

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?

2020-2021 ELA Data Summary

Cresaptown Elementary

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 (32)	10	31%	6	19%	16	50%
Middle of Year (31)	9	29%	3	10%	19	61%
End of Year ()						
Summary	-1	-2%	-3	-9%	+3	+11%
Beginning - 50% of students need intensive interventions focusing on letter naming and phonemic awareness.						
Middle - The number of intensive students increased by 3. Letter Naming Fluency is a weak category.						

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 (47)	16	34%	8	17%	23	49%
Middle of Year (47)	17	36%	9	19%	21	45%
End of Year ()						
Summary	+1	+2%	+1	+2%	-2	-4%
<p>Beginning - Almost half of the students need intensive intervention focusing on phonemic awareness, and alphabetic principle based on nonsense word fluency scores.</p> <p>Middle - The number of Intensive students was reduced by 2. Word Reading and Oral Reading Fluency areas need to be strengthened.</p>						

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 (41)	20	49%	11	27%	10	24%

Middle of Year (19)	1	5%	4	21%	14	74%
End of Year ()						
Summary	-19	-44%	-7	-6%	+4	+50%

Beginning - ¼ of students need intensive support in decoding and fluency.
 Middle - The students who were tested need remediation in Nonsense word fluency, and oral reading fluency. A strong phonics intervention program is indicated.

2020-2021 DIBELS 8 – Grade 3						
(# tested)	Core		Strategic		Intensive	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (15)	4	27%	2	13%	9	60%
Middle of Year (11)	2	18%	0	0%	9	82%
End of Year ()						
Summary	-2	-9%	-2	-13%	0	+22%

Beginning- Interventions are needed to increase fluency and comprehension.
 Middle - 9 students who were tested remain at the Intensive level. Oral reading fluency needs to be developed.

2020-2021 Reading Inventory Grade 3

	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 ()								
Middle of year (42)	5	12%	16	38%	6	14%	15	36%
End of Year ()								
Summary								
Beginning- Not Given Middle - 50% of students are proficient or advanced. Approximately 1/3 of readers are at the Below Basic level.								

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 (50)	7	14%	8	16%	17	34%	18	36%
Middle of			12	27%	32	73%		

year (44)								
End of Year ()								
Summary								
Beginning- 70% of students are below proficient. Interventions need to focus on decoding, vocabulary and comprehension. Middle- 12 students met their expected growth goal and 32 did not.								

2020-2021 Phonics Screener Grade 4								
	Advancing Decoder		Developing Decoder		Beginning Decoder		Pre-Decoder	
(# 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 (15)	1	7%	4	27%	8	53%	2	13%
Middle of year ()								
End of Year ()								
Summary	The highest at risk readers show that decoding skills are a weakness for 66% of students							

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 (43)	8	19%	13	30%	13	30%	9	21%
Middle of year (40)			20	50%	20	50%		
End of Year ()								
Summary								
<p>Beginning- Half of Grade 5 students are below proficient. Students need instruction in decoding, vocabulary and increased opportunities to read.</p> <p>Middle - 50% of students met their expected growth goals.</p>								

2020-2021 Phonics Screener Grade 5								
	Advancing Decoder		Developing Decoder		Beginning Decoder		Pre-Decoder	
(# 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 (6)	0	0%	2	33%	4	67%	0	0%
Middle of year ()								
End of Year ()								
Summary								

2020-2021 Math Data Summary
Cresaptown Elementary

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>
Beginning of Year (32)	13	41%	19	59%	0	0%
Middle of Year (26)	22	85%	4	15%	0	0%

End of Year ()						
Summary	+9	+44%	-15	-44%	0	0%

Beginning - Nearly 60% of students are in Tier 2 which indicates that spiral reviews of early concepts need to be included to strengthen beginning concepts.

Middle - Instruction has been effective. The number of Tier 1 students increased significantly. There are no Tier 3 students.

