

Title I Schools – Four Components 2020-2021 During Pandemic

Generally, the Four Components section is an elaboration of the School Improvement Plan. Due to COVID-19 circumstances, the School Improvement Plan process has been delayed. Title I schools will complete a revised 4 Components extending the initiatives in the 2019-2020 schoolwide plan. No recent statewide data is available since MCAP testing did not occur in the spring of 2020. Schools will be able to track student achievement using the ACPS school level diagnostic assessments. These tools will guide schools in spending Title I funding for virtual and/or in person activities to increase student achievement, plan parent/family engagement activities and address social emotional needs.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

There is a heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I funds by the school. This section should address the academic achievement of students in relation to meeting the challenging State academic standards. It should specifically address the needs of those children who are failing or who are at-risk of failing to meet these standards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of:

- how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose
- use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education
- address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and awareness of opportunities for post-secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The plan is developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Maryland requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to-reach parents/families should be included.

Component 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

If appropriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical education programs developed in coordination with other Federal, State and local services, resources and programs that are utilized in your school.

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT****COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT**

The Comprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing, to meet the challenging State academic standards. [1114(b)(6)]

The Comprehensive Needs Assessment leads schools to consider multiple data sources such as MCAP, iReady, DIBELS, Reading Inventory, attendance, discipline, culture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addressed. A thorough assessment will help schools to identify strategies that will promote academic success for all students.

Please consider:

- What types of qualitative and quantitative data are being collected? (culture/climate, demographics, student performance, student attendance, behavior and family and community involvement) Consider using interviews, focus groups or surveys. Utilize root cause analysis to identify needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Beall Elementary

Beginning - The need for intervention groups focusing on letter naming fluency and phonemic awareness are indicated.

Middle - 10 students were tested remotely. 32/58 students are intensive in Letter Naming Fluency. Nonsense Word Fluency and Oral Reading Fluency categories were also difficult. As students return to in person learning, hands on experiences and individual feedback should be effective.

	Core		Strategic		Intensive	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (63)	21	33%	10	19%	32	51%
Middle of Year (65)	20	31%	6	9%	39	60%
End of Year ()						
Summary	-1	-2%	-4	-10%	+7	+9%

Beginning- Intervention groups for phonemic awareness are needed. Students also need support in the alphabetic principle based on scores in nonsense word fluency.

Middle - 10/65 students were tested virtually. 35/65 students are intensive in Letter Naming Fluency. Nonsense word fluency and oral reading fluency are also areas that need to be addressed. As students return to in person learning, hands on instruction and feedback will be more effective in helping to increase achievement.

2020-2021 DIBELS 8 – Grade 2

	Core		Strategic		Intensive	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (43)	22	51%	4	9%	17	40%
Middle of Year (47)	22	47%	5	11%	20	43%
End of Year ()						
Summary	0	-4%	+1	+2%	+3	+3%
<p>Beginning - Students need interventions in decoding and fluency.</p> <p>Middle - Only 4 students tested online. More students were tested and the intensive number increased by 3. Nonsense Word Fluency and Oral Reading Fluency are priorities. As students return to in person learning, interventions should be more effective.</p>						

2020-2021 DIBELS 8 – Grade 3

	Core		Strategic		Intensive	
(# tested)	Number	Percent	Number	Percent	Number	Percent
Beginning of Year (48)	18	38%	16	33%	14	29%
Middle of Year (36)	16	44%	8	22%	12	33%
End of Year ()						
Summary	-2	+6%	-8	-11%	-2	+4%
Beginning - Students need interventions in fluency and accuracy to increase comprehension. Middle - 12 fewer students were tested. 5 were tested online. Nonsense word testing appears to be challenging. Students need more experience in applying phonics rules.						

2020-2021 Reading Inventory Grade 4								
	Advanced		Proficient		Basic		Below Basic	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of year (58)	10	17%	19	33%	11	19%	18	31%
Middle of year ()								
End of Year								

()								
Summary								
Beginning - 50% of students scored below proficient. Students need instruction in decoding, vocabulary and increased opportunities to read.								

2020-2021 Reading Inventory Grade 5								
	Advanced		Proficient		Basic		Below Basic	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of year (63)	18	29%	24	38%	13	21%	8	13%
Middle of year (68)								
End of Year ()								
Summary								

Beginning - 34% of students scored below proficient. Students need instruction in decoding, vocabulary and increased opportunities to read.

2020-2021 Math Data Summary

Beall Elementary

2020-2021 i Ready Math Diagnostic Data - Kindergarten						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	Number	Percent	Number	Percent	Number	Percent
Beginning of Year (57)	35	61%	22	39%	0	0%
Middle of Year (53)	45	84%	8	15%	0	0%
End of Year ()						
Summary	+10	+23%	-14	-14%	0	0%
Beginning - Students appear to have a strong understanding of these math concepts; however, a spiral review would be helpful. Middle - Instruction has been effective. There are no Tier 3 students and the number of students in Tier 1 increased by 10.						

Domain Diagnostic Data - Kindergarten								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (57)	34	60%	31	54%	35	61%	35	61%
Beginning Tier 2 (57)	23	40%	26	46%	22	39%	22	39%
Beginning At Risk for Tier 3 (57)	0	0%	0	0%	0	0%	0	0%
Middle Tier 1 (53)	41	77%	39	74%	40	75%	46	87%
Middle Tier 2 (53)	12	23%	14	26%	13	25%	7	13%
Middle At Risk for Tier 3 (53)	0	0%	0	0%	0	0%	0	0%
End Tier 1 ()								

EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
<p>Beginning - Students appear to be ready to learn new concepts in all domains. Algebraic concepts is the lowest at this time.</p> <p>Middle - Instruction has been effective. The number of students in tier 1 in all domains increased. Algebraic concepts remains as the lowest domain.</p>								

2020-2021 i Ready Math Diagnostic Data - Grade 1						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (63)	27	43%	31	49%	5	8%
Middle of Year ()						
End of Year ()						

Summary						
Beginning- Instruction should include a spiral review of Kindergarten concepts to strengthen understanding.						

Domain Diagnostic Data - Grade 1								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning Tier 1 (63)	23	37%	33	52%	25	40%	29	46%
Beginning Tier 2 (63)	32	51%	24	38%	31	49%	28	44%
Beginning At Risk for Tier 3 (63)	8	13%	6	10%	7	11%	6	10%
Middle Tier 1 ()								

Middle Tier 2 ()								
Middle At Risk for Tier 3 ()								
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
Beginning - Number sense is the weakest of the domains. Instruction should include concepts from the Kindergarten curriculum to build these skills.								

2020-2021 i Ready Math Diagnostic Data - Grade 2						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	Number	Percent	Number	Percent	Number	Percent

Beginning of Year (55)	18	33%	28	51%	9	16%
Middle of Year (54)	15	28%	30	56%	9	17%
End of Year ()						
Summary	-3	-5%	+2	+5%	0	+1%
<p>Beginning - 1/3 of students have a strong grasp of math concepts. Instruction will be strengthened by a spiral review of grade 1 concepts.</p> <p>Middle - Tier 2 increased. continue review of concepts and increase hands on learning to build concepts.</p>						

Domain Diagnostic Data - Grade 2								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (55)	18	33%	21	38%	23	42%	19	35%
Beginning Tier 2 (55)	26	47%	24	44%	23	42%	26	47%
Beginning At Risk for Tier 3	11	20%	10	18%	9	16%	10	18%

(55)								
Middle Tier 1 (54)	20	37%	23	43%	22	41%	24	44%
Middle Tier 2 (54)	23	43%	23	43%	20	37%	23	43%
Middle At Risk for Tier 3 (54)	11	20%	8	15%	12	22%	7	13%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Domains are fairly even with number sense being slightly lower.
Middle - Minimal gains and losses in each domain.Algebra and Geometry increased.

2020-2021 i Ready Math Diagnostic Data - Grade 3						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (64)	3	5%	41	64%	20	31%
Middle of Year (62)	13	21%	33	53%	16	26%
End of Year ()						
Summary	+13	+16%	-8	-11%	-4	-5%
<p>Beginning - Almost one third of students are at risk and need strong support to learn foundational concepts. Spiraling of grade 2 curriculum is important since very few students are in Tier 1.</p> <p>Middle - Instruction has been effective. Tier 1 increased and Tier 3 decreased.</p>						

Domain Diagnostic Data - Grade 3								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning Tier 1 (64)	7	11%	7	11%	12	19%	10	16%

Beginning Tier 2 (64)	40	63%	37	58%	34	53%	33	52%
Beginning At Risk for Tier 3 (64)	17	27%	20	31%	18	28%	21	33%
Middle Tier 1 (62)	18	29%	17	27%	17	27%	16	26%
Middle Tier 2 (62)	33	53%	34	55%	28	45%	25	40%
Middle At Risk for Tier 3 (62)	11	18%	11	18%	17	27%	21	34%
End Tier 1 ()								
End Tier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Number sense and algebraic concepts are the lowest domains. Students need more hands on activities to build conceptual understanding with spiral review of previous concepts.
 Middle - Instruction has been effective. All Tier 1 domains increased. Geometry is the lowest domain.

2020-2021 i Ready Math Diagnostic Data - Grade 4						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (70)	17	24%	32	46%	21	30%
Middle of Year (64)	18	28%	27	42%	19	30%
End of Year ()						
Summary	+1	+4%	-5	-4%	-2	0%
Beginning - One fourth of students have a strong grasp of concepts. Almost one-third of students are at risk. Middle - Minimal changes in categories.						

Domain Diagnostic Data - Grade 4

	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (70)	24	34%	27	39%	27	39%	18	26%
Beginning Tier 2 (70)	28	40%	25	36%	21	30%	21	30%
Beginning At Risk for Tier 3 (70)	18	26%	18	26%	22	31%	31	44%
Middle Tier 1 (64)	29	45%	25	39%	25	39%	15	23%
Middle Tier 2 (64)	24	38%	25	39%	21	33%	24	38%
Middle At Risk for Tier 3 (64)	11	17%	14	22%	18	28%	25	39%
End Tier 1 (0)								
End Tier 2								

0								
End At Risk for Tier 3 0								
Summary								

Beginning - Geometry is the weakest area. Instruction of this concept was interrupted by the COVID shutdown. Instruction this year will need to include Grade 3 concepts.

Middle - Number sense increased significantly. Geometry is the lowest domain although it did improve.

2020-2021 i Ready Math Diagnostic Data - Grade 5						
	Tier 1		Tier 2		At Risk for Tier 3	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (63)	24	38%	27	43%	12	19%
Middle of Year (63)	23	37%	27	43%	13	21%
End of Year ()						
Summary	-1	-1%	0	0%	+1	+2%

Beginning - 62% of students need to have concepts reinforced.
 Middle - Change is insignificant. Return to in class instruction will allow for individual feedback and use of manipulatives.

Domain Diagnostic Data - Grade 5								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (63)	27	43%	30	48%	28	44%	16	25%
Beginning Tier 2 (63)	27	43%	22	35%	22	35%	26	41%
Beginning At Risk for Tier 3 (63)	9	14%	11	17%	13	21%	21	33%
Middle Tier 1 (63)	26	41%	26	41%	32	51%	18	29%
Middle Tier 2 (63)	29	46%	29	46%	16	25%	26	41%
Middle At Risk for Tier 3 (63)	8	13%	8	13%	15	24%	19	30%
End Tier 1								

()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
<p>Beginning - Geometry is the weakest area. Instruction of this concept was interrupted by the COVID shutdown. Instruction this year will need to include Grade 4 concepts.</p> <p>Middle - The most increase occurred in Algebraic Concepts. Measurement also increased. Lower tier students would benefit from a planned intervention. In class instruction with teacher feedback will be helpful.</p>								

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT TWO
SCHOOLWIDE REFORM STRATEGIES**

Schoolwide reform strategies are implemented in order to:

1. Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
2. 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 a well-rounded education; (1114(b)(7)(A)(ii)

3. Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. (1114(b)(7)(A)(iii))

Please consider the following:

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

ELA

The *Maryland College and Career Ready Standards for ELA* is utilized for ELA instruction. In Fall 2020, the Superkids Reading Program by Zaner Bloser - 2017, was initiated for Kindergarten through Grade 2 ELA instruction. The *Treasure Series* from Macmillan McGraw-Hill continues as the core reading program during the language arts block for grades 3, 4 and 5. Evidence based strategies and best practices are the foundation of the instructional program. Reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, System 44, etc. are available. The Heggerty Phonemic Awareness is utilized daily in PreK - Grade 2. Other grade level materials utilized include ELA benchmark tests, *DIBELS 8 in Kindergarten - Grade 3*, *Superkids* online in Grades K- 2, *CommonLit* reading tool for informational and literary reading comprehension and fluency in Grades 3, 4 and 5.

Activities to meet identified needs are included in the table below:

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Lack of student achievement in reading based on results of screeners.	Reading Interventions Tutoring	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	Rewards Intervention - \$659.67
Students need reteach lessons,	Super Kids "Tuck-In" Lessons	DIBELS- Beginning, middle, and end of the year	Materials to make instructional

grades K-2.		assessments and progress monitoring	materials - \$882
Students need to increase comprehension skills and have experiences reading text online, grades 3-5.	Online Reading Experiences using Newsela and other web based programs	Reading Inventory- Beginning, middle, and end of the year assessments	36 Chromebooks - \$13,752 Computer cart - \$1,545 Starfall -\$270 Super Teacher Worksheets - \$350
Lack of reading materials and supplies for distance learning	Distribution of books and materials for parents to support students at home in distance learning	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	StoryWorks Magazine - \$700 Materials for hybrid learning - \$3,274.81 Materials for parents to use with their children at home - \$882
Increase opportunities to read text	Grade 2 Book Clubs for above, on and below readers	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	

MATH

The *Maryland College and Career Ready Standards for Math* is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards for Kindergarten and Grades 1-2. In Fall 2020 the Ready Math Classroom and i Ready Math Programs from Curriculum Associates were initiated for Grades 3, 4 and 5. The i Ready Math portion is also available for use in Kindergarten, Grade 1 and Grade 2. K- Grade 5 administer the i Ready Diagnostics three times per year. County math benchmarks are administered to PreK students. MCAP-like tasks created by the math specialists are available for students to use on a monthly basis.

Activities to meet identified needs are included in the table below:

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
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Individual students' needs based on 3 tiers and 4 domains	iReady learning pathways Math Solutions math instructional strategies Tutoring	iReady beginning, middle, and end of the year assessments	36 Chromebooks - \$13,752 Computer cart - \$1,545 Super Teacher Worksheets - \$350
At risk for tier 3, lack of student achievement in math domains	Small group learning for enrichment and/or intervention	iReady beginning, middle, and end of the year assessments	
Lack of math materials at home for online instruction	Distribution of math manipulatives for parents to use to support students with distance learning	iReady beginning, middle, and end of the year assessments	Materials for hybrid learning - \$3,274.81 Materials for parents to use with their children at home - \$882

ATTENDANCE NEEDS OF STUDENTS

Connectivity and distance learning have compounded attendance issues during COVID-19. Attendance is tracked on a daily basis and monthly reports are issued. School pupil service teams work with families to establish relationships and encourage attendance. Activities to meet identified needs are included in the table below:

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Lack of student attendance in distance learning	Attendance discussions during faculty and team meetings to monitor student attendance incentives Daily phone calls Mentoring and daily phone calls by school counselor	Monthly attendance data	

	Teacher meetings and phone calls to parents on a regular schedule		
Lack of connectivity	Hotspot Distribution	Monthly attendance data	

BEHAVIORAL SERVICES

Activities to meet identified needs are included in the table below:

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Observations of student behaviors and non-attendance during distance learning	Positive Behavior Intervention and Support incentives	Teacher observation and student participation	
Inappropriate virtual behaviors	Phone call by principal Online virtual PBIS matrix	Principal Log Parent communication log	
Tier 3 behaviors	Mentors Meetings with Behavior specialist Community Social Worker student meetings Health Department Counselor meetings	Teacher observation and student participation	
Need for metacognitive strategies	The school counselor shares strategies using the Dovetail Toolbox.	Monthly behavior data	N/A

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, Ready Math, and Superkids Reading. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math assessments, *DIBELS 8*, Heggerty Phonemic Awareness, and CommonLit, Reading Inventory and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement.

In the table below are additional Title I funded Professional Development activities that will support the implementation of the plan.

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Articulation Meetings	ELA/Math/PD	Grade level teams will share student progress and needs with the next grade level teachers	June 2020	Teachers Principal Specialists	Title I - Stipends - \$833 Materials - \$27
NEWSELA	ELA	Teachers in Grades 3, 4, and 5 will attend an online pd session to learn about the features of NEWSELA in	11/20/2020	NEWSELA staff	Local

		order to assist teachers in utilizing this resource more effectively to increase student achievement.			
Superkids Reading series	ELA	Teachers in K-2 will attend ongoing pd sessions to learn about the new reading series.	ongoing	Specialists Superkids staff	Local
i Ready and i Ready Classroom	Math	Teachers will attend online sessions to learn about the features of i Ready programs.	ongoing	Specialists Curriculum Associates staff	Local
The Distance Learning Playbook	ELA/Math	Powerpoint presentations on engaging tasks and feedback, assessment, and grading will be shared and discussed during faculty and/or team meetings.	January-February	Mrs. Dotson, Title I School Support Specialist	Title I District Wide Initiative

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2021
Transition reports provided by Head Start for entering Kindergarten students	May 2021
In person Pre-K and Kindergarten Parent interviews	September 8-9, 2020

	October 1-2, 2020
KRA Screening	Not given in 2020-2021
Virtual IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings	Fall 2020
Buster the Bus Program	Not available in online format
Joint registration with Head Start and Pre-K	April 2021
Transportation between Head Start and Pre-K	Ongoing
Open House Online, drive through and outdoor options were offered	September dates by grade
Articulation meetings between Pre-K and K	Spring 2021
Articulation meetings between K and Grade 1	Spring 2021
Articulation meetings between Grades 1-5	Spring 2021
Articulation meetings with middle school staff	Spring 2021
Data analysis meetings	Quarterly
Grade 5 middle school visitation	Virtual or in person
Annual Title I Meeting	week of September 8th

EVERY STUDENT SUCCEEDS ACT**PARENT, FAMILY AND STAKEHOLDER ENGAGEMENT**

The involvement of parents, families, community members and stakeholders is an important factor in providing for the success of students. 1114(b)(2)

The following persons were involved in planning the parent and family program for the 2020-2021 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Misty Dotson	Interim Principal
Sarah Kim	PTO President
Courtney Frost	PTO Vice President
Jodi Welsch	FSU Liaison/Community Partner/Parent
Carmen Bishop	Teacher
Janice Lewis	Teacher
Dave Buskirk	Teacher
Serena McCormick	Teacher
Carly McGann	Teacher
Shari Ross	Teacher

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**COMPONENT 3 B
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Educators in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward enhancing student performance especially during online learning. The Allegany County Public Schools' Parent/Family Engagement Policy is published and distributed in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent engagement plan. This plan is posted and also distributed to parents.

A Family Engagement Coordinator is on-site at Beall Elementary School for one day per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent/family engagement in the school as COVID restrictions permit.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach. (Section 1116)

Please consider the following:

- School Parent Compact
- How will parents, families and community members be involved in developing the schoolwide plan?
- How will teachers, principals and other school staff be involved in developing the schoolwide plan?

Strategies to Increase Parent Family Engagement
Provide parent training on the use of Schoology (online learning platform)
FEC phone calls to parents
Learning material pick ups

Facebook school page with school videos
Judy Center Family Nights for ELA, Math, health, crafts, and play groups
Monthly food giveaways from Western Maryland Food Bank
Free school lunches
Christmas Family support with food and gifts

I. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

- **Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**

Beall Elementary School strives to enhance family and community partnerships. We have seen an increase in our parent and community participation in the past three years. We have 3-5 parents attend a weekly parent workshop. Volunteer workshops were facilitated by our Family Engagement Coordinator, Laura Biser, are held every Wednesday until March. We have homeroom parents who help with bulletin boards, reading and math groups, and making and organizing classroom materials.

Community partnerships are important to the success of our students at Beall Elementary. We have a strong partnership with The University of Maryland Extension Office who provide programs on healthy living as well as STEM activities. Frostburg State University is an ever-present partnership that allows our students to benefit from walking field trips, visits from students from the Children's Literature Center, physical activity with PE students at FSU, and student interns in the classrooms. The Frostburg Lions partner with us to provide vision screenings for our primary students and peacebuilding activities with our intermediate students.

According to electronic sign-in and sign-in sheets at our parent/family engagement events for the 2019-2020 school year, we had the following attendance at events:

Back to School Night/Annual Meeting - 316

Parent Conference Days: October - 222, March - teachers held online conferences

Math Day - 128

ELA Night - cancelled due to COVID-19 restrictions and school closure

STEM Night - 59

Parent Advisory/ Title I Parent Committee 2020-2021

Name	Grade Level Representation	Position
Holly Harman	2nd and 5th	PAC Representative
Jodi Welsch	5th	PAC Alternate
Josh Schall	3rd	Parent
David McGann	4th	Parent
Doug Frost	1st	Parent
Eddie Kim	PK, K, 3rd, 4th	Parent
Laura Biser		Family Engagement Coordinator

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

Beall Elementary School’s PARENT / FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, Beall Elementary School's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

Beall Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent/family engagement, the staff at Beall Elementary welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

Beall Elementary School accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district's Parent/Family Engagement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on MCAP 2021.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making	Parent representatives on SIT and other decision -	Ongoing	Misty Dotson, Interim

➤ The School Improvement Plan (SIP) is developed with input from parents.	making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan.		Principal
➤ The SIP is available for parent review and input at any time.	A synopsis of the 4 Components is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	January 2021	Misty Dotson, Interim Principal
➤ The Parent/Family Engagement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May 2021	Misty Dotson, Interim Principal
➤ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	January 2021	Misty Dotson, Interim Principal
➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be	May 2021	Misty Dotson, Interim Principal

	submitted to the SIT for approval.		
II. Annual Meeting <ul style="list-style-type: none">➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	Information is shared by powerpoint presentation. Stipends \$ 1,610.24	week of September 8, 2020	Robert Stevenson, Principal Misty Dotson, Assistant Principal

III. Building Parental Capacity <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments. ➤ Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement. ➤ Educate school personnel on how to work with parents as equal partners in their child’s education. ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health 	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities.</p> <p>The following events are planned for this school year:</p>	October 2020	Misty Dotson, Interim Principal
	<p>Family Reading Day Materials \$699.88</p>	April/May 2021	Carmen Bishop, Dave Buskirk, ELA Team Chairs
	<p>Family Math Day Materials \$699.88</p>	February 12, 19, 2021	Janice Lewis, Math Team Chair
	<p>STEM Day Materials \$699.88</p>	January 29, 2021	Serena McCormick, STEM Team Chair
	<p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p>	Ongoing	Misty Dotson, Interim Principal
	<p>The following programs provide opportunities to increase parent/family engagement with accommodations for COVID:</p> <p>Judy Center - online Reading Nights, Math Nights, Nutrition Programs</p> <p>Health Department - Dental screening, flu shot,</p>	Ongoing	Misty Dotson, Interim Principal

<p>Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</p>	<p>COVID screening Lions Club - Vision screening Frostburg Public Library - Family Reading Day Daycare Program University of Maryland Extension Office - Grade 2 Health Program FSU Centre for Children's Literature - adopted school for 2020-21 books, recordings of readers posted on Schoology</p>		
<p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents.</p>	<p>Ongoing</p>	<p>Misty Dotson, Interim Principal</p>
<p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p>	<p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>Ongoing</p>	<p>Misty Dotson, Interim Principal</p>

IV. Review the Effectiveness ➤ The effectiveness of the school's parental/family engagement activities will be reviewed.	Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The Leadership Team reviews the effectiveness of the parental/family engagement activities.	May 2020	Misty Dotson, Interim Principal
V. Joyce Epstein's Third Type of Parent Involvement ➤ Volunteering	Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones cancelled due to COVID -Weekly Volunteer Workshops with Family Engagement Coordinator cancelled due to COVID -School Leadership Teams online -Classroom Activities Online FSU Centre for Children's Literature	Ongoing	Misty Dotson, Interim Principal Laura Biser, Family Engagement Coordinator

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 4
COORDINATION AND INTEGRATION OF
FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
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Health care	ACPS Allegany County Commissioners	The school nurse provides health support to students and their families. CHOW Community Health Outreach Worker works 4 days per week with in person learning. University of Maryland Extension Program teaches healthy eating and exercising.
Health care	Allegany County Health Department	Additional community health workers are provided to serve schools during health crisis.
Mental Health Support	ACPS Social Workers	Social workers provide counseling and make referrals for students and families in need.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Social, personal, or academic support	School Counselor	School counselor provides weekly lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, mindfulness or Second Step lessons.
Tutoring program	Teachers	Provide extended learning time for identified students.
Extended learning time targeting students with low academic achievement	Teachers	Tutoring and afternoon sessions with identified students
Before and after school daycare	Daycare Program	Assist parents with daycare needs
Differentiated instruction	Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning opportunities.
Small group instruction	Instructional Assistants Special Education teachers	Instructional assistants and the special education teacher use breakout rooms for online instruction or small groups to reinforce, practice or enrich skills and content.
Inclusion in general education classes	Instructional Assistants, Special Education	Instructional assistants and the special education teacher collaborate with the classroom teacher to meet the needs of all learners in the

	Teachers, Classroom Teachers	regular classroom setting.
Extended learning time for identified special education students	Special Education Staff	Summer school programs are offered to identified IEP students at various locations.
Assistance to families based on identified needs	Pupil Services Team	The team meets weekly to identify students and/or families in need of services.
Dental screening	Allegany County Health Department	Students are provided with dental screenings and sealants depending upon COVID-19 practices.
Vision screening	Lions Club	Lions Club provides the screening depending upon COVID-19 practices.
Social and emotional support	Allegany County Health Department, outside agencies Community Social Worker	Mental health counselors schedule appointments with identified students. Social worker works with students one day per week
Behavior and academic support	LAP Coordinator	The Learning Assistance Program provides students with time out of the regular classroom with staff to complete problem solving plans in order to assist students.
Behavior support	School staff	Positive Behavior Intervention and Support strategies are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized providing reinforcement to students.
Check-In/Check-Out	Assigned Staff Members	Students needing additional behavioral support are identified based on discipline data. The check-in with an assigned mentor in the morning

		and check-out with that person or another staff member at the end of the day. Participating students self-monitor their behaviors using checklists throughout the school day.
Nutrition support	ACPS Food Services	ACPS is providing free lunches to all families during the COVID-19 emergency.
Clothing	Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	ACPS Community groups	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Allegany County Library	Library Representative, Action Teams	The Allegany County Library provides free online tutoring, databases for research, online books, and library cards to all ACPS students.
Opportunities to discuss progress of child	ACPS	Parent Conferences are held online on October 1-2 and March 10-11 from 12:30-3:00 PM.
Reading intervention programs	Reading intervention staff	ERI, Foundations, Read Naturally, SRA, Wilson are offered based on identified student need.
Identification of student areas of need	Teachers Specialists	Online diagnostic testing in math and ELA
Career and Technical Education Programs	School Counselor or Assigned Staff Person or Team	Career Day is held depending upon COVID-19 restrictions.
Opportunity to address student educational needs	ACPS	ICT and data analysis meetings are held to identify student needs and plan instruction.
Drug awareness	Frostburg City Police Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase awareness about the use of drugs and provide strategies to resist use of drugs.

Math intervention program	Math Specialist, Teachers	iReady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Assistance to families of children birth- age 5	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs online. The Judy Center also holds monthly playgroups for birth-age 6 students focused on ELA, Math, Health and Fine Arts.
Resources to support homeless students	Special Education Title I	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	Frostburg City Police	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 21

FY 21 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	Title IV Funds	Local Funds	Judy Center	Other Funding
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						Source
Professional Development	\$860	\$973.67	ASCA membership - \$164 Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day /School Year						
Materials of Instruction	\$21,433.48			\$27,283	\$96,113	
Salaries / Fixed	\$107,509.02 / \$59,067.48				\$128,226 / \$47,504	
Parent / Family Engagement	\$3,010					
Equipment				Repair - \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245		\$36,749	
Consumable				\$7,164		
Office				\$3,417		
Other			Fixed - \$607.20, \$6.87	Operations - \$1,125	\$15,708	

Title I Budget 2020 – 2021

Instructional Program: \$21,433.48**Materials****\$17,686.48**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	36 Chromebooks	36 x \$382	\$13,752	FARMS Special Education
Math/ELA	Voyager Sopris Rewards Intervention materials	6 sets @ \$99.95 = \$599.70 =\$59.97 S/H	\$659.67	FARMS Special Education

Equipment (over \$1,500)**\$1,545**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Computer cart	\$1,545	\$1,545	FARMS Special Education

FEC Materials**\$882**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to make classroom materials	\$882	\$882	FARMS Special Education

Subscriptions**\$1,320**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Starfall	\$270	\$270	FARMS Special Education
ELA	Story Works	Grade 3 - \$700	\$700	FARMS Special Education
Math/ELA	Super Teacher Worksheets	\$350	\$350	FARMS Special Education

Title I Budget 2020 – 2021

Professional Development: \$860**Stipends / Substitutes****\$833**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
PD	Articulation substitutes for meetings	8.5 subs x \$98	\$833	FARMS Special Education

Hourly Stipends: Teaching- \$25.16Non-Teaching- \$23.78Substitutes: 4 Year- \$98.00 2 Year - \$88**Materials****\$27**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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PD	Materials to support articulation meetings	Markers, chart paper, post it notes	\$27	FARMS Special Education
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Title I Budget 2020 – 2021

Parent/Family Engagement: \$3,010**Stipends****\$1,610.24**

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent /Family Engagement	Back to School Night	32 teachers x 2 hours x \$25.16	\$1,610.24	FARMS Special Education

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Materials**\$1,399.76*****Food Allowance – 10% = \$139.97**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	STEM / Math Day materials for parent events		\$699.88	FARMS Special Education
Parent/Family Engagement	ELA Day materials for parent events		\$699.88	FARMS Special Education