			Intensive Support (Well Below Benchmark)		
64%			7%			29%		
Composite			Benchmark Goal = 420			Mean =417.9		
Core Support (At or Above Benchmark)			Strategic Support (Below Benchmark)			Intensive Support (Well Below Benchmark)		
43%			21%			37%		

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1st Grade (67 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 441.2 with grade level goal of 441.		Identified Need: 0% of IEP carriers scored intensive in PSF 100% of IEP carriers scored core in PSF
LNF Letter Naming Fluency	Benchmark Goal = 59	Mean = 58.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
57%	4%	39%
PSF Phoneme Segmentation Fluency	Benchmark Goal = 45	Mean = 59.8
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
88%	6%	6%
NWF-CLS Nonsense Word Fluency - Correct Letter Sounds	Benchmark Goal = 55	Mean = 58.4
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
46%	16%	37%
NWF-WRC Nonsense Word Fluency- Words Recoded Correctly	Benchmark Goal = 15	Mean = 17.1

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Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
55%	16%	28%
WRF Word Reading Fluency		
Benchmark Goal = 25		
Mean = 23		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
33%	13%	54%
ORF - Words Correct Oral Reading Fluency		
Benchmark Goal = 39		
Mean = 34.9		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
28%	9%	63%
ORF - Accuracy Oral Reading Fluency		
Benchmark Goal = 91		
Mean = 3471.7		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
28%	10%	61%
Composite Score		
Benchmark Goal = 441		
Mean = 441.2		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
39%	16%	45%

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2nd Grade (86 Students Tested) End of Year DIBELS		
Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 429.1 with grade level goal of 439.		Identified Need: 67% of IEP carriers scored intensive in NWF-WRC
NWF-CLS Nonsense Word Fluency - Correct Letter Sounds	Benchmark Goal = 76	Mean = 72%
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
33%	36%	31%
NWF-WRC Nonsense Word Fluency- Words Read Correctly	Benchmark Goal = 22	Mean =21.5
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
36%	23%	41%
WRF Word Reading Fluency	Benchmark Goal = 43	Mean = 38.3
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
42%	20%	38%
ORF - Words Correct Oral Reading Fluency	Benchmark Goal = 94	Mean = 73.8
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)

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34%	13%	53%
ORF-Accuracy Oral Reading Fluency		
Benchmark Goal = 96		
Mean =86.9		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
55%	13%	33%
MAZE Measure of Reading Comprehension students tested = 86		
Benchmark Goal = 9.5		
Mean = 6.3		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
26%	13%	60%
Composite Score students tested - 86		
Benchmark Goal = 439		
Mean = 429.1		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
38%	19%	43%

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3rd Grade (67 student tested) End of Year DIBELS		
Overall Mean Composite Score estimating students' early literacy skills/reading proficiency = 426.7 with grade level goal of 442.		Identified Need: 80% of IEP carriers scored intensive in NWF-WRC
NWF - CLS Nonsense Word Fluency - Correct Letter Sounds students tested = 67		
Benchmark Goal = 105		Mean = 90.6
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
45%	10%	45%
NWF - WRC Nonsense Word Fluency Words Recoded Correctly - students tested =67		
Benchmark Goal = 31		Mean = 27.9
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
51%	9%	40%
WRF Words Read Fluently students tested = 67		
Benchmark Goal = 55		Mean = 43.3
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
30%	18%	52%
ORF - Words Correct Benchmark		Benchmark Goal = 114
		Mean = 94.7

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Oral Reading Fluency students tested = 67		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
34%	24%	42%
ORF - Accuracy Benchmark Oral Reading Fluency students tested = 67		
Benchmark Goal = 96		Mean = 91.3
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
76%	4%	19%
MAZE Measure of Reading Comprehension students tested = 67		
Benchmark Goal = 15.5		Mean = 11
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
28%	24%	48%
Composite Score students tested = 67		
Benchmark Goal = 442		Mean = 426.7
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
40%	15%	45%

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4th Grade (64 students tested) End of Year DIBELS		
All 4th Grade Students Overall Composite Mean Composite Score estimating students' early literacy skills/reading proficiency = 418.5 with grade level goal of 442.		Identified Need: 28.5% of IEP carriers scored intensive in ORF-Accuracy 71.4% IEP carriers scored intensive in ORF-Words Correct
DORF - Words Correct Oral Reading Fluency students tested = 64		
Benchmark Goal = 125		
Mean = 97		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
33%	23%	44%
DORF - Accuracy Goal Oral Reading Fluency students tested = 64		
Benchmark Goal = 96		
Mean = 90.4		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
63%	17%	20%
MAZE Measure of Reading Comprehension students tested = 64		
Benchmark Goal = 17		
Mean = 11.1		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
19%	13%	69%
Composite Score	Benchmark Goal = 442	Mean = 418.5