Domain Diagnostic Data - Kindergarten								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (32)	9	28%	9	28%	13	41%	15	47%
Beginning Tier 2 (32)	23	72%	23	72%	19	59%	17	53%
Beginning At Risk for Tier 3 (32)	0	0%	0	0%	0	0%	0	0%
Middle Tier 1 (26)	19	73%	18	69%	21	81%	24	92%
Middle Tier 2 (26)	7	26%	8	31%	5	19%	2	8%

Middle At Risk for Tier 3 (26)	0	0%	0	0%	0	0%	0	0%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Measurement and Geometry are the lowest domains. Instruction in these areas was interrupted last year by the COVID closure. Instruction will need to include hands on and manipulative activities.
 Middle - All domains increased significantly for Tier 1. Number sense and Algebraic concepts are weaker.

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 (46)	16	35%	29	63%	1	2%
Middle of Year	18	41%	26	59%	0	0%

(44)						
End of Year ()						
Summary	+2	+6%	-3	-4%	-1	-2%

Beginning - Nearly $\frac{2}{3}$ of students are in Tier 2 indicating that a review of Kindergarten math concepts is needed.
 Middle - Tier 1 and Tier 3 increased in number of students. Tier 3 students need to have concepts built.

Domain Diagnostic Data - Grade 1								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (46)	17	37%	25	54%	17	37%	18	39%
Beginning Tier 2 (46)	22	48%	15	33%	25	54%	24	52%
Beginning At Risk for Tier 3 (46)	7	15%	6	13%	4	9%	4	9%
Middle Tier 1 (44)	20	45%	30	68%	22	50%	23	52%
Middle Tier 2	23	52%	12	27%	21	48%	19	43%

(44)								
Middle At Risk for Tier 3 (44)	1	2%	2	5%	1	2%	2	5%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Algebraic concepts is the weakest domain. Students need more experiences with manipulatives to build understanding of addition and subtraction.
 Middle- Instruction has been effective. The number of students in Tier 1 in all domains increased. Interventions for the few students who are in Tier 3 would help to build foundational concepts.

	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 (49)	19	39%	25	51%	5	10%
Middle of Year (37)	11	30%	22	59%	4	11%
End of Year ()						
Summary	-8	-9%	-3	+8%	-1	+1%

Beginning - Nearly 60% of students need to have a review of Grade 1 math concepts.
 Middle - 12 fewer students were tested. There were few changes in the Tier results.

Domain Diagnostic Data - Grade 2								
	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 (49)	28	56%	28	56%	20	41%	20	41%
Beginning Tier 2 (49)	13	27%	20	41%	22	44%	31	61%

Beginning At Risk for Tier 3 (49)	8	17%	1	2%	7	15%	8	17%
Middle Tier 1 (37)	17	46%	18	49%	10	27%	14	38%
Middle Tier 2 (37)	15	41%	16	43%	19	51%	14	38%
Middle At Risk for Tier 3 (37)	5	14%	3	8%	8	22%	9	24%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Measurement and Geometry are the lowest domains. Instruction in these areas was interrupted last year by the COVID closure. Instruction will need to include hands on and manipulative activities.
 Middle - The reduction in the number of students who tested makes comparisons difficult. Geometry is the weakest concept since more students are in Tier 3 compared to the other domains. In class learning with teacher feedback and use of manipulatives should increase achievement.

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 (43)	10	23%	22	51%	11	26%
Middle of Year (43)	9	21%	21	49%	13	30%
End of Year ()						
Summary	-1	-2%	-1	-2%	+2	+4%
Beginning - 77% of students need to have a review of Grade 2 math concepts. Middle - 79% of students need to review math concepts.						

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 (43)	15	35%	14	33%	13	30%	11	26%
Beginning Tier 2 (43)	17	40%	19	44%	18	42%	20	47%
Beginning At Risk for Tier 3 (43)	11	26%	10	23%	12	28%	12	28%
Middle Tier 1 (43)	14	33%	14	33%	16	37%	10	23%
Middle Tier 2 (43)	20	47%	21	49%	13	30%	17	40%
Middle At Risk for Tier 3 (43)	9	21%	8	19%	14	33%	16	37%
End Tier 1 (0)								
End Tier 2 (0)								
End At Risk for Tier 3								

