

Title I Schoolwide Programs - Four Components - 2021-2022

Generally, the Four Components section is an elaboration of the School Improvement Plan. However, ACPs schools will not be developing School Improvement Plans for 2021-2022. Instead, district level content area supervisors have identified needs and provided evidence based strategies for implementation at the schools. Elementary schools will track student progress using KRA, DIBELS, Reading Inventory, and iReady Math Assessments. Needs of students will guide schools in spending Title I funding for activities to increase student achievement, plan parent/family engagement activities, and address social emotional needs. This document, the *Title I Schoolwide Programs - Four Components - 2021-2022* is an elaboration of the district's initiatives, and includes the Title I requirements for each Title I school.

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.

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**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?

**2021-2022 ELA Data
Northeast Elementary**

2021 MCAP Early Fall ELA							
		Approached Expectations		Met Expectations		Exceeded Expectations	
Grade	(# tested)	Number	Percent	Number	Percent	Number	Percent
3	42	34	81%	7	17%	1	2%
4	49	42	86%	7	14%	0	0%
Analysis: 8 of 42 third graders met or exceeded expectations. 7 of 49 fourth graders met or exceeded expectations. A large majority of third and fourth graders, 81% and 86%, scored at the approached expectations level. Additional evidence based reading intervention groups are needed.							

2021-2022 DIBELS 8- Kindergarten								
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of Year 48	30	63%	9	19%	5	10%	4	8%
Middle of year								
End of Year								
Analysis: 9 of 48 students scored at or above benchmark, and 39 of 48 students scored below or well below benchmark. The majority of students, 91% scored below or well below. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.								

2021-2022 DIBELS 8- Grade 1								
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of Year 38	20	53%	7	18%	9	24%	2	5%
Middle of year								
End of Year								
Analysis: 11 of 38 students scored at or above benchmark, and 27 of 38 students scored below or well below benchmark. The majority of students, 71% scored below or well below. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.								

2021-2022 DIBELS 8- Grade 2								
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of Year 39	22	56%	4	10%	10	26%	3	8%
Middle of year								
End of Year								
Analysis: 13 of 39 students scored at or above benchmark, and 26 of 39 students scored below or well below benchmark. The majority of students, 67% scored below or well below. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.								

2021-2022 DIBELS 8 - Grade 3								
	Below Basic		Basic		Proficient		Advanced	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of Year 37	17	46%	10	27%	10	27%	0	0%
Middle of year								
End of Year								
Analysis: 10 of 37 students scored at or above proficient, and 27 of 37 students scored basic or below basic. The majority of students, 73% scored basic or below basic. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.								

2021-2022 Reading Inventory Grade 4								
	Below Basic		Basic		Proficient		Advanced	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of Year 45	23	51%	7	16%	12	27%	3	7%
Middle of year								
End of Year								
Analysis: 15 of 45 students scored at or above proficient, and 30 of 45 students scored basic or below basic. The majority of students, 67% scored basic or below basic. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.								

2021-2022 Reading Inventory Grade 5							
(# tested)	Below Basic		Basic		Proficient		Advanced
	Number	Percent	Number	Percent	Number	Percent	Number
Beginning of Year 51	12	24%	17	33%	15	29%	7
Middle of year							
End of Year							
Analysis: 22 of 51 students scored at or above proficient, and 29 of 51 students scored basic or below basic. 56% of students scored basic or below basic. There is a need for additional learning opportunities to take place through differentiation of instruction and small group learning. Additional evidence based reading intervention groups are also needed.							

2021 MCAP Early Fall Math							
Grade	(# tested)	Approached Expectations		Met Expectations		Exceeded Expectations	
		Number	Percent	Number	Percent	Number	Percent
3	42	37	88%	4	10%	1	2%
4	49	39	80%	6	12%	4	8%
Analysis: 5 of 42 third graders met or exceeded expectations. 10 of 49 fourth graders met or exceeded expectations. A large majority of third and fourth graders, 88% and 80%, scored at the approached expectations level. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.							