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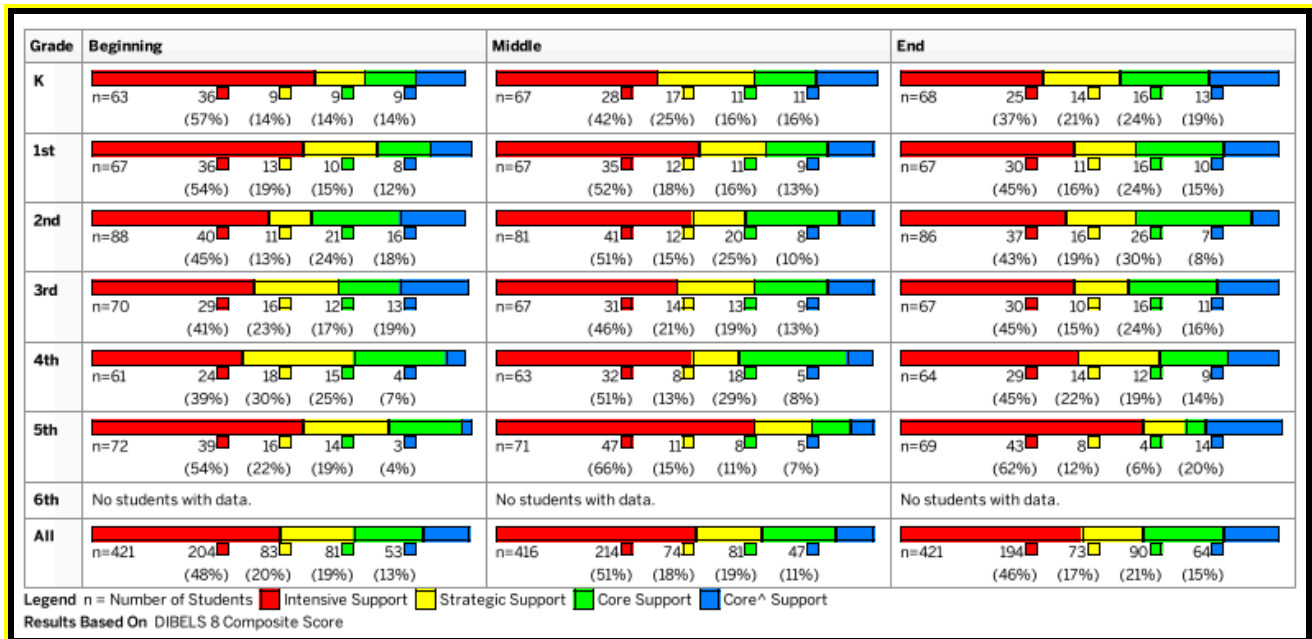
students tested = 64		
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
33%	22%	45%

5th Grade (70 Students Tested) End of Year DIBELS		
*Overall Composite Mean Score estimating students' early literacy skills/reading proficiency = 437.4 with grade level goal of 449. Identified Need/ IEP needs added		
ORF - Words Correct Goal Oral Reading Fluency *Students Tested = 70	Benchmark Goal = 137	Mean = 113
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
26%	13%	61%
ORF - Accuracy Goal Oral Reading Fluency *Students Tested = 70	Benchmark Goal = 96	Mean = 95.4
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
79%	7%	14%
MAZE Measure of Reading Comprehension *Students Tested- 69	Benchmark Goal = 21	Mean = 17.2
Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
39%	7%	54%
Composite Score *Students Tested = 72	Benchmark Goal = 449	Mean = 424.7

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Core Support (At or Above Benchmark)	Strategic Support (Below Benchmark)	Intensive Support (Well Below Benchmark)
26%	12%	62%

2023-2024 All Grades Status - DIBELS 8th Edition



World-Class Instructional Design and Assessment (WIDA)

WIDA Access (Measure of Developing English Language) is a suite of English language proficiency assessments for Grades K-12. This assessment measures students' proficiencies in the areas of reading, writing, speaking and listening.

Kindergarten (16 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level

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1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	50%	n/a	n/a	n/a
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	13%	n/a	n/a	n/a
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	25%	n/a	n/a	n/a
4 - Expanding Knows and uses social English and some technical academic language	13%	n/a	n/a	n/a
5 - Bridging Knows and uses social and academic language working with grade level material	0%	n/a	n/a	n/a
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	n/a	n/a	n/a
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

1st Grade (19 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	26%	100%	89%	74%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	21%	0%	11%	26%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	16%	0%	0%	0%

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4 - Expanding Knows and uses social English and some technical academic language	11%	0%	0%	0%
5 - Bridging Knows and uses social and academic language working with grade level material	16%	0%	0%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	11%	0%	0%	0%
	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

2nd Grade (15 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	13%	33%	7%	20%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	27%	53%	40%	40%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	27%	13%	20%	40%
4 - Expanding Knows and uses social English and some technical academic language	27%	0%	20%	0%
5 - Bridging Knows and uses social and academic language working with grade level material	7%	0%	13%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%
	Oral Language = 50% Listening +	Literacy = 50% Reading +	Comprehension = 70% Reading + 30%	Overall Score = 35% Reading + 35%

