

**School:** Cash Valley

### **Title I Schools – Four Components 2020-2021 (Health 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 Four Components section 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 are at-risk of failing, of meeting these standards.

#### **Component 2 - SCHOOLWIDE REFORM STRATEGIES**

Identify 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, early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; and strategies for assisting preschool children in the transition from early childhood programs to local elementary programs.

#### **Component 3A - 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.

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**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.

<b>ALLEGANY COUNTY PUBLIC SCHOOLS</b> <b>ONE</b> <b>EVERY STUDENT SUCCEEDS ACT</b>	<b>COMPONENT</b>  <b>COMPREHENSIVE NEEDS ASSESSMENT</b>
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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?

2020-2021 ELA Data Summary

2020-2021 DIBELS 8 - Kindergarten						
	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 (33)	15	45%	7	21%	11	33%
Middle of the Year ()						
End of the Year ()						
Summary						

2020-2021 DIBELS 8 - Grade 1						
	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 (32)	15	47%	2	6%	15	47%
Middle of the Year ()						
End of the Year ()						
Summary						

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 (34)	15	44%	6	18%	13	38%
Middle of the Year ()						
End of the Year ()						

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2020-2021 Commonlit - Grade 3								
	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# 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 (23)	6	26%	10	43%	4	17%	3	13%
Middle of Year ()								
End of Year ()								
Summary								

2020-2021 Commonlit - Grade 4								
	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# 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 (28)	9	32%	11	39%	4	14%	4	14%
Middle of Year ()								
End of Year ()								
Summary								

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2020-2021 Reading Inventory Grade 4								
	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 (30)	3	10%	11	37%	9	30%	7	23%
Middle of Year()								
End of Year ()								
Summary								

2020-2021 Commonlit Grade 5								
	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# 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 (35)	9	26%	17	49%	4	11%	5	14%
Middle of Year ()								
End of Year ()								
Summary								

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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 (35)	8	23%	5	14%	10	29%	12	34%
Middle of Year ()								
End of Year ()								
Summary								

2020-2021 Math Data Summary

2020-2021 i-Ready Math Diagnostic Data - Kindergarten						
	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>

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Beginning of the Year (26)	7	27%	21	81%	0	0%
Middle of Year ()						
End of Year ()						
Summary						

Domain Diagnostic Data - Kindergarten								
	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 (29)	6	21%	6	21%	11	38%	12	41%
Beginning Tier 2 (29)	23	79%	23	79%	18	62%	17	59%
Beginning At Risk for Tier 3 (29)	0	0%	0	0%	0	0%	0	0%
Middle Tier 1 ()								
Middle Tier 2 ()								
Middle Tier 3 ()								
End Tier 1 ()								



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End Tier 2 ( )								
End Tier 3 ( )								
Summary								

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 the Year (41)	23	56%	16	39%	2	5%
Middle of the Year ( )						
End of the Year ( )						
Summary						

Domain Diagnostic Data - Grade 1				
	Number Sense	Algebra	Measurement	Geometry

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<b>(# tested)</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Beginning Tier 1 (42)	29	69%	30	71%	21	50%	19	45%
Beginning Tier 2 (42)	10	24%	10	24%	18	43%	20	48%
Beginning At Risk for Tier 3 (42)	3	7%	2	5%	3	7%	3	7%
Middle Tier 1 ()								
Middle Tier 2 ()								
Middle Tier 3 ()								
End Tier 1 ()								
End Tier 2 ()								
End Tier 3 ()								
Summary								

<b>2020-2021 i-Ready Math Diagnostic Data - Grade 2</b>						
	<b>Tier 1</b>		<b>Tier 2</b>		<b>At Risk for Tier 3</b>	
<b># tested</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Beginning of the Year (25)	6	24%	12	48%	7	28%

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Middle of the Year ( )						
End of the Year ( )						
Summary						