2021-2022 i Ready Math Diagnostic Data-Kindergarten										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year (44)	3	7%	1	2%	40	91%	0	0%	0	0%
Middle of the Year										
End of the Year										
Analysis: 4 of 44 students scored at the mid/above or early on grade level and 40 of 44 students scored at one grade level below. 91% of students scored one grade level below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

2021-2022 i Ready Math Diagnostic Data- Grade 1										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year (38)	0	0%	1	3%	27	71%	10	26%	0	0%
Middle of the Year										
End of the Year										
Analysis: 1 of 38 students scored at the mid/above or early on grade level and 37 of 38 students scored at either the one or two grade levels below. 97% of students scored at either one or two grade levels below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

2021-2022 i Ready Math Diagnostic Data- Grade 2										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year (39)	1	3%	1	3%	16	41%	21	54%	0	0%
Middle of the Year										
End of the Year										
Analysis: 2 of 39 students scored at the mid/above or early on grade level and 37 of 39 students scored at either the one or two grade levels below. 95% of students scored at either one or two grade levels below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

2021-2022 i Ready Math Diagnostic Data- Grade 3										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year 41	0	0%	2	5%	22	54%	14	34%	3	7%
Middle of the Year										
End of the Year										
Analysis: 2 of 41 students scored at the mid/above or early on grade level and 39 of 41 students scored at either one or more grade levels below. 95% of students scored at either one or more grade levels below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

2021-2022 i Ready Math Diagnostic Data- Grade 4										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year (41)	2	5%	3	7%	18	44%	9	22%	9	22%
Middle of the Year										
End of the Year										
Analysis: 5 of 41 students scored at the mid/above or early on grade level and 36 of 41 students scored at either one or more grade levels below. 88% of students scored at either one or more grade levels below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

2021-2022 i Ready Math Diagnostic Data- Grade 5										
	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
# tested	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning of the Year (48)	1	2%	9	19%	20	42%	8	17%	10	21%
Middle of the Year										
End of the Year										
Analysis: 10 of 48 students scored at the mid/above or early on grade level and 38 of 48 students scored at either one or more grade levels below. 79% of students scored at either one or more grade levels below. Additional opportunities needed for instruction utilizing the C-R-A model with differentiation and small group learning.										

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**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 needs 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. The *Superkids* program is the core program for students in grades Kindergarten through Grade 2. DIBELS assessments are done three times a year with progress monitoring done more often for identified students. *Superkids* Unit Progress Tests will also be used. In grades 3-5, the core reading program is CKLA, Core Knowledge Language Arts. Student assessments include DIBELS for grade 3 and Reading Inventory for grades 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
FARMS and Special Education	Additional Evidence Based Reading Intervention Groups- System 44, Read Live, Data Meetings with the Reading Intervention Teachers and the ACPS ELA Specialist	DIBELS for K-2 and Reading Inventory for 3-5	N/A
FARMS and Special Education	Individual Reading Pathways (Amplify)	DIBELS for K-2 and Reading Inventory for 3-5	N/A
FARMS and Special Education	Small Group Learning Differentiation	DIBELS for K-2 and Reading Inventory for 3-5	Title I- Materials to Support ELA \$1,500.00 Title I- Materials for the Family Engagement Coordinator to work with parent volunteers to create materials of instruction to be used in the classroom for small group learning and/or differentiation, \$523.00 (for Math and ELA). Title I- Pre-k/kindergarten activity kits, \$600.00 (for Math and ELA)

FARMS and Special Education	Opportunities for Students to Read Across Genres	DIBELS for K-2 and Reading Inventory for 3-5	Title I- Storyworks Magazines at \$8.49 x 145 students in K-2 = \$1,231.05 and Storyworks online version for 3-5 = \$1,718.45
FARMS and Special Education	Vocabulary Program - Flocabulary	DIBELS for K-2 and Reading Inventory for 3-5	Title I- \$2,500.00

MATH

The *Maryland College and Career Ready Standards for Math* is utilized for math instruction. The *iReady Classroom* is utilized as the core math program and is based on the NCTM Standards for Kindergarten through Grade 5. Three assessments, including a beginning of the year diagnostic assessment, are given at 12-week intervals to monitor student progress in personalized pathways. Pre-k is piloting the *Frog Street Math* program this year.

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
FARMS and Special Education	Small Group Learning Differentiation C-R-A (Concrete Representational Abstract) and Hands-On Learning	iReady Math	Title I- Materials to support math instruction, \$1,500.00 Title I- Family engagement coordinator materials to use with volunteers during weekly workshops to create materials for instruction for small groups and/or differentiation, \$523.00 (for math and ELA).

				Title I- Pre-k/kindergarten activity kits, \$600.00 (for Math and ELA)
FARMS and Special Education	GRRUDL (Gradual Release of Responsibility and Universal Design for Learning)	iReady Math		N/A
FARMS and Special Education	Integrated Learning	iReady Math		Title I- Materials to support STEM instruction, \$700.00 Title I- Generation Genius, \$1,495.00

