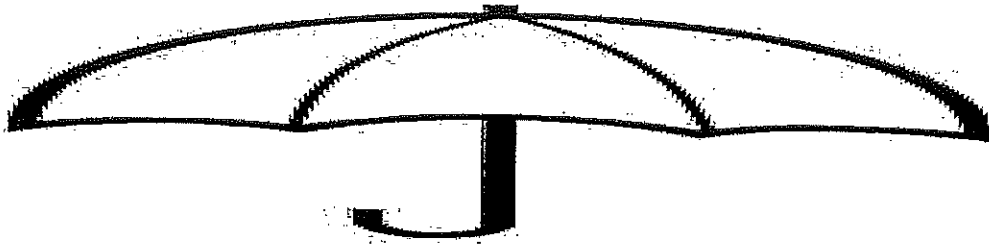


CHES SCHOOLWIDE TITLE I IMPROVEMENT PLAN OVERVIEW

Equity and Family Engagement



Tier I Instruction

Reading and Language Arts

- Gradual Release of Responsibility
 - Alignment
 - Feedback
 - Engagement

Math

- Number Talks
- Gap lessons/small group
- Student Discourse

Tier 2 Instruction

- Cub Time (Intervention/Enrichment)
 - A week Reading
 - B week Math

Tier 3 Instruction

- Individual counseling sessions
- Small group counseling sessions
 - Behavior Support plans
 - Sensory Room
 - Check-in/ Check-Out



SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN	
School Name: Church Hill Elementary	
Principal Name: Susan Walbert	School Year: 2021-2022
School Address: 631 Main Street Church Hill, MD	
School Phone Number: 410-556-6681	
District Title I Supervisor: Michelle McNeil	
School Improvement Contact for school: Sarah Pierson	

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed.
- Please consider Title I allocations in support of your response to identified needs.
- Complete the template using your Comprehensive Needs Assessment and School Improvement Plan to meet the requirements of Title I Schoolwide Program components.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan with this template as a separate document.



1. A comprehensive needs assessment of the entire school, (including taking into account student groups)

Response:

Comprehensive Needs Assessment

2. School-wide reform strategies that are evidenced-based and directly tied to the comprehensive needs assessment and academic standards.

Response:

Continuous improvement in the effective operation of Church Hill Elementary School has included an intensive focus incorporating best practices and data-driven decision-making in the school improvement process. All instructional programs and techniques are evidenced-based, the staff implements strategies and techniques learned through professional development sessions, all faculty and staff are highly qualified, and CHES faculty and staff work towards the inclusion of family and the community.

CHES

- Will increase student's reading levels in 1st and 2nd grade to on and above with a focus on Tier I instruction.
- Will increase reading levels of students with disabilities by providing push-in support during Tier I instruction.
- Will provide systematic, explicit intervention and enrichment each day to students of all student groups at their individual reading levels
- Will increase proficiency levels of English learners by providing individualized instruction based on current proficiency levels.
- Will encourage teachers to facilitate student discourse and increase students ways of representing, thinking, talking, agreeing and disagreeing during Tier I math instruction
- Will complete number talks 4 to 5 times per week during Tier I math instruction

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D) of ESEA.

Response:

The following strategies are the ways in which we will address the needs of all children in the



school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard:

- Cubtime is 30 minutes of uninterrupted intervention or enrichment outside of the reading or math block. The instruction provided includes systematic, explicit interventions and enrichment each day to students of all student groups on their individual levels
- Tier 1 Instruction that includes evidence of alignment, feedback, equity, and engagement(discourse).
- Teachers are trained and will engage students in the Gradual release of instruction model where cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner.
- Teachers are trained and will engage students in number talks which is a short (10-15 minute), ongoing daily routine that provides students with meaningful practice with computation.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

CHES will strengthen our core program by focusing on the following strategies and interventions.

- Gradual Release of Responsibility (The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner)
- Students Discourse ("ways of representing, thinking, talking, agreeing, and disagreeing; the way ideas are exchanged and what the ideas entail; and as being shaped by the tasks in which students engage as well as by the nature of the learning environment.")
- Engagement (Students are involved in purposeful and meaningful conversations. Students' knowledge is activated or extended via real-world connections to enhance relevance for students. Respectful interactions among and between teachers and students)
- Equity (Multiple pathways are provided in process, content, and product for students during instruction, Communication encourages voices of all students (i.e turn and talks), Small groups are flexible, responsive to changing student needs.)