()								
Summary								
<p>Beginning- About $\frac{2}{3}$ of students need support in all domains. Increased math instructional time is indicated. Middle - there were gains in Number Sense and Algebraic Concepts evidenced by a reduction in tier 3 students. measurement and Geometry appear to need strengthening.</p>								

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 (49)	15	31%	15	31%	19	39%
Middle of Year (43)	15	35%	14	33%	14	33%
End of Year ()						
Summary	0	+4%	-1	+2%	-5	-6%
<p>Beginning- $\frac{1}{3}$ of students have foundational math concepts in place. A spiral review of Grade 3 concepts is necessary. Middle - Tier 3 numbers reduced significantly.</p>						

EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - The weakest domains are measurement and geometry. Instruction in these domains was interrupted by the COVID shutdown. Instruction will need to include concepts from last year.
 Middle - Measurement improved significantly. Geometry has the highest number of Tier 3 students. Instruction in Number sense and Algebraic Concepts helped reduce the number of Tier 3 students.

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 (42)	10	24%	13	31%	19	45%
Middle of Year (36)	7	19%	20	56%	9	25%
End of Year ()						
Summary	-3	-5%	+7	+25%	-10	-20%

Beginning -24% of students are in Tier 1. This indicates a need to review prior year math concepts during instruction.
 Middle - Significant reduction in Tier 3 students so reteaching was effective.

Domain Diagnostic Data - Grade 5								
	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 (42)	10	24%	11	26%	11	26%	5	12%
Beginning Tier	21	50%	17	40%	16	38%	16	38%

2 (42)								
Beginning At Risk for Tier 3 (42)	11	26%	14	33%	15	36%	21	50%
Middle Tier 1 (36)	10	28%	12	33%	10	28%	6	17%
Middle Tier 2 (36)	19	53%	16	44%	18	50%	14	39%
Middle At Risk for Tier 3 (36)	7	19%	8	22%	8	22%	16	44%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning - Geometry is the lowest domain although the other three domains indicate a need for review.

Middle - Reteaching of concepts was very effective as evidenced by the large reduction in Tier 3 students. Reviews should continue. Geometry is the lowest domain.

**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 assessment is utilized in PreK. The Heggerty Phonemic Awareness program is utilized in PreK. Other grade level materials utilized include ELA benchmark tests, *DIBELS 8 in Kindergarten and Grade 3*, *Superkids* online in Grades K- 2, and *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	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	Intervention materials - \$4,608.18 Materials - \$2,000
Students need reteach lessons, grades K-2.	Super Kids "Tuck-In" Lessons OnlineTutoring	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	Superkids supplemental materials - \$4,608
Students need to increase comprehension skills and have experiences reading text online, grades 3-5.	Online Reading Experiences using Newsela	Reading Inventory- Beginning, middle, and end of the year assessments	Materials for making classroom instructional materials - \$640
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	Mystery Doug - \$1,249

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
Individual students' needs based on 3 tiers and 4 domains	iReady learning pathways	iReady beginning, middle, and end of the year assessments	Math manipulatives - \$4,608.18 Materials to make instructional materials \$640
At risk for tier 3, lack of student achievement in math domains	Small group learning for enrichment and/or intervention Online Tutoring	iReady beginning, middle, and end of the year assessments	Math manipulatives - \$4,608.18 Materials to make instructional materials \$640
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	Reflex Math - \$1,249 Math manipulatives - \$4,608.18

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.	Monthly attendance data	
Lack of connectivity	Hotspot Distribution	Monthly attendance data	
Need to increase student participation and attendance	Homeroom-based reward incentives when attendance/participation goals are met	Monthly attendance data, PBIS/CAT Team Monthly Meeting, Weekly PST	

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	
Need to increase student participation	Homeroom based reward incentive when goals are met by having students keep cameras on and participate.	Teacher Observation, Monthly CAT/PBIS Team Meeting	
Need for Virtual Classroom Learning Behaviors/Expectations to be established and regularly reviewed.	Positive Behavior Intervention and Support Strategy--Classroom rules and expectations clearly established and taught through creation and review of a Behavior	Monthly CAT/PBIS Team Meetings	