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	50% Speaking	50% Writing	Listening	Writing + 15% Listening + 15% Speaking
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3rd Grade (13 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	23%	8%	0%	8%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	15%	38%	31%	38%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	38%	46%	23%	46%
4 - Expanding Knows and uses social English and some technical academic language	23%	8%	38%	8%
5 - Bridging Knows and uses social and academic language working with grade level material	0%	0%	8%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%
	Oral Language =	Literacy =	Comprehension =	Overall Score =

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	50% Listening + 50% Speaking	50% Reading + 50% Writing	70% Reading + 30% Listening	35% Reading + 35% Writing + 15% Listening + 15% Speaking
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4th Grade (9 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	22%	22%	22%	22%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	11%	11%	22%	22%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	22%	67%	11%	44%
4 - Expanding Knows and uses social English and some technical academic language	44%	0%	0%	11%
5 - Bridging Knows and uses social and academic language working with grade level material	0%	0%	44%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	0%	0%

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	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
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5th Grade (10 Students Tested) WIDA Access for ELLs - English Language Proficiency Test				
Proficiency Level	Oral Language % of Students at Level	Literacy % of Students at Level	Comprehension % of Students at Level	Overall Score % of Students at Level
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	10%	10%	10%	10%
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support	10%	10%	10%	10%
3 - Developing Knows and uses social English and general and some specific academic language with visual and graphic support	10%	60%	20%	40%
4 - Expanding Knows and uses social English and some technical academic language	40%	20%	20%	40%
5 - Bridging Knows and uses social and academic language working with grade level material	30%	0%	30%	0%
6 - Reaching Knows and uses social and academic language at the highest level measured by the test	0%	0%	1%	0%

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	Oral Language = 50% Listening + 50% Speaking	Literacy = 50% Reading + 50% Writing	Comprehension = 70% Reading + 30% Listening	Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
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English Language Arts - Maryland Comprehensive Assessment Program Data:

2024 Spring Grade 3 ELA MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	11.9%	56.7	29.9%	1.5%
SMCPS	10.4%	41.2%	44.0%	<= 5.0%
Maryland	9.1%	44.4%	41.6%	4.9%

2024 Spring Grade 4 ELA MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	26.6%	45.3%	26.6%	1.6%
SMCPS	9.9%	33.1%	49.2%	6.9%
Maryland	12.0%	38.7%	43.4%	5.9%

2024 Spring Grade 5 ELA MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	26.5%	57.4%	16.2%	0%
SMCPS	12.3%	39.8%	42.4%	5.5%
Maryland	14.2%	41.6%	38.3%	5.9%

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Based on the historical data and the needs assessment, below is a list of root causes and data supporting our Schoolwide Plan.

Reading Problem Statement:

The 2024-2025 Beginning of Year (BOY) DIBELS administration resulted in 45% of students falling in the Intensive category for their composite score. While this was a decrease from last year (48%) and a significant decrease from the 2023-2024 BOY administration (56% of students were Intensive), we continue to perform well below St. Mary's County Public Schools' district performance level (30% of students overall are Intensive).

Language Arts Root Causes:

- Through data analysis of formative and summative assessments and by way of skilled-observations made by staff, we find that students lack phonological and phonemic awareness predictive of future reading performance.
- Our students are exposed to limited vocabulary and background knowledge.
- Our students have limited literacy experiences available to them outside of school.
- Stress, poverty and/or trauma affects students' health, learning and social-emotional development.
- Lack of consistent student attendance affects academic performance due to lack of Tier 1 instruction in the classroom & the use of intense pull-out interventions.
- Our population of English language learners (ELLs) has steadily increased in grades Pre-K to 5. Not being fluent in the English language has a profound impact on students' ability to read and comprehend grade-level texts.
- High mobility rate of students interrupts consistent instruction and contributes to a lack of forming trusting relationships with staff and classmates.
- Students do not spend adequate time reading at their independent and instructional levels in school and/or at home.
- Our students have limited options of print materials to read at home as a result of socio-economic factors.
- Interventions, including Foundations, need to be selected based on students' deficits, implemented consistently, and monitored carefully.
- Additional professional development and/or training for teachers and paraeducators in the following areas:
 - Literacy Best Practices
 - Differentiated Instruction
 - Student Engagement
 - Co-Teaching
 - Interventions (including Tier I, II, and III)
- Each year we distance ourselves further from the COVID-19 pandemic. However, our 5th grade students continue to struggle due to the disruption in the continuity of direct instruction they experienced during the pandemic. Approximately 50% of our current 5th grade student population remained virtual for the entirety of the 2020-2021 school year (180 days). The students

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who did return to the building for hybrid instruction (A/B days) received 22 days of in-person learning. The fifth grade students missed significant portions of their 1st and 2nd grade school years, leading to significant gaps in critical foundational skills. We are still working to backfill those skills and prerequisite concepts that students missed during these formative years.

