

Title I School Improvement Plan Components 2026- 2027



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Describe the steps taken to ensure an effective targeted assistance 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 Targeted Assistance School Improvement Plan Components

TA 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)]

Needs Analysis/Math

Trend data from 2021-2026 EOY Assessments indicates that:

Students in Pre-K -1 demonstrate consistent mastery of math concepts. Specific analysis of content standards in these grades reveals the percentage of students meeting or exceeding standard, 80% or higher, typically meets or exceeds CCPS percentages with an overall trend average of 90% meeting or exceeding standard. The overall trend average of students in grades 2-5 meeting or exceeding 80% on the EOY math assessment is less than 80% with an increase in the number of students not meeting standard in grades 4 and 5.

Percent of Students Meeting Standard (80%) on Math EOY Assessment

	Pre-K		K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES
2021	88	79	82	88	81	56	70	63	72	71	66	51	56	42
2022	90	95	89	91	86	79	77	61	74	77	74	67	59	37
2023	88	75	89	93	92	95	75	75	62	46	66	59	69	57
2024		95		89		89	75	60	62	66	66	55	69	43
2025	88	95	89	88	89	88	79	61	61	54	67	53	44	22
2026	86	85	87	93	88	92	77	70	58	67	69	57	48	37

Students Meeting Standard by Content Domain- 2026

	PK	K	1	2	3	4	5
WES/CCPS	85/86	93/87	92/88	70/77	67/58	57/69	37/48
CC (Counting and Cardinality)	86/85	88/89					
OA (Operations and Algebraic Thinking)	82/85	91/85	75/69	55/64	76/74	64/69	60/65

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G (Geometry)		82/80	84/83	92/91	-	49/62	61/62
MD (Measurement and Data)			92/92	62/74	65/55	59/60	38/58
	PK	K	1	2	3	4	5
PK	K	1	2	3	4	5	PK
NBT (Numbers and Operations in Base Ten)		85/74	92/87	56/69	67/60	83/71	-
NF (Numbers and Operations - Fractions)					48/54	61/68	30/44

Table 1 MCAP Performance – Math-2026

% of students scoring proficient or better	3 rd Grade	4 th Grade	5 th Grade
White	64.3%	57.8%	35.3%
Minority	61.9%	34.5%	22.5%
Farms	46.2%	54.5%	12.5%
Special Education	26.7%	16.7%	5.9%
All Students	63.5%	60.2%	30.6%
Male	60.6%	55.3%	33.3%
Female	66.7%	65.2%	27.5%

Math Fact Fluency Data for **current 3rd grade and 4th grade students** from EoY 2025-26 and BoY 2026-2027 school years:

End of 2 nd Grade Fact Fluency Data	End of 3 rd grade Fact Fluency Data
70/98 (71%) students are efficient or able to reason to solve addition and subtraction facts.	29/63 (46%) students are efficient or able to reason to solve with multiplication facts.

Summary: When following students from 2nd grade to 3rd grade, their EoY scores dropped both in percent of students meeting 80% or better and in the overall score. This is also true when following students from the 3rd grade to the 4th grade. Students EoY scores dropped both in percent of students meeting 80% or

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better and in the overall score. The chart above shows that students' fact-fluency (addition, subtraction, multiplication, and division) has impacted students' success.

Needs Analysis/ELA

PreK-5 ELA Trend Data

ELA Needs Assessment: Data indicates that the number of students meeting expectation on the CCPS ELA assessments is below the county average in the following areas:

Grade	Percent Meeting Expectations May 23	Percent Meeting Expectations May 24	Percent Meeting Expectations May 25	Percent Meeting Expectations May 26
PreK	Letter ID (upper): 90% (county: 88%) Letter ID (lower): 85% (county: 87%)	Letter ID (upper): 95% (county: 92%) Letter ID (lower): 95% (county: 91%)	Letter ID (upper): 90% (county: 93%) Letter ID (lower): 85% (county: 90%) Letter Sounds: 75% (county: 80%)	Letter ID (upper): 85% (county 91%) Letter ID (lower): 85% (county 89%) Letter Sounds: 85% (county 83%)
K	Reading Level: 85% (county: 85%) HFW: 85% (county: 86%) HSIW: 80% (county: 75%) CCPA (closed syll.): 84% (county: 83%)	Reading Level: 82% (county: 83%) HFW: 80% (county: 86%) HSIW: 78% (county: 73%) CCPA (closed syll.): 80% (county: 83%)	Acadience: 73% (county: 76%) Updated HFW: 91% (county: 88%) HSIW: 85% (county: 72%) CCPA (closed syll.): 90% (county: 90%)	Acadience: 82% (county 76%) Letter Sounds: 96% (county 91%) Updated HFW: 87% (county 84%) HSIW: 78% (county 68%) CCPA (closed syll.): 90% (county 84%)
1	Reading Level: 68% (county: 76%) CCPA (closed syll. w/ blends): 88% (county: 91%) CCPA (v-e): 85% (county: 87%) CCPA (2-syll. closed): 76% (county: 76%)	Reading Level: 72% (county: 76%) CCPA (closed syll. w/ blends): 86% (county: 90%) CCPA (v-e): 78% (county: 85%) CCPA (2-syll. closed): 66% (county: 75%)	Acadience: 57% (county: 62%) CCPA (closed syll. w/ digraphs): 90% (county: 94%) CCPA (closed syll. w/ blends): 77% (county: 87%) CCPA (v-e): 76% (county: 82%)	Acadience: 72% (county 65%) CCPA (closed syll. w/ digraphs): 99% (county 94%) CCPA (closed syll. w/ blends): 91% (county 88%) CCPA (v-e): 85% (county 81%) CCPA (2-syll. closed): 78% (county 75%)

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	HFW: 55% (county: 70%)	HFW: 67% (county: 70%)	CCPA (2-syll. closed): 64% (county: 71%) Updated HFW: 63% (county: 68%)	Updated HFW: 70% (county 66%)
2	Reading Level: 56% (county: 71%) CCPA (2-syll., all types): 81% (county: 63%) RI: 68% (county: 69%) CBA (Opinion): 83% avg. (county: 82% avg.) CBA (Literary): 79% avg. (county: 82% avg.)	Reading Level: 64% (county: 72%) CCPA (2-syll., all): 61% (county: 63%) RI: 64% (county: 71%) CBA (Opinion): 77% avg. (county: 81% avg.) CBA (Literary): 78% avg. (county: 78% avg.)	Acadience: 63% (county: 65%) MAP: 37% (county: 49%) CCPA (vowel digraphs): 82% (county: 90%) CCPA (vowel diphthongs): 66% (county: 81%) CCPA (2-syll., all): 45% (county: 61%) CBA (Opinion): 73% (county: 81%) CBA (Lit.): 75% (county: 81%)	Acadience: 62% (county 65%) MAP: 56% (county 68%) CCPA (vowel digraphs): 82% (county 86%) CCPA (vowel diphthongs): 73% (county 76%) CCPA (2-syll., all): 50% (county 59%) EOY Benchmark Advance Performance Assessment: 79% (county 78%)
3	Reading Level: 74% (county: 81%) RI: 67% (county: 68%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Literary): 67% avg. (county: 76% avg.)	Reading Level: 90% (county: 88%) RI: 70% (county: 70%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Lit): 71% avg. (county: 74% avg.)	Acadience: 54% (county: 67%) MAP: 42% (county: 52%) CCPA (multi-syllabic): 83% (county: 85%) CBA (Opinion): 70% (county: 75%) CBA (Lit.): 71% (county: 74%)	Acadience: 68% (county 68%) MAP: 70% (county 73%) CCPA (2-syllables): 86% (county 84%) CCPA (multi-syllabic): 84% (county 83%) EOY Benchmark Advance Performance Assessment: 49% (county = 56%)
4	RI: 66% (county: 73%) CBA (Opinion): 73% avg. (county: 73% avg.) CBA (Literary): 79% avg. (county: 78% avg.)	RI: 59% (county: 72%) CBA (Opinion): 67% avg. (county: 72% avg.)	MAP: 56% (county: 53%) CBA (Opinion): 75% (county: 73%) CBA (Literary): 82% (county: 80%)	MAP: 74% (county 78%) EOY Benchmark Advance Performance Assessment: 54% (county = 59%)