ATTENDANCE NEEDS OF STUDENTS

COVID-19 metrics, including students in quarantine, 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
FARMS and Special Education 90.84% October Attendance Rate (below 94.0% goal)	Attendance discussions during Pupil Services Team meetings, faculty and team meetings to monitor student attendance. Phone calls by teachers and/or administrators, mailing of letters regarding attendance	Monthly attendance data	N/A

	and engagement, and home visits by Pupil Services Team members. Attendance bulletin board in the lobby to display daily perfect attendance by class. Attendance Bulletin Board		
Quarantined Students	Student present with evidence of access to teacher during the quarantine period or engagement with meaningful instructional activities. Instructional resources must be provided. Families impacted to receive informational letter. Monitored by teachers, office staff and administrators	Northeast Quarantine Report	N/A

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	Positive Behavior Intervention and Support incentives Guidance lessons reviewing expected behaviors Restorative Practices Conferences with administration	Teacher observation Aspen Conduct Data	N/A
Students in need of additional behavioral or social emotional support	MTSS interventions such as CICO, mentoring, and small group targeted lessons SEL activities provided by the classroom teacher, guidance counselor, behavior specialist or mental health specialist Individual Behavior Plans	Teacher observation Behavior screeners Pupil Service Team and Tier 2 team meetings IEP Team	N/A

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to Schoology, Ready Math, and Superkids Reading. School teams continue these professional development initiatives. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. *DIBELS*, Heggerty Phonemic Awareness, Reading Inventory, iReady Math, *Big Ideas* assessments, 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
Team Planning	ELA	Grade Level Teams will meet with the Reading Intervention Teacher and ACPS ELA Specialist to analyze data. Meetings will happen beyond the duty day.	TBD	Heather Hook, Northeast Reading Intervention Teacher and Janel Shoemaker,	Title I- \$24.02 rate x 2.5 hours x 15 teachers = \$900.74 Title I- Materials to deliver PD such as highlighters, chart papers, and index cards = \$145.25

					ACPS ELA Teacher	
ACEs Training Adverse Childhood Experiences	SEL	The faculty was presented information on adverse childhood experiences and the possible impact to an individual's future mental and physical health.	11/12/21	Chesni Ultis, Guidance Counselor	NA	
CKLA/Superkids/ IReady Math	ELA and Math	Grade level presentations on reading and math programs.	12/6/21	County Supervisors and company reps.	NA	
Next Level Teaching	SEL	Book study focusing on the importance of relationship building with difficult students.	ongoing	Administration	NA	

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	August 2021
KRA Screening	August 2021
Virtual IEP meetings	Ongoing

Pre-K and Kindergarten Orientation Meetings	August 2021
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
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	September 2021

ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT	PARENT, FAMILY AND STAKEHOLDER ENGAGEMENT	COMPONENT 3 A
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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 2021-2022 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educators; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representatives; and technical assistance providers.

Name	Role
Dan Clark	Principal
Tim Farrell	Assistant Principal
Heather Peters	Kindergarten Teacher, Partnership Chair
Laura Biser	Family Engagement Coordinator
Gineva Rutt	Pre-K Teacher
Sarah Troutman	Kindergarten Teacher
Stacey Zeunges	Grade 1 Teacher
Sarah Loibel	Grade 2 Teacher
Julie Robeson	Grade 3 Teacher

Paige Coughenour	Grade 3 Teacher
Allyson Ruddell	Grade 4 Teacher
Samantha Kyle	Special Educator
Rachel Hampton	Parent
Ellen Combs	Paraprofessional
Laura Michael	Title I School Support Specialist

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

Educators in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward enhancing student performance. 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 Northeast Elementary School for 1 day every other 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
The School - Parent Compact is created with input from parents and reviewed on Parent Teacher Conference Days.
Virtual Parent Teacher Conference Day, October 1, 2021.
Back to School Night / Annual Title I Meeting (Title I- Teacher Stipends, Planning - \$24.02 x 1 hour x 15 teachers = \$381.15, Presenting - \$25.48 x 1 hour x 15 teachers = \$360.30.)
Virtual ELA Night for Parents and Families to Build Parental Capacity for Parents to Assist Students with Reading, Spelling, and Vocabulary (Title I- Teacher Stipends, Planning - \$24.02 x 2 hours x 2 teachers = \$96.08, Materials for Parents- \$374.00, Speaker- \$500.00.)
Virtual Math Night for Parents and Families (Title I- Teacher Stipends, Planning - \$24.02 x 2 hours x 2 teachers = \$96.08, Materials for Parents- \$800.00, Speaker- \$500.00.)
Multiple Methods of Communication- School Messenger Mass Phone Calls, Newsletters, Schoology, Paper Fliers, Phone Calls, Text Messages, Emails, Social Media, and Virtual Conferences
The Family Engagement Coordinator reaches out to hard to reach parents by calling them.
Parents provide input at Title I meetings (Annual Meeting, Mid Year Meeting, and Spring Meeting) and by completing paper and online surveys.