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 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)]

Comprehensive Needs Assessment: Math Overview

MCAP assessment results indicate that our students are performing significantly below district and state averages. Teachers report slowing their instructional pace to a level that does not allow them to fully cover the entirety of their grade level content. Instruction of grade level content is abandoned at times in attempts to meet students at their current level of performance. These performance levels are oftentimes years behind grade level. Additionally, our students have struggled making sense and persevering when solving mathematical word problems in grades 1-5.

Comprehensive Needs Assessment: Math Priority Needs

- Continuation of a Tier-1 instruction model using *Just in Time* interventions and strategies to accommodate for whole-class deficits.
- Built in math intervention blocks within the Master Schedule to allow for targeted interventions.
- Creation of a detailed Intervention Plan to identify areas and skills in need of intervention and/or extension.
- Increased exposure to grade level content for students at all grade levels.
- Daily implementation of the Bridges curriculum (with integrity and to fidelity) while embedding Mathematical Practices and MCCRS Standards.
- Bi-weekly PLC meetings to monitor, adjust, and refine our instructional approaches to meet the needs of our students in the area of mathematics specifically.

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- Vertical use of common mathematical vocabulary across the grade levels
- Weekly Special Education Department meetings to analyze assessment data and progress monitoring data to make informed decisions regarding transitioning into Tier II and Tier III interventions.
- Weekly IRT and Academic Dean meetings to analyze progress monitoring data to plan Tier II targeted, small group interventions.
- Implementation of research-based interventions and continual progress monitoring.

Math Data: Schoolwide Components Part 1

2024 Spring Grade 3 Math MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	34.3%	38.8%	26.9%	0%
SMCPS	20.7%	34.4%	42.5%	<= 5.0%
Maryland	24.7%	35.3%	35.7%	4.3%

2024 Spring Grade 4 Math MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	53.9%	40.0%	6.2%	0%
SMCPS	19.0%	45.3%	32.6%	<= 5.0%
Maryland	22.9%	44.3%	28.8%	4.0%

2024 Spring Grade 5 Math MCAP Results Percent Per Rating Level				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
GWCES	35.7%	60.0%	4.3%	0%
SMCPS	14.8%	51.0%	32.9%	<= 5.0%

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Maryland	20.1%	51.1%	27.0%	1.7%
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Math Problem Statement:

Spring 2024 MCAP assessment results indicate that our students are performing significantly below district and state averages. Based on monthly PLC/data meetings with teachers as well as formative assessments administered throughout the 2023-2024 school year, making sense and persevering when solving mathematical word problems is a low performance area for students in grades 1 through 5. For kindergarten students, understanding the relationship between numbers and quantities is a low performance area.

Math Root Causes:

- Because a large number of students are reading below grade level, there is a direct correlation between solving math word problems and reading comprehension.
- High mobility rate interrupts consistency of mathematical instruction.
- Need for class work and formative assessments that more closely mirror the rigor and format of the benchmark and MCAP assessments.
- Pacing is slowed to address student skill deficiencies, leading to lack of grade-level content exposure.
- Abandonment of grade-level content to meet students at their current perceived performance level.
- Lack of computation and strategy explanation.
- Lack of resiliency and stamina to complete 2 and 3 step question types.
- Lack of practice and experience in counting, tracking and comparing numbers
- Lack of number sense and place value skills
- Lack of practice in fact fluency strategies

Culture and Climate Data: Schoolwide Components Part 1

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 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)]

Comprehensive Needs Assessment: Culture and Climate Overview

The staff at GWCES prides itself on the strong relationships we are able to build with our student body and community. We model positive behavior and celebrate our students when they exhibit appropriate behaviors while in school.

Students in our building are supported in different ways to ensure an appropriate learning environment is

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available for all. We take a tiered approach when it comes to supporting students' social, emotional and behavior needs; just like with academics, there are three tiers. Our school follows the guidelines of being a Multi-Tiered Systems of Support (MTSS) school.

Tier I students need the support of the general school and classroom rules/expectations. They are generally able to follow these on their own after direct instruction and modeling. An example of a Tier I strategy that we employ daily and with all students and staff are the guidelines defined in *Conscious Discipline*.

Tier II students are those who require a little more support, similar to personalized instruction. For example, they may have their own personal picture schedule, a person they check-in/check-out with each day, a second dose of the Tier I curriculum or an addition of a new curriculum. Tier II students encompass approximately 10% of our student population.

Tier III students are those who demonstrate frequent challenges with daily routines and emotions throughout the school day. These students will likely have a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) that is individualized just for them, along with many people working together to make sure the plan is being implemented with fidelity. These students make up approximately 3-5% of our student population and require the most support from staff to find both academic and social emotional success each school day.