- Feedback(Educators employ rigorous questioning techniques and provide accurate, timely feedback to guide all student thinking throughout the lesson, Teacher continually monitors and checks for student understanding, Students are taught and provided frequent opportunities to question, praise, and critique one another's work, Students are encouraged to reflect on and critique their own work against exemplars and/or rubrics.)
- Number Talks (short (10-15 minute), ongoing daily routine that provides students with meaningful practice with computation)
- Leveled Literacy(daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.)
- Foundations(research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. The program includes phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting and spelling.)
- Graphic organizers (Using Maryland College and Career Ready Standards, including the Essential Skills and Knowledge, to craft relevant, aligned, equitable, engaging graphic organizers.
- Writing/Enrichment (our resources will primarily come from the professional text *From Striving to Thriving Writers* by Sara Holbrook and Michael Salinger with Stephanie Harvey)
- System 44 Read 180(system 44 addresses the foundational elements of the English language, providing a strong base in phonemic awareness, phonics, decoding, morphology, and orthography. For struggling readers who can read at approximately a 1.5-grade level and demonstrate facility with phonics and decoding, READ 180 offers guidance in mastering oral reading fluency, academic language, text comprehension, writing, and grammar skills)
- Do the Math(*DO The Math*® provides flexible, classroom-tested instruction for building numerical reasoning and confidence. Whether used for core instruction in numerical reasoning, pull-out intervention, or summer school settings, *Do The Math* provides effective instruction at any elementary grade level.)
- Spire(Multisensory activities meet different learning styles to engage all students, Explicit, teacher-led instruction is data-driven to shore up weak areas. Continual practice and review then lock in permanent gains.)

Before school tutoring is offered to selected students using Supplemental and Targeted grant funds. The content focus is math and the program Origo(a flexible and balanced math intervention) will be used.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs

Response:

CHES addresses the needs of all students. Student groups have additional support according to their individual needs. Student Monitoring meetings(WIN) are held on a monthly basis where teams discuss and develop plans for the individual needs of students in each grade level. Grade-level teams meet monthly to plan and collaborate. The Math and Reading Specialist are available daily for support and collaboration. The teacher specialist is available daily to collaborate and provide planning support. The school counselor has scheduled individual counseling groups during lunchtime and other specified times. Group counseling sessions are scheduled and class group lessons are scheduled with a focus on Zones of Regulations.

Limited English Proficiency

Students who qualify for EL services receive weekly sessions by a certified English Language Teacher. Classroom teachers provide EL strategies during Tier I instruction. EI Students are assessed annually with the WIDA ACCESS ASSESSMENT to determine growth in the area of reading, writing, speaking, and listening.

Special Education

Students with disabilities are provided services by a special educator and/or a general educator according to their individualized education plan as developed by the IEP team. Services are provided in a push in a co-teaching model of instruction. IEP progress is reported quarterly and IEPs are reviewed on a yearly basis.

Enrichment

Students working above grade level are provided with individualized instruction during our CUBTIME uninterrupted time. There is a focus on writing using the professional text *From Striving to Thriving Writers* by Sara Holbrook and Michael Salinger with Stephanie Harvey)

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.



Response:

CHES will complete Learning walks by the leadership team 3 times during the year with a focus on gradual release, student discourse, and number talks. The District will complete learning walks with a focus on alignment, equity, feedback, and engagement. We will participate in Data analysis completed during collaborative planning. We will hold monthly Student Achievement meetings (WIN) and develop individualized plans to support student growth.

Our School Improvement Plan will be monitored at each SIT meeting.

3. Instruction by highly qualified professional staff

Response:

- 100% of certified staff and paraeducators meet the requirements for Title I
- Principal Attestation (link)

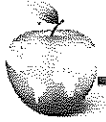
4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

CHES will focus on the following Professional Development this school year: Gradual release of responsibility, Tier I Instruction (alignment, engagement, feedback, and equity), and Zone of Regulations.

After initial professional development during staff meetings, follow-up will consist of learning walk feedback and teacher to teacher observations.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



Response:

All staff at CHES are considered certified and meet the qualifications necessary to serve in a Title I school. This certified professional staff provides instruction at Church Hill Elementary School. CHES' untenured teachers receive coaching provided by our Teacher Specialist as well as team meetings to promote collaborative planning. CHES works collaboratively with the Office of Human Resources when promoting and recruiting new staff. Church Hill Elementary School has a low attrition rate. Vacancies occur when someone retires.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

CHES believes that teachers must collaborate, connect, and partner with families to help them find their voice and feel seen, heard, and valued.

We began the school year by offering individual family conferences called "What I Want My Child's Teacher to Know" This gave families the opportunity to share and collaborate with their teacher prior to the beginning of the school year.

Other opportunities for families to engage include:

DUDES in School -2 events per year (Workshops, Engagement with Kids, etc.)

2 Transition Events

2 Student Achievement Events (Academic, Social-Emotional)

Title I Informational Night

Family members are recruited to serve on the School Improvement Team to provide feedback.

Our family engagement plan and school compact were created with feedback provided by staff and families. The plan can be found [here](#).

Two-way communication involves interactive dialogue between teachers and families. Conversations may occur during telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities, emails, and Facebook.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

The following are CHES plans for assisting preschool children in the transition from early childhood programs and for assisting students in their transition to Middle school. CHES is a Judy Center school. We partner with the Judy Center staff to reach all students prior to the beginning of their school careers. The Judy Center works closely with daycare homes in our school zone providing them with strategies that support Kindergarten readiness.