Domain Diagnostic Data - Grade 2								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (26)	6	23%	11	42%	6	23%	8	31%
Beginning Tier 2 (26)	14	54%	11	42%	13	50%	8	31%
Beginning At Risk for Tier 3 (26)	6	23%	4	15%	7	27%	10	38%
Middle Tier 1 ( )								
Middle Tier 2 ( )								
Middle Tier 3 ( )								
End Tier 1 ( )								
End Tier 2 ( )								
End Tier 3 ( )								

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Summary								

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 the Year (35)	4	11%	15	43%	16	46%
Middle of the Year ( )						
End of the Year ( )						
Summary						

Domain Diagnostic Data - Grade 3								
	Number Sense		Algebra		Measurement		Geometry	
<b>(# tested)</b>	<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 (38)	5	13%	6	16%	6	16%	8	21%
Beginning Tier 2 (38)	24	63%	21	55%	19	50%	12	32%
Beginning	9	24%	11	29%	13	34%	18	47%

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At Risk for Tier 3 (38)								
Middle Tier 1 ()								
Middle Tier 2 ()								
Middle Tier 3 ()								
End Tier 1 ()								
End Tier 2 ()								
End Tier 3 ()								
Summary								

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 the Year (30)	7	23%	16	53%	7	23%
Middle of the Year ()						
End of the Year ()						
Summary						

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Domain Diagnostic Data - Grade 4								
	Number Sense		Algebra		Measurement		Geometry	
<b>(# tested)</b>	<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 (31)	13	42%	10	32%	8	26%	6	19%
Beginning Tier 2 (31)	10	32%	12	39%	14	45%	12	39%
Beginning At Risk for Tier 3 (31)	8	26%	9	29%	9	29%	13	42%
Middle Tier 1 ()								
Middle Tier 2 ()								
Middle Tier 3 ()								
End Tier 1 ()								
End Tier 2 ()								
End Tier 3 ()								
Summary								

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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 the Year (38)	8	21%	21	55%	9	24%
Middle of the Year ( )						
End of the Year ( )						
Summary						

Domain Diagnostic Data - Grade 5								
	Number Sense		Algebra		Measurement		Geometry	
<b>(# tested)</b>	<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(38)	13	34%	12	32%	10	26%	6	16%
Beginning Tier 2 (38)	19	50%	18	47%	13	34%	12	32%
Beginning At Risk for Tier 3 (38)	6	16%	8	21%	15	39%	20	53%
Middle Tier 1 ( )								

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Middle Tier 2 ( )								
Middle Tier 3 ( )								
End Tier 1 ( )								
End Tier 2 ( )								
End Tier 3 ( )								
Summary								

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

**COMPONENT TWO  
SCHOOLWIDE REFORM**

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?

**English Language Arts (ELA)**



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The Maryland College and Career Ready Standards for English Language Arts is the basis for 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 for grades 3, 4, and 5. Evidence-based strategies and best practices are the foundation of the instructional program. Reading intervention programs (ERI, Read Naturally, SRA, Foundations, Wilson Reading, System 44, etc.) are available for individualized learning support. The Heggerty Phonemic Awareness program and assessment is implemented in prekindergarten. Other grade level assessments utilized include ELA benchmark tests, DIBELS 8 (kindergarten through grade 3), Superkids online (grades K-2), and CommonLit, a reading tool for informational, literary reading comprehension, and fluency (grades 3-5). Activities to meet identified needs are included in the table below:

<b>Identification of Problem and Supporting Data</b>	<b>Evidence-Based Strategy</b>	<b>How will the success of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>
Lack of student achievement in reading based on results of screeners	Reading Interventions	DIBELS - beginning, middle, and end of year assessments and progress monitoring	N/A
Students need reteach lessons (grades K-2)	Super Kids “Tuck-In” Lessons	DIBELS - beginning, middle, and end of year assessments and progress monitoring	N/A
Need for increase of student comprehension skills and experiences reading text online (grades 3-5)	Online Reading Experiences	Reading Inventory - beginning, middle, and end of year assessments	Title I - Web-Based Subscriptions (\$7,469.00)
Lack of reading materials and supplies for distance learning	Distribution of books and materials for parents to support students at home during distance learning	DIBELS and Reading Inventory - beginning, middle, and end of year assessments	Title I - Materials to Support Distance Learning in ELA/ Math (\$1,005.43)
Students need reteach and/or enrichment lessons (3-5)	Small group learning for enrichment and/or reteach activities during virtual breakout rooms sessions	Common Lit and/or Reading Inventory - beginning, middle, and end of year assessments	Title I - Scholastic Subscription (\$1,699.50) Title I - ELA/Math Supplemental