Comprehensive Needs Assessment: Culture and Climate Priority Needs

- Increase student attendance
- Continuation of our school-wide consistent academic and behavioral expectations

George Washington Carver Elementary School Enrollment Data October 2024		
Race/Ethnicity	Enrollment % of Students	Enrollment # of Students
Schoolwide	100%	463
African American	47%	218
Am. Indian/Alaskan	<5%	1
Asian	<5%	4
White	13.4%	62
Hawaiian/Pacific Islander	<5%	0
Multi-Racial	11%	50

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Hispanic	28%	128
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Schoolwide Percentages of Subgroup Enrollment Data October 2024		
Schoolwide	100%	463 students
Students With Disabilities (SWD)	8%	38 students
Economically Disadvantaged (FARMS)	74%	342 students
English Learners (EL)	19%	91 students
Homeless	<5%	9 students

Average Daily Attendance Rate 2023-2024 Overall Attendance Rate: 90.54%	
Notable Demographic Information	Percentage of Students Who Were Chronically Absent (10% or More of School Days Missed)
Total Enrollment	37.39% (212/463)
African American	17.81% (101/463)
Hispanic	8.82% (50/463)
SWD	3.7% (21/463)
FARMS	30.16% (171/463)
<i>Note: Our overall attendance rate for SY24 was 90.54%. We remain concerned about regular school attendance for the 2024-2025 school year; we intend to hold bi-monthly attendance meetings and work closely with our Attendance Committee (our pupil personnel worker, Community Schools Coordinator, school counselor, and administrative team) to communicate with our families about the importance of attendance.</i>	

Discipline Data	2023-2024 (August-June)	2022-2023 (August-June)	2021-2022 (August-June)	2020-2021 (Nov-June)	2019-2020 (August-March)	2018-2019 (August-June)
Office Referrals	206	322	522	12	163	8

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ISI	51	64	104	1	12	1
Suspensions	20	27	31	3	28	0

Note: In looking at the number of referrals and suspensions, we are pleased by the reduction in incidents and suspensions. We remain concerned about student behavior and plan to address those concerns by way of Tier I interventions (i.e., Conscious Discipline and MTSS strategies), Tier II interventions (i.e., CI-CO, Small Groups hosted by our Social-Emotional Behavior Coach and our School Counselor), and Tier III interventions as needed (i.e., behavior-intervention plans, RTI monitoring, etc.).

Climate and Culture Root Causes:

- Students arrive at school traumatized by adverse childhood experiences (ACEs), causing them to not have self-regulation skills and resulting in behaviors that require disciplinary action.
- Some of our students' health is impacted by lack of access to medical services (according to documentation taken in the health suite).
- Students are impacted by the disconnect between acceptable behaviors while at home vs. in the community vs. at school (according to conversations between students and our administrative team, school counselor, and SEL Coach).
- Many families do not read flyers/letters/electronic communications.

Component 2 - Schoolwide Reform Strategies

Schoolwide Reform Strategies for LITERACY that address school needs including a description of how strategies will: 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 provide 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 standards that may include (1114(b)(7)(A)(iii).

Analysis of the above schoolwide data tells us that our student population requires support in both academic and Social Emotional Learning (SEL) areas. Listed below are the schoolwide reform strategies that provide these supports for all of our student subgroups. These strategies provide students with a well-rounded curriculum, the knowledge and skills needed to access the curriculum,

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and the social-emotional, self-regulatory tools to enable them to be ready and available for academics.

Our schoolwide literacy data indicates that a refocusing of our Tier I literacy instruction, particularly in the primary grades, is necessary to ensure that students are mastering the skills necessary to move from beginning to proficient readers. For the 2024-2025 school year, we will align Tier 1 Instruction to the phonics scope and sequence and not just the prescribed grade level of Foundations in grades 1-3. With this restructuring, we are working to ensure that Tier 1 instruction is adequately addressing the needs of our students and to follow MTSS guidance which focuses on prevention first, reducing the need for intervention later.

To achieve academic success, we teach SEL and regulation strategies that allow students opportunities to access instructional content. We are a Conscious Discipline School and we use Conscious Discipline strategies and resources to provide students with the self-regulation tools they need. We teach calming strategies, problem solving skills, school appropriate behaviors, and conflict resolution to those students who have demonstrated challenging behaviors in the classroom according to our discipline data. Utilization of visual aids supports students' understanding of skills needed to be successful. These visual aids are displayed throughout the school to ensure consistent expectations regardless of location within the school.

We believe these schoolwide reform strategies meet the needs of our students who are coming to us with Adverse Childhood Experiences (ACEs) and having been exposed to situations involving trauma. They address the mental well-being of our students first, then the physical well-being, along with their academic needs.

We are monitoring our achievement data and our behavioral data monthly to determine the effectiveness of these strategies.