	Matrix teaching tool.		
Need to increase student participation	Positive Behavior Intervention and Support Strategy. Homeroom teachers provide rewards through Schoology and ClassDojo	Teacher Observation and student participation, Monthly CAT/PBIS Meetings	

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
----------	---------------	----------------------------	---------	------------	----------------

Schoology training for teachers	ELA/Math	Teachers will get support and learn how to use the new online platform	September 2020	Staff	Title I - stipends - \$618.28 Materials (chart paper, markers, post it notes) - \$41.72
NEWSELA	ELA	Teachers in Grades 3, 4, and 5 will attend an online pd session to learn about the features of NEWSELA	11/20/2020	NEWSELA staff	Local
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
Distance Learning Playbook	ELA/Math	Information will be shared during team meetings or teacher conferences.	January, ongoing	Administrators Title I	Title I

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 3, 2020
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	December 10, 2020

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
Scott Llewellyn	Principal
Staci Noah	Assistant Principal
Meredith Irons	Teacher, SLT Chair
Mandy Abe	Teacher
Joy Tabb	PTO President, 5th Grade Parent
Hannah Eisenhour	FEC
Ashley Perrin	PTO VP/5th Grade Parent (Alternate)
Bethany Morozek	PTO Treasurer/3rd GradeParent
Cambria Knight	5th Grade Parent

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 Cresaptown 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
Material pick up
Online Parent Meetings

Insert Parent Family Engagement Narrative and Table Here.

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.**

Cresaptown Elementary School strives to enhance family and community partnerships. After a long lapse, this is our first year as a Title I school. Each year, parents are invited into our classrooms for a variety of ELA and Math activities. This gives the opportunity for them to see daily instruction in action at each grade level to help them better assist their child(ren) with learning at home. Parent volunteers come to school to assist with planned holiday and/or classroom activities, to support teachers by creating instructional materials that are used with students, and to help with Positive Behavior Incentives. Parents also volunteer to chaperone during 5th Grade Outdoor School each fall. Over the past three years, there have been a total of 154 different volunteers who have served our school in some capacity. We are looking forward to having parents work with our Family Engagement Coordinator once the COVID-19 situation has been resolved. The parents of Cresaptown students support our school, faithfully attend parent conference days, and are interested in helping their children be successful learners.

Parent Advisory/ Title I Parent Committee 2020-2021

	Grade Level	
--	--------------------	--

Name	Representation	Position
Scott Llewellyn		Principal
Staci Noah		Assistant Principal
Meredith Irons		Teacher, SIT Chair, Parent
Lee Ann Crowe		Pre K Parent
Meredith Irons		Kindergarten Parent
Carlissa McFarland		Grade 1 Parent
Meredith Irons		Grade 2 Parent
Bethany Morozek		Grade 3 Parent
Jana Powell and Hope Finzel Jensen		Grade 4 Parent
Hannah Eisenhour		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.**

Cresaptown Elementary School’s PARENT / FAMILY ENGAGEMENT PLAN

Expectations

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

Cresaptown 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 Cresaptown 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

Cresaptown 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 ➤ The School Improvement Plan (SIP) is developed with input from parents.	Parent representatives on SIT and other decision - 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.	Ongoing	Scott Llewellyn, Principal

<ul style="list-style-type: none"> ➤ The SIP is available for parent review and input at any time. ➤ The Parent/Family Engagement Plan is developed with input from parents. ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<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>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.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes a 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 submitted to the SIT for approval.</p>	<p>January 2020</p> <p>May 2020</p> <p>January 2020</p> <p>May 2020</p>	<p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school’s role in 	<p>Information is shared by powerpoint presentation. A meeting was scheduled but no parents attended. Powerpoint was shared on DOJO.</p>	<p>December 10, 2020 ongoing</p>	<p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p>

implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.			
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	<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. Information about testing is also distributed to parents at appropriate times.</p> <p>MCAP Information Meeting Stipends - \$237.80 Materials - \$150</p> <p>The following events are planned for this school year:</p> <p>Schoology Parent Training Stipends - \$404.26 Materials - \$125</p> <p>Family Reading Day Materials \$1,069</p> <p>Family Math Day Materials \$1,069</p> <p>Food for parent events - \$166 Materials to make instructional materials - \$1,069</p> <p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results</p>	<p>March 2021</p> <p>September 2020</p> <p>February/ March 2021</p> <p>February/ March, 2021</p> <p>Monthly</p>	<p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant</p>