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			Curriculum (\$2,390.93) Title I - Laminating Film (\$166.00) Title I - Materials Created for Instruction (card stock, paper, and supplies) ( \$422.00)
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**MATH**

The Maryland College and Career Ready Standards the basis for math instruction. The 2012 enVISION series by Pearson is implemented as the core program and is based on the NCTM Standards for grades K-2. In Fall 2020 the Ready Math Classroom and i-Ready Math programs from Curriculum Associates were initiated for grades 3-5. A portion of i-Ready Math is also available for use in grades K-2. The i-Ready diagnostics are administered three times per year in grades K-5. County math benchmarks are also completed by prekindergarten students. MCAP-like tasks created by the district 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
Individual students’ needs based on the three tiered assessments that include the four math domains	i-Ready Learning Pathways	i-Ready beginning, middle, and end of year assessments	N/A
Lack of student achievement in math domains, at-risk for tier 3	Small group learning for enrichment and/or intervention in virtual breakout room sessions	i-Ready beginning, middle, and end of year assessments	Title I - ELA/Math Supplemental Curriculum Materials (\$2,390.93) Title I - Laminating Film (\$166.00) Title I - Materials Created for Instruction (card stock, paper, and supplies) (\$422.00)
Lack of math materials at home for online instruction	Distribution of math manipulatives for parents to use to support students with distance learning	i-Ready beginning, middle, and end of year assessments	Title I - Materials to Support Distance Learning in ELA/Math (\$1,005.43)

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### **ATTENDANCE NEEDS OF STUDENTS**

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

<b>Identification of Problem and Supporting Data</b>	<b>Evidence-Based Strategy</b>	<b>How will the success of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>
Lack of student attendance during distance learning	Attendance discussions during pupils service, faculty and team meetings to monitor student attendance	Monthly Attendance Data	N/A
Lack of connectivity	Hotspot Distribution	Monthly Attendance Data	N/A

### **BEHAVIORAL SERVICES**

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

<b>Identification of Problem and Supporting Data</b>	<b>Evidence-Based Strategy</b>	<b>How will the success of this strategy be evaluated?</b>	<b>Title I Funding Needed to Implement Strategy</b>
Observations of student behaviors and non-attendance during distance learning	Positive Behavior Intervention and Support Activities	Teacher observation and student participation	N/A

### **PROFESSIONAL DEVELOPMENT**

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, Ready Math, and Superkids Reading Program. These professional development initiatives continue with the school-level teams. 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 Common Lit, Reading Inventory, unit tests, etc.) are analyzed to monitor student progress and drive instructional changes. The goal of professional

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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**

<b>Activity</b>	<b>SIP Alignment</b>	<b>What How Content/Process</b>	<b>Date(s)</b>	<b>Presenters</b>	<b>Funding Source</b>
Vertical Team Planning	ELA/Math	Teachers will reflect on curriculum and best practices	April, May	Dr. Stevenson, ELA/Math Specialists	Title I - Vertical Team Meetings (\$25.16 rate x 1 hour x 20 teachers = \$503.20)
Professional Learning Communities (PLCs)	ELA/Math	Additional books purchased to supplement ongoing PLCs	April, May	Dr. Stevenson Action Team Chairs	Title I - Books (\$128.80)
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	Dr. Stevenson, Laura Michael, Title I School Support Specialist	Title I District Wide Initiative

**STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS**

<b>PROGRAM</b>	<b>DATE/TIMELINE</b>
Meetings with Head Start and Prekindergarten Teachers	April/May 2021
Transition reports provided by Head Start for entering kindergarten students	May 2021