We partner with the Judy Center to sponsor playgroups and events where students and families can become familiar with the school setting. We currently have a grant-funded three-year-old program. All students were recruited by the Judy Center staff and support was given at registration time. All four-year-old families were assisted with our registration process during individual meetings. Ongoing support is provided in collaboration with the Judy Center. 4th-grade students receive a visit from the principal of Sudlersville Middle School. Schedules and expectations are discussed. 4th-grade families have the opportunity to visit the school for more individualized support prior to the start of school.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

CHES includes teachers in decisions regarding the use of academic assessments in many ways. We create school-wide data teams (SIT, ILT, and WIN) to monitor student achievement and adjust instruction as needed. We utilize the data gathered through a variety of assessments to allow for flexible grouping in the classroom. We facilitate collaborative planning, bringing the results of classroom assessments to examine student strengths and weaknesses. Grade level teams meet monthly with the support of the leadership team to develop a focus for instruction using running records, formative assessments and iready data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

CHES facilitates monthly student achievement monitoring meetings. These meetings are called "WIN Meetings." WIN stands for what I need. This allows our staff to focus on the individual needs of our students. Staff must come with data as it relates to the students' needs. Each grade level team is facilitated by a leadership team member. Detailed notes are taken with clear expectations for future actions and follow-up. After the meeting, the leadership team meets to share the outcome of each grade level meeting.

Cubtime is 30 minutes of uninterrupted intervention or enrichment outside of the reading or math block. The instruction provided includes systematic, explicit interventions and enrichment each day to students of all student groups on their individual levels.

Assessments:



10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

The federal support provided to CHES comes from Title I, Title II, Title III Judy Center, and PreK Expansion funds.

As a schoolwide Title I School Title I funds to support an additional interventionist, stipends for collaborative planning, and morning enrichment clubs stipends and supplies. Title I funds support our Family Engagement Specialist that provides the support needed to engage our families and meet the expectations of the Title I regulations.

Title II funds provide us with the resource of an Equity Specialist that provides professional development and coaching.

Title III funds provide us with additional support for our English Learners and their ongoing language acquisition.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

CHES provides families with weekly communication on individual classroom formative assessment results.

MCAP data is provided by the district in a timely manner through email and paper copies of assessment results.

Our School Improvement Plan is located on our website and posted in our school lobby. Family conferences are held two times per year but families can request meetings at any time.

Families are encouraged to join our District Family Action Team and our School Improvement Team.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.



Response:

Data analysis meetings are scheduled after each county assessment and state assessment to disaggregate data and determine the next steps. Teachers utilize additional collaborative planning time after school to analyze formative data and plan lessons according to the results.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

Formative assessments are based on the Maryland College and Career Ready standards taught that day or week
County assessments are based on the curriculum and the standards that are taught over time.
State assessments results are aligned to Maryland College and Career Ready Standards for English and Math

14. Provisions for public reporting of disaggregated data.

Response:

ESEA report card is created at the state level for public view
The school provides data through the School Improvement Plan which is posted on the school website.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

CHES' Schoolwide Title I Plan is developed, reviewed, and revised as needed throughout the school year. Meetings are scheduled in October, November, January, February, March, May, and June to review, revise and receive feedback from families and staff.



16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

CHES' School Improvement Team (SIT) leads the school improvement process. Our team includes grade-level representation, instructional leadership team members, unified arts representation, and family members.

Improvements in student outcomes are directly related to what happens in the classroom. Teachers are reflective about their practice and relentless in their attempts to meet the needs of every student. All members of a school staff participate and/or be aware of the planning process. The more stakeholders that are "in the loop," the better the chances the school will achieve 100 percent buy-in by staff for change efforts. While the members of the School Improvement Team will do the bulk of the work, results and updates are communicated on a regular basis to the full faculty and other stakeholders.

Students and parents have an important perspective on how schools can improve. Their meaningful participation in the process is considered from the onset. CHES makes every effort to engage both parents and students in the school improvement process. The role of student School Improvement Team participants at each grade and content level is defined. The FLAC(student government) Officers will be included at the beginning of SIT meetings to get feedback from the student's perspective.

17. Plan available to the LEA, parents, and the public.

Response:

Our Plan is shared on the LEA site and provided to parents on the website. The plan is posted in our lobby as well.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as of their primary language.

Response:

A School Improvement Snapshot was created and sent to families in their home language that outlines the school goals and initiatives

19. Plan is subject to the school improvement provisions of Section 1116.



Response:

The CHES Plan follows the LEA Comprehensive School Improvement Plan checklist and follows the School Improvement Plan Design and Development Guide for QACPS.

Monitoring Form for Title I Schoolwide/School Improvement Plan 2021-2022

*From will be attached to an agenda

Date:	School Name:
Members present:	
Name	Position
Notes provided by School:	
Feedback from Title I Supervisor:	



Queen Anne's County
Public Schools
Preparing World-Class Students Through Everyday Excellence

Queen Anne's County Public Schools
Title I Schoolwide/School I
Improvement Plan

*Monitoring meetings will take place in November, February, and May.