<p>how to work with parents as equal partners in their child’s education.</p> <ul style="list-style-type: none"> ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc. ➤ Ensure information is presented in a format and/or language parents can understand. ➤ 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>are shared to improve future events. Parent members of school teams attend meetings and provide input.</p> <p>Health Department - Dental screening, flu shot Lions Club - Vision screening</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>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p> <p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p>
<p>IV. Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school’s parental/family engagement activities will be reviewed. 	<p>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.</p>	<p>May 2021</p>	<p>Scott Llewellyn, Principal Staci Noah, Assistant Principal</p>

<p>V. Joyce Epstein’s Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Parents are given the opportunity to volunteer in a variety of ways: Based on COVID guidelines</p> <ul style="list-style-type: none"> -Outdoor School Chaperones (not held due to COVID restrictions) -Weekly Volunteer Workshops with Family Engagement Coordinator -School Leadership Teams -Classroom Activities 	<p>Ongoing</p>	<p>Scott Llewellyn, Principal Staci Noah, Assistant Principal Hannah Eisenhour, Family Engagement Coordinator</p>
--	--	-----------------------	--

**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
Health care	ACPS	The school nurse provides health support to students and their families.
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	Afternoon tutoring, break out groups and after school tutoring are available.
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 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 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	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. 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	Reading intervention	ERI, Foundations, Read Naturally, SRA, Wilson are offered based on

programs	staff	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	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	iReady Math evaluates student needs in math learning 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 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	ACPS	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 Source
Professional Development	\$660	\$973.67	ASCA membership - \$164 Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day /School Year						
Materials of Instruction	\$16,400.18			\$21,739		
Salaries / Fixed	\$110,144.29 / \$57,333.42					
Parent / Family Engagement	\$2,310					

Equipment				Repair - \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245			
Consumable				\$5,418		
Office				\$2,742		
Other			Fixed - \$607.20, \$6.87	Operations - \$1,275		

Title I Budget 2020 – 2021

Instructional Program: \$16,400.18

Materials

\$11,216.18

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Manipulatives		\$4,608.18	FARMS Special Education
ELA	Superkids Supplemental materials	differentiated library bundles, Ice cream paper, alphabet strips, workbooks	\$4,608	FARMS Special Education
ELA	Intervention materials	magnetic letter boards, sound charts, markers, workbooks, letter cards,	\$2,000	FARMS Special Education

		sand trays, mirrors		
--	--	---------------------	--	--

FEC Materials

\$640

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials for making classroom instructional materials		\$640	FARMS Special Education

Subscriptions

\$4,544

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Reflex Math	annual subscription	\$3,295	FARMS Special Education
Math/ELA	Mystery Doug	annual subscription	\$1,249	FARMS Special Education

Title I Budget 2020 – 2021

Professional Development: \$660

Stipends / Substitutes

\$618.28

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Schoology training	13 teachers x 2 hrs x \$23.78	\$618.28	FARMS Special Education

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

Materials

\$41.72

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Chart paper, markers, post it notes		\$41.72	FARMS Special Education

Budget 2020 – 2021

Parent/Family Engagement: \$2,310

Stipends

\$642.06

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent /Family Engagement	Grade level Schoology training for parents	1 hr x 17 teachers x \$23.78	\$404.26	FARMS Special Education
Parent/Family Engagement	MCAP informational night	1 hr x 10 teachers x \$23.78	\$237.80	FARMS Special Education

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Materials **\$1,667.94**

***Food Allowance – 10% = \$166.79**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Materials to make student instructional materials for parents		\$1,069	FARMS Special Education
Parent/Family Engagement	Materials for Math/Reading day		\$157.94	FARMS Special Education
Parent/Family Engagement	Food for parent events		\$166	FARMS Special Education
Parent/Family Engagement	Materials for MCAP Night		\$150	FARMS Special Education
Parent/Family Engagement	Materials for parent Schoology training		\$125	FARMS Special Education