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		CBA (Literary): 76% avg. (county: 79% avg.)		
5	RI: 63% (county: 76%) CBA (Opinion): 74% avg. (county: 76% avg.) CBA (Literary): 73% avg. (county: 77% avg.)	RI: 74% (county: 75%) CBA (Opinion): 73% avg. (county: 76% avg.) CBA (Literary): 73% avg. (county: 77% avg.)	MAP: 40% (county: 46%) CBA (Opinion): 74% (county: 77%) CBA (Literary): 73% (county: 77%)	MAP: 78% (county 78%) EOY Benchmark Advance Performance Assessment: 59% (county = 64%)

Incoming Grade 3 CCPA Data

2025/2026 Incoming Data	End of 2026 – 2027 End of Year Goals for Current 3 rd Grade Students
Acadience: 62% (county 65%) MAP: 56% (county 68%) CCPA (vowel digraphs): 82% (county 86%) CCPA (vowel diphthongs): 73% (county 76%) CCPA (2-syll., all): 50% (county 59%) EOY Benchmark Advance Performance Assessment: 79% (county 78%)	CCPA (2-syllables): 88% CCPA (multi-syllabic): 85%

The chart above shows that only 50% of students were able to read two – syllable at the end of second grade. The goal is that more than 80% of those students will be able to read two syllable and multi syllable words by the end of the third grade.

Writing Needs Assessment: The Benchmark Post Test writing data indicates that less than 80% of students are meeting grade level standards based on a the CCPS writing rubric in grades 2-5, across the types of writing.

Writing Data

End of Year 2023 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2024 CBA Data % of Students Scoring 8/10 or	End of Year 2025 CBA Data % of Students Scoring 8/10 or	End of Year 2026 Benchmark Post-Test Writing Data % of students meeting standard
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		higher on the CCPS writing rubric	higher on the CCPS writing rubric	(gr. 2 – 12 pt. rubric, gr. 3-5 - 4 pt. rubric)
Grade 2	Opinion: 74% Literary: 53%	Opinion: 62% Literary: 55%	Opinion: 57% Literary: 59%	Informational: 57%
Grade 3	Opinion: 65% Literary: 61%	Opinion: 55% Literary: 52%	Opinion: 58% Literary: 52%	Opinion: 73%
Grade 4	Opinion: 75% Literary: 63%	Opinion: 48% Literary: 51%	Opinion: 50% Literary: 49%	Opinion: 42%
Grade 5	Opinion: 75% Literary: 63%	Opinion: 78% Literary: 74%	Opinion: 85% Literary: 70%	Opinion: 74%

Benchmark Advance Pre & Post Test – Average Writing Scores

	2nd Grade		3rd Grade		4th Grade		5th Grade	
	WES	County	WES	County	WES	County	WES	County
Pre-Assessment	38%	39.5%	30%	39.5%	41%	48.7%	45%	49.9%
Post-Assessment	70%	71.5%	52%	60.1%	62%	64%	73%	69.4%

Table 1 MCAP Performance – ELA-2026

% of students scoring proficient or better	3rd Grade	4th Grade	5th Grade
White	59.5%	57.8%	55.9%
Minority	47.6%	65.5%	52.5%
Farms	42.3%	54.5%	30%
Special Education	13.3%	16.7%	11.8%
All Students	55.6%	60.2%	54.6%
Male	45.5%	55.3%	49.1%
Female	66.7%	65.2%	60.8%

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TA 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);

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)