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In person prekindergarten and kindergarten parent interviews	September 8-9, 2020 October 1-2, 2020
KRA Screening	Not Administered 2020-2021
Virtual IEP meetings	Ongoing
Prekindergarten and kindergarten orientation meetings	Fall 2020
Buster the Bus Program	Not Available (Virtual Learning) 2020-2021
Joint registration with Head Start and prekindergarten	April 2021
Transportation between Head Start and prekindergarten	Ongoing
Meet the Staff online and outdoor options	September 2020
Articulation meetings between Head Start, prekindergarten, and kindergarten	Spring 2021
Articulation meetings between kindergarten and grade 1	Spring 2021
Articulation meetings between grades 1-5	Spring 2021
Articulation meetings between grade 5 and middle school staff	Spring 2021
Data analysis meetings	Quarterly
Grade 5 middle school visitation	Virtual/In-Person May 2021
Annual Title I Meeting/Meet the Staff event	September 10, 2020

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

**COMPONENT 3A  
PARENT, FAMILY AND STAKEHOLDER**

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

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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 educators, school staff, administrators, tribal representatives, if applicable, community members, stakeholders, LEA representative, and technical assistance providers.

Name	Role
Dr. Lisa Stevenson	Principal
Laura Michael	Title I School Support Specialist
Laura Biser	Family Engagement Coordinator
Becky Murphy, Beth Schramm, Tara Rowley	ELA/Social Studies Team Chairs
Jim O'Neal, Eileen McCann, Colleen Jones-Greig	Math/Science Team Chairs
Jill Robertson, Amy Rice, Eric Follett	Technology/STEM Team Chairs
Amy Eber, Linda Lewis, Karina Paton	Culture/Climate Team Chairs
Tiffanie Hardman, Chris Sibley	Early Childhood Teachers
Krista Trenum, Leslie Roser	ELA and Math Specialists
Missy Krukowsky	Reading Intervention Teacher
Jennifer Rinker	Parent
Angelina Robinson	Paraprofessional
John Robinson	Community/Business Member

<b>ALLEGANY COUNTY PUBLIC SCHOOLS 3B EVERY STUDENT SUCCEEDS ACT ENGAGEMENT</b>	<b>COMPONENT  STRATEGIES TO INCREASE PARENT AND FAMILY</b>
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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. This policy is posted on the Title I bulletin board and/or in the parent resource center. Each school, in conjunction with the Title I Parent Committee, develops a Parent Engagement Plan. This plan is also posted and distributed to parents.

A Family Engagement Coordinator is on-site at Cash Valley Elementary School two days per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individualized communication. The Family Engagement Coordinator works with school administrators to build a strong parent program and enthusiasm for parent/family engagement in the school as the health pandemic 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 that 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)- September 1-2, 2020
Ongoing support with Schoology (intervention break out sessions, online assessments, engagement strategies, etc.)
Family Engagement Coordinator reaches out to underserved families by making phone calls.
Action Teams are planning virtual and to-go parent activities.

**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.**

Cash Valley celebrates family, and our school motto is “Every Connection Counts”, including all students, staff, parents, family, and community members.

- Despite the health pandemic, parent programs will continue to be offered virtually, socially distanced, or in-person to meet the needs of students and

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families in 2020-2021. Schoology Training for Parents was held on September 1-2, and Meet the Staff/Annual Title I Meeting was held on September 10, 2020. Both were well attended. Parents were invited to an outdoor session to receive materials and to meet staff members. In addition, each academic action team, ELA/Social Studies, Math/Science, and Technology/STEM, will host a family event. Special grade level activities will also continue to be held. We will work to effectively reach out to parents of English Learners and hard to reach parents to invite them to these events.

- Weekly workshops are scheduled each Tuesday and are typically facilitated by the family engagement coordinator, Laura Biser. Volunteer workshops are not possible at this time due to the COVID-19 pandemic. The family engagement coordinator will assist the school in planning and preparing for events and for safe distribution of materials. She will also assist in collecting documentation and in communication with parents.
- Masonic Potomac Lodge partnership continues to support attendance initiatives, and partnerships with Potomac State College (Super Science Week) and AES Warrior Run will be explored. Evergreen for in-school veggies and Lions Club collaboration are other partnerships being explored.
- Cash Valley welcomes parents, families, and community members because we believe “Every Connection Counts!”

**Parent Advisory/Title I Parent Committee 2020-2021**

<b>Name</b>	<b>Grade Level Representation</b>	<b>Position</b>
Lisa Stevenson	All	Principal
TBD	All	Assistant Principal
Shawn Golden-Llewellyn	All	PAC Representative
Jennifer Rinker	All	Alternate PAC Representative
Penny Gary	Prekindergarten	Parent
Amanda Wiseman	Kindergarten	Parent
Corrine Wills	Grade 1	Parent
Jill Fradiska	Grade 2	Parent
Melissa Savage	Grade 3	Parent
Jessica Wagoner	Grade 4	Parent
Jennifer Rinker	Grade 5	Parent
Laura Biser	Title I	Family Engagement Coordinator
Laura Michael	Central Office	Title I School Support Specialist



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**CASH VALLEY PARENT / FAMILY ENGAGEMENT PLAN**

**Expectations**

As a schoolwide Title I school, the Cash Valley Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

Cash Valley recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in the school. To promote effective parent/family engagement, the staff at Cash Valley welcomes and encourages parents and community members to participate 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

Cash Valley accepts the Allegany County Public Schools Parent Involvement Policy and has aligned the 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, understanding academic standards, and 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			

School: Cash Valley

<ul style="list-style-type: none"> <li>➤ The School Improvement Plan (SIP) is developed with input from parents.</li> <li>➤ The SIP is available for parent review and input at any time.</li> <li>➤ The Parent/Family Engagement Plan is developed with input from parents.</li> <li>➤ The Parent/Family Engagement Plan is distributed to all parents.</li> <li>➤ With parent contributions, a written School Parent Compact is created supporting instruction that is signed by teachers, parents, and students.</li> </ul>	<p>Parents are invited, during the annual meeting, to provide input into the plan. Input is also requested in monthly principal newsletters.</p> <p>A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>The Leadership/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 Leadership/SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families in the <i>Cash Valley Connection</i> after the Central Office has approved the SIP.</p> <p>In September, parents of all students will have an opportunity to review the compact and provide feedback. Comments will be discussed and revisions made as needed. The final compacts will be submitted to the Leadership/SIT for approval.</p>	<p>Annual Meeting, September, Ongoing</p> <p>January, Monthly</p> <p>Annual Meeting, September, Ongoing</p> <p>January</p> <p>Annual Meeting, September</p>	<p>Lisa Stevenson, Principal</p> <p>Lisa Stevenson, Principal Erin Foutz, Secretary</p> <p>Lisa Stevenson, Principal</p> <p>Lisa Stevenson, Principal</p> <p>Lisa Stevenson, Principal</p>
<p><b>II. Annual Meeting</b></p> <ul style="list-style-type: none"> <li>➤ School holds parent meetings at least annually to inform parents of the school's role in implementing Title I, parent's rights, and ways the school will provide for parental/family engagement.</li> </ul>	<p>Information is shared by a PowerPoint presentation during the annual meeting. It is also shared in the monthly principal newsletters.</p> <p>Title I Budget: teacher stipends, \$1,006.40</p>	<p>September 10, 2020</p>	<p>Lisa Stevenson, Principal</p>
<p><b>III. Building Parental Capacity</b></p>			

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<p>➤ Provide assistance to parents in understanding the state’s academic content standards and student academic achievement standards, along with state and local academic assessments.</p>	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Annual Meeting/Meet the Staff Night, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p>	<p>October 2020</p>	<p>Lisa Stevenson, Principal Classroom Teachers</p>
<p>➤ Provide materials and parent training/workshops to help parents improve their children’s academic achievement.</p>	<p>The following events are planned for this school year:</p> <ul style="list-style-type: none"> <li>• Math Matters (Geometry)</li> <li>• ELA Today and Everyday (theme)</li> <li>• Technology/STEM All In (computer science)</li> </ul> <p>Title I Budget: Materials for 3 activities x \$346.96= \$1,040.89 and Refreshments for Parent Events, \$164.71</p>	<p>TBD</p>	<p>Lisa Stevenson, Principal Math/Science Team ELA/Social Studies Team STEM/Technology Team</p>
<p>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</p>	<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>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Math/Science Team ELA/Social Studies Team STEM/Technology Team</p>
<p>➤ Coordinate and integrate programs to increase parent involvement, such as the Judy Center and other community resources, along with the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</p>	<p>The following programs provide opportunities to increase parent/family engagement:</p> <ul style="list-style-type: none"> <li>• Kids Korner Childcare coordinates special programs with the school community.</li> <li>• Allegany County Health Department organizes dental and flu vaccine clinics.</li> <li>• Family Support Services provide information and sessions for families with students with disabilities.</li> </ul>	<p>TBD</p>	<p>Lisa Stevenson, Principal</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. Cash Valley Connection newsletters, Blackboard Connect mass notification phone calls, Schoology posts, texts, emails, Dojo classroom, communicator folders, assignment books, and outdoor signage enhance communication with</p>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Laura Biser, Family Engagement Coordinator</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>parents. Family engagement coordinator reaches the community by phone.</p> <p>Translated documents are provided on an as needed basis. Language interpreters are used for school conferences. Reasonable requests for transportation and childcare may be provided. The Family Engagement Coordinator assists as requested.</p>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Laura Biser, Family Engagement Coordinator</p>
<p><b>IV. Review the Effectiveness</b></p> <p>➤ The effectiveness of the school’s parental/family engagement activities will be reviewed.</p>	<p>Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The leadership and action teams review the effectiveness of the parental/family engagement activities. A Mid-Year monitoring meeting offers parents the opportunity to provide input.</p>	<p>Annual Meeting, September, Ongoing, January</p>	<p>Lisa Stevenson, Principal Laura Biser, Family Engagement Coordinator Laura Michael, Title I Specialist</p>
<p><b>V. Joyce Epstein’s Third Type of Parent Involvement</b></p> <p>➤ Volunteering</p>	<p>Parents are given the opportunity to volunteer in a variety of ways (currently on hold due to health metrics):</p> <ul style="list-style-type: none"> <li>• Weekly Volunteer Workshops (Family Engagement Coordinator)</li> <li>• School Leadership/SIT and Action Teams</li> <li>• Outdoor School</li> <li>• Super Science Week</li> <li>• Guest Readers</li> <li>• Classroom Activities</li> <li>• Lego League</li> </ul>	<p>Tuesdays, Ongoing</p>	<p>Laura Biser, Family Engagement Coordinator Lisa Stevenson, Principal</p>

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**EVERY STUDENT SUCCEEDS ACT PROGRAMS**

**COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND**

The school and community provide many additional services for students who are experiencing difficulties, including Head Start, nutrition programs, housing programs, violence prevention, adult education programs, and career and technical education programs. The school implements 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 Providers	Service Explanation
Healthcare	ACPS	The school nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Social, Personal, or Academic Support	School Counselor	The 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.
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 Classroom 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 Teachers Classroom Teachers	Instructional assistants and the special education teacher collaborate with the classroom teacher to meet the needs of all learners in the regular classroom setting.
Extended Learning Time (Identified Special Education Students)	Special Education Staff	Summer school programs are offered to 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 health pandemic protocol.

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Vision Screening	Lions Club	Lions Club provides the screening depending upon health pandemic protocol.
Social and Emotional Support	Allegany County Health Department Outside agencies	Mental health counselors schedule appointments with identified students.
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. Students 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 health pandemic 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 Child's Progress	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	Reading intervention programs (ERI, Foundations, Read Naturally, SRA, Wilson) are offered based on identified student need.
Identification of Student Areas of Need	Teachers Specialists	Online diagnostic testing is administered in math and ELA.
Career and Technical Education Programs	School Counselor Assigned Staff/Team	Career Day is held depending upon health pandemic restrictions.

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Opportunity to Address Student Educational Needs	ACPS School-based Teams	ICT and data analysis meetings are held to identify student needs and plan instruction.
Drug Awareness	Cumberland 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	i-Ready Math evaluates student needs in math support and creates a learning pathway for students to follow online.
Assistance to Families of Young Children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs online.
Resources to Support Homeless Students	Special Education Title I	Title I funding provides homeless students with financial assistance to enable them 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 adult educational experiences..
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School resource officers are assigned to schools.

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.

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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 FY21.

**FY21 Coordination of Funding Sources**

<b>Activity</b>	<b>Title I Funds</b>	<b>Title II Funds</b>	<b>Title IV Funds</b>	<b>Local Funds</b>	<b>Judy Center</b>	<b>Other Funding Source</b>
Professional Development	\$632	\$973.67	ASCA membership - \$164 Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day/School Year						
Materials of Instruction	\$13,152.86			\$17,070		
Salaries/Fixed	\$118,224.12/ \$62,066.33					
Parent/Family Engagement	\$2,212					
Equipment				Repair \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245			
Consumable				\$4,230		
Office				\$2,476		



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Other			Fixed - \$607.20, \$6.87	Operations - \$1,275		
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Title I Budget 2020 – 2021

**Instructional Program: \$13,152.86**

**Materials**

**\$3,396.36**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	ELA and Math Supplemental Curriculum Materials		\$2,390.93	SPED/FARMS
Math ELA	Materials to Support Virtual Learning		\$1,005.43	SPED/FARMS

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

**\$0**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA				

**FEC Materials**

**\$588.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math Science	Laminating Film		\$166.00	SPED/FARMS
ELA Math Science	Card Stock, paper, and supplies to create materials for instruction		\$422.00	SPED/FARMS

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**Subscriptions**

**\$1,699.50**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Scholastic Subscriptions	\$8.25 x 206 students	\$1,699.50	SPED/FARMS

**Web-Based Subscriptions**

**\$7,469.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math Science	Freckle	125 Student Subscriptions	\$3,280.00	SPED/FARMS
Science	Mystery Science	School Subscription	\$1,000.00	SPED/FARMS
ELA	Edmark	20 Student Subscriptions	\$1,200.00	SPED/FARMS
ELA Math Science	Boardmaker Online	1 Classroom Subscription	\$200.00	SPED/FARMS
ELA Math Science	Scotpad	2 Classroom Subscriptions	\$584.00	SPED/FARMS
ELA	Reading Kingdom	40 Student Subscriptions	\$800.00	SPED/FARMS
Science	Brain Pop	1 Classroom Subscription	\$405.00	SPED/FARMS

Title I Budget 2020 – 2021

**Professional Development: \$632.00**

**Stipends / Substitutes**

**\$503.20**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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Math ELA	Vertical Team Planning	\$25.16 rate x 1 hour x 20 teachers	\$503.20	SPED/FARMS
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Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Substitutes: 4 Year- \$98.00 2 Year - \$88

**Materials**

**\$128.80**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math Science	PLC Books		\$128.80	SPED/FARMS

**Contracted Services**

**\$0**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA				

Budget 2020 – 2021

**Parent/Family Engagement: \$2,212.00**

**Stipends**

**\$ 1,006.40**

SIP Section	Budget Item Description	Calculate Cost by	Total	SIP Alignment to Identified
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**School:** Cash Valley

		Category		Subgroup/ Need
Parent/Family Engagement	Meet the Teacher Night	\$25.16 rate x 2 hours x 20 teachers	\$1,006.40	SPED/FARMS

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

**Materials**

**\$1,205.60 \*Food Allowance – 10% = \$120.56**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Materials for Parent and Family Engagement Activities: -ELA/Social Studies -Math/Science -Technology/STEM	\$346.96 x 3	\$1,040.89	SPED/FARMS
Parent/Family Engagement	Refreshments for Parent Events	\$164.71	\$164.71	SPED/FARMS

**Subscriptions**

**\$0**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement				

**Contracted Services**

**\$0**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

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Math ELA				
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