Schoolwide Reform Strategies for LITERACY		
Reading Strategies & Activities	Person(s) Responsible	Timeline
Bi-weekly data Meetings to monitor assessment data points (including but not limited to): <ul style="list-style-type: none"> ● DIBELS Data ● KRA Data ● Foundations Unit Assessments ● Common-Assessment Data ● Progress Monitoring Data Monitoring these data points will strengthen instructional planning and identify the need of Tier II	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Reading Interventionist	September 2024 - June 2025

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and/or Tier III interventions. Consistent monitoring of this data will drive our Literacy Reform Strategies.		
<p>Realignment of Tier 1 Instruction for foundational reading skills to the phonics scope and sequence and not just the “level” of Foundations in Grades 1-3.</p> <ul style="list-style-type: none"> • Foundations groupings will be based on Foundations Spelling Screener Data • Progress monitoring data will be collected and analyzed to ensure student growth. • Use of the universal screening to guide Tier 2 groupings and instruction will continue. • Supplemental instruction in Tier 2 will also address student needs and will build on Tier 1 instruction. 	<p>Academic Dean and Administrative Team Instructional Resource Teachers Classroom Teachers Special Education Teachers Reading Interventionist</p>	<p>September 2024 - June 2025</p>
<p>Provide and implement a plan for <i>Just in Time</i> intervention in order to provide access to grade level content through the use of Decision-Tree screeners.</p>	<p>Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Specialist Teachers Reading Interventionist</p>	<p>September 2024 - June 2025</p>
<p>Monthly professional development on county approved and/or research-based interventions (listed below under Tier I, Tier II, Tier III) with a focus on teaching strategies to target phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.</p>	<p>Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Reading Interventionist</p>	<p>September 2024 - June 2025</p>
<p>Increased opportunities for small group instruction. We are developing a “Push-In Classroom Support” schedule so that all of our classroom teachers will have another adult in the room to assist with and enhance the small-group instruction.</p>	<p>Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Paraeducators Reading Interventionist Literacy Interventionist Teaching Assistant (LITA),</p>	<p>September 2024 - June 2025</p>
<p>Opportunities for vertical articulation between grade levels to increase and enhance the progression of language and math literacy.</p>	<p>Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers</p>	<p>September 2024 - June 2025</p>

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	Specialist Teachers Reading Interventionist	
Provide evidence-based interventions and materials to support the mitigation of CSI identified students and to support striving readers (Emergent Reader Series, etc.). Provide teachers with additional personnel support for push-in and pull-out interventions.	Literacy Intervention Teacher (LIT/LITA, grant-funded tutors) Instructional Resource Teachers Paraeducators Teacher Interns	October 2024 - June 2025
<p>Through consistent progress monitoring of all students, we will match interventions to address students' needs/deficits. For example, if a student is struggling with fluency, he/she would benefit from participating in the <i>Read Naturally</i> Intervention.</p> <p><u>Tier I:</u></p> <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Curriculum ● Foundations ● Benchmark Advance <p><u>Tier II:</u></p> <ul style="list-style-type: none"> ● Bridge the Gap <ul style="list-style-type: none"> ○ This is an extension of the Heggerty Curriculum; it's a series of systematic phonemic awareness intervention lessons for students grades 2-5. ● Foundations ● Leveled Literacy Intervention (LLI) ● Rewards ● Read Naturally ● Fun In Focus ● Road to the Code ● PA Blueprint ● Phonics for Reading ● Phonics Chip Kit <p><u>Tier III:</u></p> <ul style="list-style-type: none"> ● Wilson Reading System <ul style="list-style-type: none"> ○ This Tier III intervention is funded by both Title I and Special Education funds. 	Administrative Team Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Reading Interventionist Literacy Intervention Teacher Assistant	September 2024- June 2025
The Academic Dean will serve as the instructional leader of the school. They will be responsible for implementing and managing the intervention	Academic Dean	On-going

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programs, staff, and required documentation for CSI (Comprehensive Support and Improvement) status.		
Provide family nights for parents to build parent capacity of reading strategies to use with their students at home.	Administrative Team Academic Dean IRTs Teachers	October 2024-June 2025
Provide additional materials of instruction and online education access to support teachers in monitoring students' progress, providing additional instructional resources, and engaging students in reading skill enhancement activities (Read Naturally, Reading A-Z, variety of Decodable Test Resources, iReady Personalized Learning, etc.)	Academic Dean IRTs Teachers	October 2024-June 2025

Schoolwide Reform Strategies for MATH		
Math Strategies & Activities	Person(s) Responsible	Timeline
Bi-Weekly Grade Level Data Meetings to monitor data points included but not limited to: Bridges Unit Screeners, Bridges Unit Assessments, Number Corner Check-Ups, and Fact Fluency Assessments. Consistent monitoring of this data will guide and lead to adjustments of the intervention schedule.	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers	September 2024 - June 2025
Math intervention blocks embedded into the daily schedule to create increased opportunities for small group instruction and for strategic interventions and supports.	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers	September 2024 - June 2025
Ongoing professional development on county approved and/or research based interventions: Bridges Intervention.	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Interventionist Math Supervisor	September 2024 - June 2025
Implementation of the Math Intervention Model that is linked below. Use of Unit Screeners to provide and implement a plan for <i>Just in Time</i> intervention in order to provide access to grade level content.	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Specialists Teachers	September 2024 - June 2025