Math Strategic Measures and Goals

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level
1. Mid-year and end-of-year data in ELA and Math show current third grade students are performing below county expectations.	1.1 One FTE Title I Teacher will be used for classroom reduction in grade three, creating five homerooms. 1.2 One FTE paraprofessional will be assigned to support grade three during ELA and math blocks. 1.3 Students who receive Title I services will be monitored through the Kid Talk process and participate in intervention, as needed.	<ul style="list-style-type: none"> Grade 3 students will meet grade level expectations for midyear ELA assessments. Grade 3 students will score at least 80% of intervention goals in ELA and math. Identified students will meet 80% of intervention goals in ELA and Math
2. Math benchmark data indicates that the number of students meeting or exceeded 80% on the EOY assessment	Planning and Instruction 2.1 Grade-level Math teachers will meet with the MRT and Mentor Teacher weekly during math planning to: <ul style="list-style-type: none"> Plan for daily instruction, long range planning, and gathering of resources Identify and plan for intervention regarding prerequisite skills needed for students to be successful with 	<ul style="list-style-type: none"> Lesson plans and instructional practices reflect proactive and reflective planning based on walkthrough data (through student lens). First pass instruction demonstrates quality and current best practices based on peer-to-peer walkthrough data (through student lens) as well as administrator walkthrough/observation/evaluation.

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is less than the county average.	<p>grade-level curriculum using formative data to guide instruction</p> <p>2.2 Teachers will review and analyze peer-to-peer walkthrough data to determine what we are doing well and what we will continue to work on related to purposeful planning of Mathematics Curriculum, aligned explicit instruction and active student learning of math content.</p>	<ul style="list-style-type: none"> • Increased percentage of students meeting 80% standard on grade level CCPS unit assessments. • Increased percentage of students meeting intervention goals. • Increased percentage of students meeting curriculum formative and summative assessment
	<p>2.3 Intervention</p> <ul style="list-style-type: none"> • Develop a before school math fact fluency intervention for identified 3rd and 4th graders • Grade-level math teachers will meet regularly with the MRT/Mentor Teacher/Title 1 and Comp Ed interventionists/ESOL teacher to: <ul style="list-style-type: none"> ○ Analyze classroom and assessment data to identify Tier 2/3 intervention needs. ○ Develop intervention plans and SMART goals for identified students. ○ Review and discuss testing accommodations with General Education, ESOL and Special Ed Teachers to ensure classroom continuity based on student needs. ○ Develop interventions, determine impact of interventions on academics (consider fragmentation of instruction). Adjust as needed ○ Create reteach groups after assessment analysis ○ Chart progress and set goals 	<ul style="list-style-type: none"> • All students who do not meet their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. • Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention.

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	2.4 Data Analysis and Goal Setting <ul style="list-style-type: none"> • Conduct monthly Math data meetings with administration, special education case managers and teachers, interventionists, MRT, ESOL Teacher, and Mentor Teacher to: <ul style="list-style-type: none"> ○ Monitor student progress on formative assessments/concept attainment. ○ Identify needs and develop a plan to address them before the next data meeting. ○ Analyze student formative and summative data and weekly progress to determine appropriate instructional shifts/next steps for interventions 	<ul style="list-style-type: none"> • All students not meeting their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. • Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention.
	2.5 Instruction <ul style="list-style-type: none"> • Mathematics instruction will include identified best practices: • All students present for consistent first pass instruction • Number Talks/Data Chats • Consistent Language/Strategies • Calculator Instruction when applicable • Math Tasks-monthly • Spiral Review weekly • Manipulatives used at all levels • Touch math will be used with special education students 	<ul style="list-style-type: none"> • Students meeting 80% will meet or exceed the goals established for the EOY. • Increased performance on summative assessments. • Evidence of instructional practices within daily lessons using peer-to-peer walkthrough data • Administrative walk-through data to monitor implementation

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Reading/ELA Strategic Measures and Goals

