

Snow Hill Elementary School
Combined Four Components Appendix

- 1.) Title I Brochure
- 2.) Executive Summary

Scientific Research Based Programs

As a Title I school, SHES is required to use programs that have been researched and proven to make a profound impact on student achievement.

We have implemented intervention programs that support students in various ways with various needs.



Parents' Rights

As a parent, you have the right to:

- Review the Worcester County Complaint Policy.
- Review Title I documents and give input on the school/family compact, Title I Parent Engagement Plan, and the Title I budget.
- Inquire about qualifications of the professionals that work with your child.
- Attend workshops that will help you as a parent.

To view Snow Hill Elementary's Title I 4 Components please visit our website snowhillelem.org

Title I

Schools that are considered to be located in high poverty areas are usually eligible for Title I funding. Title I federal funding is made available to a school when at least 40% of their total population receives Free and Reduced Meals services. This money should be used to provide additional materials for the school that would not be routinely provided by the district or county of which they are a part.

At SHES, these federal dollars come in the form of extra materials such as books and manipulatives that support learning, several staff positions, and money for parental engagement activities as well as some of the technology used throughout the school.

You have the opportunity to learn more about Title I on conference nights, during Title I Annual Meetings and during parent workshops.

All Snow Hill Elementary School students are enthusiastic learners who will be college and career ready.

Title I Program

**Snow Hill
Elementary
2022-2023**



SHES Distinctions

PBIS Exemplar School

Lowes Award

Community Foundation of
Eastern Shore Award

Maryland Green School

Professional Development School

Be on the lookout for family engagement dates throughout the year. There are many topics such as learning how to help your child be academically successful, managing behaviors, as well as learning about health and family wellness.

Accommodations for All Family Involvement

- multiple meeting dates and times
- interpreters as needed
- childcare as needed
- food where applicable
- transportation for attending parent workshops only (transportation concerns can be arranged only if a parent provides a written request within 48 hours of a specified workshop.)

WEBSITES

There are several online resources available to families. Listed below, are the resource centers and some contact information.

www.MarylandPublicSchools.org
www.MDRreportCard.org
www.worcesterk12.org
www.snowhillelem.org

Contact Numbers

Denise Shorts
Worcester County Public Schools
County Title I Coordinator
410-682-5040

Matthew Record, Principal
Kelly Macomber, Title I Specialist
Snow Hill Elementary School
410-682-5210

Assessment Schedule

iReady Diagnostics (Grades K-3)
9/12/22 - 10/14/22
iReady Mid Year (Grades K-3)
1/19/23 - 2/10/23
MCAP Window (Grade 3)
4/24/23 - 5/19/23
iReady End of Year (Grades K-3)
5/8/23 - 6/2/23

SHES Family Activities

Back to School Big Bash Aug. 31, 2022
Community Partners Fair Sept. 29, 2022
Love of Literacy Night Oct. 12, 2022
Math Caravan Nov. 2, 2022
Community Reading Night Dec 15, 2022
One School One Book Jan. 5, 2023
Science is Alive Night Feb. 15, 2023

Conference Nights

October 12, 2022
January 5, 2023
March 8, 2023

Get connected with SHES!
Follow us on Twitter (@snowhillelem) and
Facebook! @

If you are interested in more information or serving on our Parent Advisory Committee, please contact Kelly Macomber at kmacomber@worcesterk12.org

Snow Hill Elementary School
School Improvement Plan Executive Summary
2022-2023

Principal: Mr. Matthew Record

Website: www.snowhillelem.org

Address: 515 Coulbourne Lane, Snow Hill, MD 21863

Phone: 410-632-5210

School Summary:

STUDENT INFORMATION

Grade Range: PreK3 – 3rd Grade

Total Enrollment: 380 students

Percentage Hispanic: 29/7%

Percentage LEP: 7/2%

Percentage African American: 87/23%

Percentage Caucasian: 227/60%

Percent Asian: 4/.01%

Percentage Native American: 1/.00%

Percentage Multi-Racial: 32/8%

Percentage of Economically Disadvantaged Students (FARMS): 56%

Percentage Special Education: 49/13%

Graduation Rate: NA

Federal Accountability Status: Title I

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators: 1 Principal, 1 Assistant Principal, 1 School Counselor, 1 CRT/Title I Specialist

Number of General Education Teaching Faculty: 22

Number of Special Area Teachers: 4 (Media, PE, Art, Music)

Number of Special Education Teaching Faculty: 5

Number and Type of Itinerant Faculty: 2 (ELL Teacher and School Psychologist)

Number and Type of Coaches: 1 Literacy Instructional Coach; 1 Math Instructional Coach

Number of Teacher Assistants: 10

Number and Type of Specialized Teaching Staff: 1 Speech/ Language Pathologist, 1 Occupational Therapist

Number and Type of Resource Staff: 1 Reading Resource Teacher, 1 Math Interventionist

CURRICULUM OVERVIEW

Provide a simple descriptive list of the instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

Program	Subject	Grade Level
Understanding by Design (UBD) Literacy Units	Literacy	K-3
Lucy Calkins Writers Workshop	Literacy/Writing	K-3
American Reading Company's 100 Book Challenge	Reading	PreK4-3
American Reading Company's Foundational Skills Toolkit	Reading Intervention	K-3
Raising a Reader	Reading	PreK3
iReady Online Instruction	Mathematics	1-3
iReady Online Instruction	Reading	1-3
Smarty Ants	Reading Intervention/Enrichment	K-2
Wilson Foundations	Reading Intervention and Tier 1 Instruction	K-2
DIBLES	Fluency, Phonics, Oral, and Reading	K 1-3 Intervention
Dr. John Tapper's Math Menu	Mathematics Intervention/Enrichment	PreK-3
ST Math	Mathematics	PreK-3
Do the Math	Mathematics Intervention/Enrichment	K-3
Bridges	Mathematics Intervention/Enrichment	K-3
Exemplars	Mathematics Intervention/Enrichment	3
Mystery Science Curriculum	Science	1-3
TCI Social Studies Alive Curriculum	Social Studies	2-3
SEFEL	Social Emotional Wellness	PreK
POP Curriculum	Social Emotional Wellness	K-3
MCAP Instructional Tasks	Math & Reading	3

EXTENDED LEARNING OPPORTUNITIES

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (PD, workshops, after school programs, etc.). Provide a simple description of the frequency, duration, and primary use of collaborative time. List teachers that meet together by type, during collaborative time (i.e., grade level teams, departments, etc.).

Program/Activity	Audience	Purpose	Duration	Frequency
Academic Professional Learning Communities (Literacy & Math)	Grade level teams, principal, assistant principal, literacy coach, writing coach, reading resource teacher, and CRT	Discuss content area curriculum, expectations and share best instructional practices. In addition to Data Analysis (MCAP, HLA, SchoolPace, iReady etc.) and RtI discussion; programs such as 100 Book, and Writer's Workshop are also discussed.	30 minutes	Math and Literacy PLCs both meet weekly
Administrative Professional Learning Communities	Grade level teams, principal, assistant principal, school counselor, and CRT	Discuss administrative issues, Title I initiatives, and participate in Data Dives to drive instruction and support RtI goals. In addition, monthly topics are discussed including: Attendance, Technology, Behavioral goals and expectations, Tier 2 and Tier 3 Interventions, SEFEL, and PBIS initiatives	30 minutes	Weekly
Project Team Meetings (Literacy, Math, Safety, PBIS, Tier 2/3 Intervention Support)	Each project team is led by a leadership team member, other members to include a rep from each grade level.	Compose project goals and action steps for the School Improvement Plan.	1 hour per month, after school	each month
Common Team Planning	grade level teachers	Short and long term plans are collaboratively created by grade level teams.	at least 1 hour per week	every week
Title I Professional Development	teachers and staff	Title I PD is presented by Title I Specialist, and teacher leaders to teachers and Educational Assistants	At least 6 sessions for teachers and 4 for EAs	year round

Judy Center	families of children age birth to 3	Provides resources and supports to families within our community with pre-school aged children who do not attend our school, yet, ages birth to 3. Family fun nights are also offered.	ongoing	year round
Haven House Afterschool Program	Pre-K and K students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
Afterschool Academy	2nd-3rd students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
Parent Teacher Organization	parents, students, teachers	Coordinates fundraising opportunities for the school supports materials of instruction, and organizes family events.	Varies	each month
School Improvement Advisory Committee (SIAC)	teachers, parents, administration	Provides an opportunity for stakeholders to have a voice in the school improvement process.	1 hour	5 times per year
Title I Parent and Family Advisory Committee (PAC)	teachers, Title I specialist, parents, community members, administration	Provides an opportunity for stakeholders to have a voice in the Title 1 Parent Engagement events and budget.	half-day meeting	Twice per year
American Reading Company PD with coach	PreK-Third grade and Special Education teachers, Reading Resource Coach, Instructional Literacy Coach, principal, CRT	Teachers, etc. collaboratively work with coach to ensure the implementation of the 100 Book Challenge and to learn best practices in early literacy.	½ day	2 times per year
American Reading Company Intervention Toolkit PD with coach	Kindergarten - Third grade and Special Education teachers, Reading Resource Coach, Instructional Literacy Coach, principal, CRT	Teachers, etc. will be trained to implement the Intervention Tool Kits with students identified through School Pace. Monthly data tracking and discussion will occur on the first Monday of every month during Administration PLCs	½ day	PD- 3 times per year PLC- once a month

iReady PD with coach	First through third grade teachers, Instructional Literacy Coach, Reading Resource Teacher, Math Coach, principal, CRT	Teachers, etc. collaboratively work with the iReady coach to discuss data and prepare to participate in Data Chats with students as well as to use the data to plan for enrichment instruction.	1/2 Day	ongoing
Wilson Foundations	teachers in grades K & 2, SPED teachers, Reading Resource teacher, Instructional Literacy Coach	Teachers, coaches, etc. experience best instructional practices around Wilson Foundations through ongoing PD.	Full Day	ongoing
Title I Parent Engagement Events	Admin, parents, students, teachers	Parents experience learning opportunities alongside of their children. The events provide a chance for parents to better understand the curricular expectations of school and district.	1-2 hours	ongoing

FOCUS AREA

SUBJECT/FOCUS AREA: Goal 1: Academic Achievement: *Literacy* GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

Component #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)]

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

At Snow Hill Elementary School, all teachers will use literacy initiatives with fidelity to increase the rigor of literacy instruction. Our work will help to ensure that instruction is data driven and student centered so that all students will be on-grade level readers and writers.

STUDENT NEED:

Students need strong Tier I instruction in order to provide them with necessary foundational literacy skills. 30% of students grade 1-3 are performing on or above grade level based on the "Standard View" Fall iReady Diagnostic Report. 33% of students are reading proficiently at grade level as documented in SchoolPace.

Areas of Need:

- Implementation of Tier I instruction with fidelity, Informational text and independent reading proficiency, and
- Increase in student performance in nonwhite, SPED and FARMs student groups

STRATEGIES: Teachers will collect baseline data for each student using formative and summative assessments and the literacy checklist. Student needs will drive individualized instruction, equitable conferencing, and tier 2 instruction.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured through ongoing analysis of data from School Pace and quarterly diagnostics on fluency and accuracy. Monthly PLCs will be devoted to Data Dives to analyze School Pace data for students in grades K-3 who are receiving the targeted intervention from ARC. Weekly literacy PLCs will allow for opportunities to review student academic achievement and use data, assessments, rubrics, etc. to drive future instruction in reading and writing. Academic Intervention Team meetings will be held quarterly to identify and discuss Tier 2 and 3 academic students in order to develop and revise academic interventions and share progress monitoring. Teachers and Instructional leaders will analyze county ELA interims results to identify areas of need for further instruction. iReady Reading Diagnostics will be administered in the Fall, Winter, and Spring in grades 1-3. Professional Development will be provided to 1-3 and Special Education teachers on using iReady data to drive instruction. SIP Goals- 80% of students will score on grade level or above on the Spring iReady Diagnostic and nonwhite, SPED and FARMs students will score within 10% of the overall student performance. 70% or higher of students in K-3 will be on level in accordance to their grade level in SchoolPace. 80% of PreK4 students will show an increase from the November to February administration of the Early Learning Assessment.

Location in School Improvement Plan: Literacy

FOCUS AREA

SUBJECT/FOCUS AREA: Goal 1: Academic Achievement: *Mathematics* GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

Component #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)]

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

At Snow Hill Elementary School, all teachers will use consistent delivery of mathematical practices and initiatives to increase the rigor of Mathematics instruction. Our work will help to ensure that instruction is data driven and student centered so that all students will be on-grade level mathematicians.

STUDENT NEED:

Snow Hill Elementary School students struggle with high levels of mathematical achievement. According to iReady diagnostic 1 data, 15% of students grade K-3 are performing on or above grade level.

Students need to be provided with opportunities to learn research based and highly effective methods for recalling math facts readily in order to use efficient methods when determining a solution.

STRATEGIES:

During this school year, students will experience rigor, fluency and coherence through mathematics instruction including iReady Lessons, Menu Math, Math Language Routines, ST Math, Do the Math, Bridges, and High Leverage Concepts. HLCs will be compared to iReady data and county Math Interims to differentiate instruction to meets each student’s need. Our Instructional Math coach will continue to support and work with teachers through weekly PLC meetings. During these meetings, the coach and teachers will work together to analyze formative assessments to determine how instructional needs can be differentiated to provide academic success for all students. The ultimate goal is to provide powerful learning experiences to engage all students in conceptual understanding of math skills.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Our main focus still needs to be on our Tier I instruction with a focus on modeling and reasoning skills. Additionally, our focus will address our Root Cause in increased monitoring of student levels and performance throughout the year including a response to intervention in math, during math menu. We need to implement strategies to improve our nonwhite students to help close the learning/performance gap. By June 2023, 80% of students will score On Grade Level or Above on iReady Spring Mathematics Diagnostic, while nonwhite, sped, and FARMS students score within 10% of the overall student achievement scores. By the end of Cycle 2, 50% of students in Grades 1-3 will score on grade level-green, an increase from the Fall,2022 iReady Diagnostic at 15%, as measured by the Winter Math iReady Diagnostic. FARMS students will score within 20% of the overall student scores as measured in iReady Digital Comprehension Checks.

Location in School Improvement Plan: Mathematics Cycle #2

FOCUS AREA

SUBJECT/FOCUS AREA: Communication and Collaboration: *Family and Parent Engagement* GRADE LEVEL: PreK-3 Families

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. **(ONE subject area per page.)**

Component #3A: 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)
#3B: Strategies to Increase Parent and Family Engagement (Section 1116)

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)
To provide information, strategies and resources to Snow Hill Elementary students and families.

STUDENT NEED:
Communication between school and home benefits students creates a connection to supports academic success and overall well being.

STRATEGIES:
There are multiple ways parents and families can communicate with school and classroom teachers. SHES uses a variety of communication such as, back pack mail, Class Dojo, Social Media-Facebook, school website and direct correspondence with teachers through zoom, phone calls and email. SHES invites parents to participate in School Improvement Advisory Committee, Title I Parent Advisory Committee, PTO, and Parent and Family Engagement Events. We encourage parents to attend parent conferences and provide feedback on school surveys.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)
Success will be measured by participation and satisfaction of participants for each collaborative event. Events will be evaluated using a formal evaluation, on paper or online. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the communication efforts.

FOCUS AREA

SUBJECT/FOCUS AREA: Goal 3: Safety/PBIS

GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. **(ONE subject area per page.)**

Component #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 schoolwide tiered model to prevent and address behavior; professional development and other activities for teachers**

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

Attendance: By the end of the 2022-2023 school year, we will decrease the number of chronically absent students from the baseline of 51% to 10% of our K-3 FARMS student population, as measured by the PowerSchool Attendance Data.

Behavior: By the end of the 2022-2023 school year, K-3 male students who participate in Tier 2 Behavior Intervention Strategies and Supports will decrease the number of office referrals from, from the baseline of 26 to 10, as measured by KickBoard Yearly Reports

STUDENT NEED:

51% of our students are designated chronically absent

86% of students receiving office discipline referrals were boys

SHES student group is the FARMS at 195 students in K-3.

STRATEGIES:

At Snow Hill Elementary School, we believe that every experience is an opportunity to promote safe practices. Teachers will follow and communicate Tier I school-wide behavioral expectations. Students and staff will participate in monthly lessons around school safety based on topics from our scheduled morning meetings. The schoolwide implementation of morning meeting POP (Pause, Own it, and Practice) lessons will continue through the 2022-2023 school year. Monthly discussions will occur with grade level and specials teams to discuss student behaviors, strategies for behaviors, student attendance, and mental health.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

PBIS team will collect data on attendance, behavior, referrals, etc. and record them in our PBIS Action Plan.

Our main focus will be on increasing school attendance and motivating factors to attend school, especially FARM Students.

We will also focus on Tier 2 identification and strategies to maximize positive behavior and positive choices.

By the end of Cycle 1, 75% of the student's families identified as chronically absent will have communication from SHES to identify needs and barriers for appropriate resources connection and referrals. By the end of Cycle 1, 75% of the staff will utilize the Behavior Decision Making Flowchart with fidelity.

Attendance: By the end of cycle 2, we will decrease the number of chronically absent students from the November baseline of 25% (97 students) to 15% of our PK-Grade 3 FARMS student population, as measured by the PowerSchool Attendance Data.

Behavior: By the end of the 2022-2023 school year, K-3 male students who participate in Tier 2 Behavior Intervention Strategies and Supports will decrease the number of office referrals from, from the baseline of 26 to 18, as measured by KickBoard Referral Reports.

Location in School Improvement Plan: Safety

FOCUS AREA

SUBJECT/FOCUS AREA: *Coordination and Integration of Federal, State, and local services and programs*

GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

Component #4: 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 111(d).1114(b)(5)

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

Snow Hill Elementary School will create and continue partnerships with outside agencies to better serve the needs of students and communities.

STUDENT NEED: Students and families living in poverty often need assistance in many areas such as free and reduced meals, mental health, health, vision, and dental services. Many families need help with meeting basic needs such as safe and affordable housing, heat, clothing, and transportation. Involving outside agencies in our school-wide program is beneficial to student achievement and building school communities.

STRATEGIES:

Partners of Snow Hill Elementary include: Haven House After School Academy, Judy Center, Community Foundation of the Eastern Shore, Maryland Food Bank, Berlin Optimist Club, Elks Lodge, Lions Club of Snow Hill, Worcester County Health Department, Dollar General, Care First, Snow Hill Fire Company, Worcester County Library, Worcester County Rec Center, Netstream Technologies, Coast Kids. The purpose of these relationships is to create a strong network of support for all SHES stakeholders: students, parents, family members, faculty and staff, and community organizations.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured by participation and satisfaction of each agency. Events will be evaluated using a formal evaluation, on paper or online. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the coordination efforts.