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<u>GWCES Math Intervention Model</u>	Interventionist	
Use of the following interventions as applicable: Bridges, Graham Fletcher's <i>Building Fact Fluency</i> , and Lindamood-Bell's <i>On Cloud 9</i> with identified students to address deficits. All of these interventions are evidence-based and vetted internally following the SMCPs process.	Instructional Resource Teachers Classroom Teachers Special Education Teachers and Paraeducators Interventionist	October 2024 - June 2025
Increased opportunities for vertical articulation between grade levels to increase and enhance the progressions of mathematical understanding.	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers Classroom teachers Interventionist	September 2024 - June 2025
Implement the following interventions to address academic deficits throughout the year. Tier 1: <ul style="list-style-type: none"> • XtraMath (Fluency) • Amplify Math Fluency • DreamBox Tier 2: <ul style="list-style-type: none"> • Bridges Math Intervention • Graham Fletcher's <i>Building Fact Fluency (TSI Plan)</i> Tier 3: <ul style="list-style-type: none"> • Bridges Math Intervention (depending on group size and consistency) • Lindamood-Bell's <i>On Cloud 9 (TSI Plan)</i> • Graham Fletcher's <i>Building Fact Fluency (TSI Plan)</i> 	Academic Dean Instructional Resource Teachers Classroom Teachers Special Education Teachers and Paraeducators Interventionist	October 2024 - June 2025
The Academic Dean will serve as the instructional leader of the school. They will be responsible for implementing and managing the intervention programs, staff, and required documentation for TSI (Targeted Support Intervention) status.	Academic Dean	On-going
Provide family nights for parents to build parent capacity of mathematics strategies to use with their students at home.	Academic Dean IRTs Teachers	October 2024 - June 2025

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Schoolwide Reform Strategies for CULTURE & CLIMATE		
Culture and Climate Strategies & Activities	Person(s) Responsible	Timeline
Continue the implementation of Conscious Discipline practices in all classrooms and programs. Conscious Discipline is an evidenced-based social-emotional learning program. It helps staff members see how they respond to frustration and understand their emotions, and how to regulate themselves when they are triggered. In short, it teaches us how to be conscious as adults of what we are saying to children, and what behaviors we are modeling.	SEL Behavior Coach Staff	September 2024- June 2025
MTSS Monthly Meetings: We come together (voluntarily) as a team to analyze and discuss Conscious Discipline professional development training, but also as a time to work through any struggles we are facing as classroom teachers and staff. Tier I behavioral expectations will be a focal point to ensure consistent expectations (S.O.A.R.) and use of common language throughout the building.	SEL Behavior Coach Staff	September 2024- May 2025
Check-In / Check-Out: Identified students will be paired with a staff member to build new relationships and to set goals and create plans to have successful days	SEL Behavior Coach Counselor Staff Members	September 2024- June 2025
Compassion Kid Meetings: Each grade level meets multiple times with our Social Emotional Behavior Coach and other staff (counselor, school psychologist, Judy Center) to work through struggles they are having with particular students. We work as a team to come up with a plan on how to support the student as well as the teacher as they move through the school year. Teachers are given the time to bring up new students and/or review existing plans and update the progress they have been seeing.	SEL Behavior Coach SEL Para Teachers	September 2024 - May 2025
Consistent attendance and positive behaviors are recognized and celebrated. Attendance will be monitored by the attendance team. <ul style="list-style-type: none"> Perfect Attendance & No Tardies (P.A.N.T.S.) will be acknowledged daily through the use of classroom visits/celebrations and schoolwide announcements. 	All staff Students	August 2024- June 2025

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Parent education about the benefits of regular, on-time attendance and the negative impacts of irregular attendance will occur during Parent Family Engagement events and through information provided through school messaging (i.e. newsletters, social media postings).	Principal Attendance Team All staff Community School Staff	
Voluntary opportunity for staff to participate in book studies to enhance their understanding of the SEL and Conscious Discipline Approach. Book titles include: <i>Conscious Discipline and Equity</i> , <i>Conscious Discipline Handbook</i> , <i>Managing Emotional Mayhem</i> , <i>Creating School Family</i> , <i>White Fragility</i> , <i>Whistling Vivaldi</i> , <i>Why Are All the Black Kids Sitting Together in the Cafeteria</i> . Per the negotiated agreement, staff members who attend book study meetings outside the hours of their duty-day are eligible to receive stipend pay.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor	October 2024- August 2025
Provide staff/families with ongoing support and coaching in the implementation of Conscious Discipline.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor Para who Supports Parent and Family Engagement	October 2024- May 2025
Provide multiple opportunities for parental/stakeholder input into school-based decisions.	Principal Assistant Principal Academic Dean SEL Behavior Coach Counselor Para who Supports Parent and Family Engagement	October 2024- May 20245
Support educational equity by providing families support with field trip costs for academic field trips.	Principal	October 2024-June 2025

3A. Parent, Family and Stakeholder Involvement

The administrative staff at George Washington Carver Elementary School, along with parents, teachers, para-educators, support staff, students and other members of our community, develops a *Parent and Family Engagement Plan* that reflects the views, diversity, and needs of the students and families in our Title I school. In order to build the capacity for strong family engagement, we elicit the

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opinions and efforts of all stakeholders to ensure the decisions regarding Title I materials, programs, funding and staff resources are representative of George Washington Carver Elementary School's needs.