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level
3. Midyear and end of year data in ELA and Math show current third-grade students are performing below county expectations.	3.1 One FTE Title I Teacher will be used for classroom reduction in grade three, creating five homerooms. 3.2 One FTE paraprofessional will be assigned to support grade three during ELA and math blocks. 3.3 Students who receive Title I services will be monitored through the Kid Talk process and participate in intervention, as needed.	<ul style="list-style-type: none"> • Grade 3 students will meet grade level expectations for midyear ELA assessments. • Grade 3 students will score at least 80% of intervention goals in ELA and math. • Identified students will meet 80% of intervention goals in ELA
4. Math benchmark data indicates that the number of students meeting or exceeded 80% on the EOY assessment is less than the county average.	Planning and Instruction 4.1 Grade-level ELA teachers will meet with the ELA Specialist for weekly ELA planning to: <ul style="list-style-type: none"> ○ Plan for daily instruction, long range planning, and gathering of resources ○ Identify and plan for intervention regarding prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide instruction 4.2 Teachers will review and analyze peer-to-peer walkthrough data to determine what we are doing well and what we will continue to work on related to purposeful planning of ELA Curriculum, aligned explicit instruction and	<ul style="list-style-type: none"> • Lesson plans and instructional practices reflect proactive and reflective planning based on walkthrough data (through student lens). • First pass instruction demonstrates quality and current best practices based on peer-to-peer walkthrough data (through student lens) as well as administrator walkthrough/observation/evaluation. • Increased percentage of students meeting 80% standard on grade level CCPS unit assessments. • Increased percentage of students meeting intervention goals. • Increased percentage of students meeting curriculum formative and summative assessment

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	active student learning of math content.	
	<p>4.3 Intervention</p> <ul style="list-style-type: none"> • Grade-level ELA teachers will meet regularly with the MRT/Mentor Teacher/Title 1 and Comp Ed interventionists/ESOL teacher to: <ul style="list-style-type: none"> ○ Analyze classroom and assessment data to identify Tier 2/3 intervention needs. ○ Develop intervention plans and SMART goals for identified students. ○ Review and discuss testing accommodations with General Education, ESOL and Special Ed Teachers to ensure classroom continuity based on student needs. • Develop interventions, determine impact of interventions on academics (consider fragmentation of instruction). Adjust as needed • Create reteach groups after assessment analysis • Chart progress and set goals 	<ul style="list-style-type: none"> • All students who do not meet their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. • Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention.
	<p>4.4 Data Analysis and Goal Setting</p> <ul style="list-style-type: none"> • Conduct monthly ELA data meetings with administration, special education case managers and teachers, interventionists, MRT, ESOL Teacher, and Mentor Teacher to: <ul style="list-style-type: none"> ○ Monitor student progress on formative assessments/concept attainment. 	<ul style="list-style-type: none"> • All students not meeting their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. • Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention. • Students will receive at least 3 days per week of reading intervention for 30 minutes each session using an evidence-based intervention based

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	<ul style="list-style-type: none"> • Identify needs and develop a plan to address them before the next data meeting. • Analyze student formative and summative data and weekly progress to determine appropriate instructional shifts/next steps for interventions • ELA Specialist to work with classroom teachers to identify students in Grades K-3 needing a Student Reading Improvement Plan according to State Literacy Policy • SRIP intervention will begin for each identified student on November 9, 2026 and continue throughout the schoolyear. 	<p>on the identified need at the initial SRIP conference.</p> <ul style="list-style-type: none"> • Students will remain on SRIPs until the end of the school year. • Midyear conference for parents/guardians of students not making progress to discuss progress and
	<p>4.5 Instruction</p> <ul style="list-style-type: none"> • Mathematics instruction will include identified best practices: <ul style="list-style-type: none"> ○ All students present for consistent first pass instruction ○ Number Talks/Data Chats ○ Consistent Language/Strategies ○ Calculator Instruction when applicable ○ Math Tasks-monthly ○ Spiral Review weekly ○ Manipulatives used at all levels ○ Touch math will be used with special education students 	<ul style="list-style-type: none"> • Students meeting 80% will meet or exceed the goals established for the EOY. • Increased performance on summative assessments. • Evidence of instructional practices within daily lessons using peer-to-peer walkthrough data • Administrative walk-through data to monitor implementation