PTA holds special events and supports school activities.
Administrators and teachers are involved in developing the school plan by providing input during team, faculty, and action team meetings such as SIT, Reading, Math, Family Engagement, and PBIS and by collaborating on Google Drive.
Drive Through Veteran's Day Breakfast for Active Duty and Veteran Family Members of All Students

Northeast's Parent/Family Engagement Program has continued virtually during the 2021-2022 school year. Despite COVID-19 restrictions, response to parent/family engagement activities has remained steady. Back to School Night was held virtually on September 21, 2021. Parents met their student's teachers virtually through the Schoology Platform and learned about Title I. Parents reviewed Title I information and were given the opportunity to provide input. A virtual math night was held on October 21, 2021. Mr. John Felling from the Box Cars & One-Eyed Jacks' company presented a virtual interactive session. There were 45 parents who signed up, and 19 actual participants. Each student received a math kit filled with math manipulatives and activities. Grades PreK-2 learned a variety of games to practice addition, subtraction, and more/less than. Grades 3-5 worked on addition/subtraction, multiplication, and place value. ELA Day and STEM activities will be offered virtually, socially distanced, or in person based on system guidelines. Northeast showed its appreciation to the veterans in our community by hosting a drive through breakfast on November 11, 2021. Veterans were greeted by fifth grade students and received a bagged breakfast prepared by school staff. Northeast will continue to provide high interest, meaningful activities based on the needs of our students and parents and quality materials will be supplied for parents to use in supporting their students at home. The Northeast Newsletter will periodically communicate important school information to parents and electronic and paper forms of communication will be used daily to relay information. Parent/family engagement continues to be a priority at Northeast.

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.
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 counselors provide 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	Summer School Staff	A summer school program is offered to students at various locations.
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	The 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. Staff 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 twice during the school year.
Reading intervention programs	Reading intervention staff	ERI, Foundations, Read Naturally, SRA, Wilson, and other reading intervention programs are offered based on identified student needs.
Identification of student areas of need	Teachers Specialists	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.

Parent Collaboration	PTA	Parents collaborate with teachers to ensure the success of various programs supporting students academically, socially and emotionally. Programs such as family math night, family literacy night, etc. support academics. Celebrations provided by the PTA support our students socially and emotionally.
Wellness/Health Education	Western MD Extension	We partner with the Western Maryland Extension to bring health/wellness education to all of our students. They provide educational opportunities at the primary grade levels on a bi-monthly basis. They also provide the text2bhealthy program for all of our families.

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.

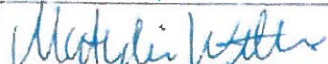
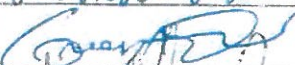
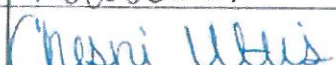
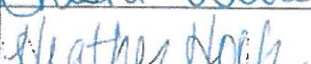
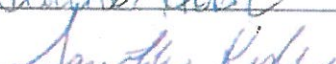
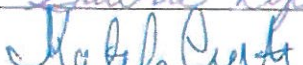
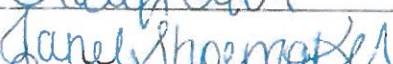
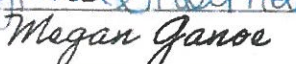
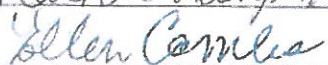
FY 21 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	After School Program Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	\$1,046.00	\$1,044.63				

Extended Day /School Year							
Materials of Instruction / Consumables	\$11,767.50				\$19,108.00		
Salaries / Fixed	\$51,399.20 / \$21,651.87						
Parent / Family Engagement	\$3,107.61						
Equipment							
Equipment Repair					\$3,000.00		
Contracted Expenses							
Consumable							
Office					\$2,562.00		
Operations					\$1,900.00		

Title I Four or Seven Components Signature Page

The following persons were involved in planning the Title I Four Components of a Schoolwide Program for the 2021-2022 school year. Representatives include: parents/family members; teachers; paraprofessionals; special educators; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representatives; and technical assistance providers.

Name	Signature	Role
Dan Clark		Principal
Tim Farrell		Assistant Principal
Natalie Williams		Teacher, Reading Team Chair
Greg Troutman		Teacher, Math Team Chair
Heather Peters		Teacher, FEC Chair
Chesni Ultis		Guidance, PBIS Co-Chair
Heather Hook		Reading Intervention Teacher
Samantha Kyle		Special Educator
Kate Pratt		Math Specialist
Janel Shoemaker		ELA Specialist
Megan Ganoe		Behavior Specialist
Laura Michael		Title I School Support Specialist
Rachel Hampton		Parent, School Secretary
Ellen Combs		Paraprofessional