We offer stakeholder engagement meetings for staff, family members and community members to come together to review and discuss data and our schoolwide program and initiatives. These schoolwide programs and initiatives are developed to promote school improvement in student achievement, attendance and social emotional regulation. Our Title I funds allow us to offer family-friendly opportunities and events to increase parent and family engagement while providing families with a modest meal and childcare to increase participation. Informative slideshows, videos, demonstrations, and interactive stations are included in these events to educate parents and families on best practices for student support.

The GWCES school team, along with the [Title I-funded] ECE Transition IRT, offers transition opportunities for multiple grade levels. We work collaboratively with the Judy Center staff to facilitate successful transition of our PreK4 students to Kindergarten. Additionally, we work collaboratively with our feeder middle school to facilitate a smooth transition for our fifth grade students. We include a Summer Send Off Parent-Family Engagement Event as a part of our PFE programming. During this event, parents and students are provided with opportunities to meet teachers in the upcoming grade level to discuss major concepts that are covered during that school year. Families learn how they can best support their students over the summer months to prepare their students for the next grade level. Support materials are provided to help keep current skills sharp and to avoid the "summer slump."

These jointly developed schoolwide programs and school initiatives are the outgrowth of informed and aware parents, family members and community partners. The ongoing feedback is gathered via school and/or district surveys, evaluations/feedback during parent workshops and school events, emails that are sent to teachers and school administrators, and personal phone calls between school staff and parents/guardians.

George Washington Carver works to build the confidence and capacity of our parents and guardians so they are informed of our academic and social expectations for the learning environment. We continuously seek input and recommendations from parents so we can offer workshops and activities that are relevant and meet their needs.

The school administration relies on parents and staff to actively participate in the school improvement process as they review and provide regular guidance based on the results of student data, needs assessments, and other such trends within the school environment. Stakeholder events are held, providing opportunities for parents/guardians, staff, and other community members to participate in the school improvement process.

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We provide translation of our documents, and when applicable, a translator to support our Spanish-speaking families. Stakeholder feedback provides insight as to the effectiveness of strategies and interventions that are supplemented by Title I funds. Further recommendations on subsequent use or need of these supplemental resources guides the decision-making process at George Washington Carver Elementary School.

3B. Strategies to Increase Parent and Family Engagement

The George Washington Carver Community continuously seeks feedback from our stakeholders by way of surveys, focus groups, evaluations, and conversations. This feedback helps to ensure that our entire school community is invested in this important Schoolwide Plan development.

For your convenience, the following documents are hyperlinked:

- [Parental Involvement Plan](#)
- [Parent Involvement Calendar](#)
- [School - Family - Student Learning Compact](#)

4. Coordination of Federal, State, and local services and programs

Funds are coordinated and braided through the support of the Department of Equity, Engagement, and Early Access and the Department of Student Services to maximize the use of General, Title I, Title II, Title III, Title IV, Judy Center funding, Full Day Pre-K Grant funding, Kirwan funding, and Concentration of Poverty funding. As a Community School, GWCES receives additional funding through the Concentration of Poverty Grant to promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular supports needed to thrive. The Community Eligibility Provision (CEP) was implemented by the Healthy, Hunger-Free Kids Act of 2010. The CEP allows high-poverty schools to eliminate the burden of school meal applications and still serve breakfast and lunch at no charge to all students, regardless of their financial situation, so they can be fueled and ready to learn. GWCES continues their designation as a CEP school for the second year in a row. Programs funded by the above mentioned areas include meals for all students, Family Involvement Nights where a modest meal is provided along with family friendly educational events for children and adults to attend, Out of School Time (OST) Programming, translation services, Early Intervention, whole child programs such as the Judy Center Parent Nights to address the social, emotional, developmental, and physical needs of our students, and Full Day Pre-K classes. The Judy Center provides support with transitioning early learners to the school setting. Additionally, Kirwan funds have allowed us to provide supplemental professional development for our ECE staff and specialists, as well as the opportunity to develop a partnership with the University of Maryland Extension who provides food and nutrition education to our students. These programs support our Schoolwide Reform Strategies by focusing on the Academic and Social Emotional needs our data presents.

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CSI designation at George Washington Carver Elementary School provides for additional funding for supplemental instructional and intervention resources and professional development opportunities for school staff. These resources and professional development opportunities will support our efforts to address our identified areas of performance challenges.