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TA 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 targeted assistance plan?
- How will teachers, principals, and other school staff be involved in developing the targeted assistance plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Timeline
Parent surveys and feedback from focus groups	<ul style="list-style-type: none"> • Plan and execute focus group meetings • Distribute surveys after each family event 	<ul style="list-style-type: none"> • Focus groups and surveys provide feedback on school improvement plan, family engagement, academic progress, Title I implementation • Feedback to be shared with ILT and full staff and considered when planning activities 	<ul style="list-style-type: none"> • Oct. 21: Inventor's Night (STEM and Reading) • Nov. 5: Starry Math Night (STEM/Math) • Jan. 12: Reading Night (Maybe Fairy Tales around the World, not sure yet.) • April TBD: A Wild Robot Reading Night (along with WES Reads) <p>Parent Nights:</p> <ul style="list-style-type: none"> • Nov. 9: Reading focused • Spring TBD: Math focused • PreK/K puppet show with CCPL Nov. 23
PTO Meeting Notes	<ul style="list-style-type: none"> • Staff participation in PTO meeting • Topic – specific parent information presented during PTO meetings 	<ul style="list-style-type: none"> • Administrators, teachers, and other staff members attend monthly meetings and quarterly events. • Teachers/specialists to present information based on parent feedback 	<ul style="list-style-type: none"> • Monthly meetings • Quarterly events

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Committees	<ul style="list-style-type: none"> • Parents to be represented on county and school committees <ul style="list-style-type: none"> ○ SECAC- Alyssa Tissue) ○ Curriculum Council- Nicole Legler ○ Community Advisory Council 	<ul style="list-style-type: none"> • Advisory Council – Information from committee meeting to keep all informed, and drive decisions when related to School Improvement Plan/Title I Four Component Plan 	<ul style="list-style-type: none"> • According to county schedules • Monthly
Early Childhood Offerings	<ul style="list-style-type: none"> • Summer Pre-K and Kindergarten Popsicles with the Principals • Kindergarten Readiness Night • Play groups for preschool aged children and parents 	<ul style="list-style-type: none"> • Inform preschool parents on K standards and preparation activities • Encourage parents to teacher and play with their children while also preparing for Kindergarten 	<ul style="list-style-type: none"> • Once per semester • Monthly

TA 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	Timeline
Pre – School and day care collaboration	<ul style="list-style-type: none"> • Teams meetings will occur with preschools and daycares in the WES district: 	<ul style="list-style-type: none"> • Aligned efforts towards increasing understanding of PreK- 5 academic standards 	Quarterly

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	<ul style="list-style-type: none"> • Celebree • Little Peoples Place • ABC Care 		
Youth Service Bureau (YSB)	<ul style="list-style-type: none"> • School counselor to coordinate services provided in school 	<ul style="list-style-type: none"> • Referrals from SST 	<ul style="list-style-type: none"> • Follow – up after sessions
Carroll County Public Library: Westminster Branch CCPL	<ul style="list-style-type: none"> • Bookmobile • Librarians to provide activities for preschool aged children and parents during play group • CCPL materials to be checked out to parents through WES 	<ul style="list-style-type: none"> • Attendance at play groups • Parent feedback 	<ul style="list-style-type: none"> • Monthly
All Smiles Dentist Program	<ul style="list-style-type: none"> • Dentistry services provided to students 	<ul style="list-style-type: none"> • Increase number of student/family participants 	<ul style="list-style-type: none"> • Scheduled with school nurse
Carroll County Health Department	<ul style="list-style-type: none"> • Vision and Hearing screening of students in grades k,1, and 4. • Teachers and parents may request screening for students in other grade levels 	<ul style="list-style-type: none"> • All students in Targeted Grades screening; results shared with parents, including follow – up recommendations. Results available to teachers as well. 	<ul style="list-style-type: none"> • Scheduled with school nurse
Westminster Fire Department	<ul style="list-style-type: none"> • Fire Department members visit the school to present fire safety to Pre K and K students 	<ul style="list-style-type: none"> • All PreK and K students attend the presentation • Follow – up lessons provided in classrooms 	<ul style="list-style-type: none"> • Fall 2026
Rawling Bus Company	<ul style="list-style-type: none"> • Before school math fact fluency tutoring program 	<ul style="list-style-type: none"> • Formative Fact Fluency Quizzes 	<ul style="list-style-type: none"> • Fall • Winter • Spring

**Title I School Improvement Plan Components
2026- 2027**

Check the box for the appropriate elementary school
☒ **Westminster Elementary**



Additional notes: