

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

South Penn Elementary

2020-2021 DIBELS 8 Composite – 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	7 (3 tested remotely)	11%	10	16%	45	73%

Beginning - Intervention groups are needed to teach letter naming fluency and phonemic awareness. Middle - the distribution in tiers remains similar to the initial testing. Interventions for phonics will help students apply the rules in nonsense words. In person instruction will provide the opportunity for more effective teacher feedback.

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

Middle - the number of intensive students increased by 4. Interventions in phonics will assist students

in applying phonics rules in nonsense words. In person instruction will allow for more effective feedback to students.

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 (52)	17 (6 tested remotely)	33%	5	10%	30	58%
Middle of Year ()						
End of Year ()						
Summary						
Beginning- Students need interventions in decoding and fluency.						

2020-2021 Commonlit Grade 3

	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>

Beginning of year (54)	20	37%	9	16%	15	28%	10	19%
Middle of year ()								
End of Year ()								
Summary								
Beginning- Less than half of the students need to increase comprehension skills. Instruction on comprehension strategies needs to be included during instruction.								

2020-2021 Commonlit Grade 4								
	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>

Beginning of year (72)	27	38%	24	33%	9	13%	12	16%
Middle of year ()								
End of Year ()								
Summary								
Beginning- About ⅓ of students need assistance with comprehension strategies in passage reading.								

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 (71)	7	10%	17	24%	18	25%	29	41%
Middle of year ()								

End of Year ()								
Summary								
66% of students need instruction in decoding and vocabulary. The need for increased reading opportunities is indicated.								

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 ()								
Middle of year ()								
End of Year ()								
Summary								

2020-2021 Commonlit Grade 5								
	High Performers		Medium Performers		Low Performers		Very Low Performers	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of year (74)								
Middle of year ()								
End of Year ()								
Summary								

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 (76)	16	21%	16	21%	17	22%	27	36%
Middle of year ()								
End of Year ()								
Summary								
Beginning- 58% of students scored below proficient. Interventions focusing on decoding and vocabulary development are needed. Students would benefit from increased reading opportunities.								

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 (26)	4	15%	17	65%	5	19%	0	0%
Middle of year ()								

End of Year ()								
Summary								
	Beginning - 26/76 students need interventions in decoding.							

2020-2021 Math Data Summary

South Penn 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 (68)	10	15%	58	85%	0	0%
Middle of Year (53)	32	60%	21	40%	0	0%
End of Year ()						
Summary	+22	+45%	-37	-45%	0	0%

Beginning- Kindergarten students should review basic concepts to strengthen the foundational concepts.
Middle - Instruction has been effective. 22 students moved from Tier 2 to Tier1.

Domain Diagnostic Data - Kindergarten								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (67)	8	12%	12	18%	14	21%	25	37%
Beginning Tier 2 (67)	59	88%	55	82%	53	79%	42	63%
Beginning At Risk for Tier 3 (67)	0	0%	0	0%	0	0%	0	0%
Middle Tier 1 (53)	30	57%	29	55%	31	58%	31	58%
Middle Tier 2 (53)	23	43%	24	45%	22	42%	22	42%
Middle At Risk for Tier 3 (53)	0	0%	0	0%	0	0%	0	0%

End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
Beginning- Number sense is the lowest domain. Students should use manipulatives to build conceptual understanding. Middle - Student achievement in all domains has increased significantly. Instruction has been effective.								

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 (51)	21	41%	27	53%	3	6%
Middle of Year (54)	24	44%	28	52%	2	4%

End of Year ()						
Summary	+3	+3%	+1	-1%	-1	-2%
Beginning-59% of students are at Tier 2 or below. Concepts from Kindergarten should be reviewed. Middle - 56% of students are at Tier 2 and Tier 3 levels. Growth is evident.						

Domain Diagnostic Data - Grade 1								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning Tier 1 (51)	23	45%	30	59%	18	35%	22	43%
Beginning Tier 2 (51)	18	35%	15	29%	27	53%	27	53%
Beginning At Risk for Tier 3 (51)	10	20%	6	12%	6	12%	2	4%
Middle Tier 1 (54)	23	43%	33	61%	23	43%	24	44%

Middle Tier 2 (54)	24	44%	18	33%	26	48%	27	50%
Middle At Risk for Tier 3 (54)	7	13%	3	6%	5	9%	3	6%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
<p>Beginning - Number Sense and Measurement concepts should be developed.</p> <p>Middle - There have been minimal gains or losses in each domain. Measurement has shown the greatest change. As students return to in person instruction, the impact of small groups and use of manipulatives with teacher supervision should increase student achievement.</p>								

2020-2021 i Ready Math Diagnostic Data - Grade 2			
	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 (80)	17	21%	37	46%	26	33%
Middle of Year (75)	14	19%	40	53%	21	28%
End of Year ()						
Summary	-3	-2%	+3	+7%	-5	-5%
Beginning- Students need to develop previously taught skills. $\frac{1}{3}$ are at the high risk level. Middle - The number of Tier 3 students has decreased so instruction is having an impact.						

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 (80)	21	26%	27	34%	16	20%	17	21%
Beginning Tier 2 (80)	31	39%	30	38%	39	49%	38	48%
Beginning At Risk for Tier	28	35%	23	29%	25	31%	25	31%

3 (80)								
Middle Tier 1 (75)	18	24%	25	33%	16	21%	23	31%
Middle Tier 2 (75)	37	49%	34	45%	42	56%	25	33%
Middle At Risk for Tier 3 (75)	20	27%	16	21%	17	23%	27	36%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								

Beginning- All domains need to be strengthened through spiral review and use of manipulatives to build conceptual understanding.
 Middle - All domains except for Geometry have decreased the number of Tiers 2 and 3 students. Instruction has been effective but more review for identified students is needed to build all concepts.

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 (63)	9	14%	20	32%	34	54%
Middle of Year (63)	13	21%	26	41%	24	38%
End of Year ()						
Summary	+4	+7%	+6	+9%	-10	-16%
Beginning- Over half of the students are in Tier 3 indicating the need for a review of previously taught concepts. Middle - The number of Tier 3 students has decreased by 10 students and the number in Tier 1 and Tier 2 have increased. Instruction has been effective.						

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 (79)	14	18%	11	14%	20	25%	15	19%

Beginning - All domains need to be included in spiral reviews.

Middle - There has been a significant decrease in the number of Tier 3 students in each domain. Instruction has been effective in building foundational concepts for these students.

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 (73)	8	11%	34	47%	31	42%
Middle of Year (67)	12	18%	31	46%	24	36%
End of Year ()						
Summary	+4	+7%	-3	-1%	-7	-6%

Beginning- 89% of students need support in previously taught concepts.
 Middle - The number of students in Tier 3 has decreased by 6 and the number in Tier 1 has increased by 6. Instruction has been effective.

Domain Diagnostic Data - Grade 4								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (77)	19	25%	17	22%	19	27%	7	9%
Beginning Tier 2 (77)	27	35%	24	31%	29	36%	23	30%
Beginning At Risk for Tier 3 (77)	31	40%	36	47%	29	36%	47	61%
Middle Tier 1 (67)	26	39%	26	39%	16	24%	9	13%
Middle Tier 2 (67)	26	39%	21	31%	23	34%	20	30%
Middle At Risk for Tier 3 (67)	15	22%	20	30%	28	42%	38	57%
End Tier 1 (0)								

EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
Beginning-the domain for Geometry is the lowest. Instruction for this domain was interrupted by the COVID-19 closure last year. Middle - Geometry remains as the lowest domain. As hybrid learning returns students will be able to use hands on manipulatives and have peer discussions to make sense of the standard.								

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 (77)	17	22%	34	44%	26	34%
Middle of Year (73)	18	25%	29	40%	26	36%
End of Year ()						

Summary	+1	+3%	-5	-4%	0	+25
<p>Beginning- 78% of students need support in previously taught concepts. Middle - Students need to continue to review concepts prior to Grade 5. In person instruction may allow for more effective use of small group instruction.</p>						

Domain Diagnostic Data - Grade 5								
	Number Sense		Algebra		Measurement		Geometry	
(# tested)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Beginning Tier 1 (77)	21	27%	22	29%	21	27%	14	18%
Beginning Tier 2 (77)	38	49%	31	40%	31	40%	24	31%
Beginning At Risk for Tier 3 (77)	18	23%	24	31%	25	32%	39	51%
Middle Tier 1 (73)	21	29%	26	36%	21	29%	14	19%
Middle Tier 2 (73)	38	52%	26	36%	22	30%	23	32%

Middle At Risk for Tier 3 (73)	14	19%	21	29%	30	41%	36	49%
End Tier 1 ()								
EndTier 2 ()								
End At Risk for Tier 3 ()								
Summary								
Beginning-the domain for Geometry is the lowest. Instruction for this domain was interrupted by the COVID-19 closure last year. Middle - Algebra improved significantly. Geometry and measurement remain as the lowest domains. Instruction needs to include these domains in the 3rd quarter. Prior year skills should be included in differentiated instruction.								

**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
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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	30 Read Naturally Live subscriptions - \$690
Students need reteach lessons, grades K-2.	Super Kids "Tuck-In" Lessons Online tutoring	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	
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	Freckle subscription - \$10,000 Starfall subscription - \$270 Mystery Science subscription - \$1,249
Lack of reading materials and supplies for distance learning	Distribution of books and materials for parents to support students at home in distance learning	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	Storyworks Magazine - \$2,716.80
Need to support implementation of new Superkids reading series	Program is evidence based by Zaner Bloser	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	Superkids Practice books - \$487.50 Ice cream paper - \$344.50 Materials - \$737.11 Chromebooks - \$5,830 Student take home folders - \$742.50
Establish consistency in instruction	Use of Superkids reading series	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	
Use data to support decision making	Providing feedback is a .90 effect size according to Hattie	DIBELS and Reading Inventory- Beginning, middle, and end of the	

		year assessments	
		Data meetings	

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	Reflex Math subscription - \$3,295 Freckle - \$10,000
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	Reflex Math subscription - \$3,295 Freckle - \$10,000
Lack of math materials at home for online instruction	Distribution of math manipulatives for parents to use to support students with distance learning	iReady beginning, middle, and end of the year assessments	Materials - \$737.11
Need for math manipulatives	Individual and Small group learning for enrichment and/or	iReady beginning, middle, and end of the year assessments	Materials - \$737.11

	intervention		
Need for access to technology	iReady/Freckle learning pathways	iReady beginning, middle, and end of the year assessments	15 Chromebooks - \$5,830
Use data to support decision making	Providing feedback is a .90 effect size according to Hattie	i Ready data - Beginning, middle, and end of the year assessments Data meetings	

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. Pupil Services Team, teacher and school counselor contacts	Monthly attendance data	
Lack of connectivity	Hotspot Distribution Learning Packet distribution to non connectivity students	Monthly attendance data	

BEHAVIORAL SERVICES

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

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Observations of student behaviors and non-attendance during distance learning	Positive Behavior Intervention and Support incentives	Teacher observation and student participation	
Weekly Tier 3 student behavior support team meetings	Behavior Support team for special education students	Teacher observation and student participation	
Need for metacognitive strategies	The school counselor shares strategies using the Dovetail Toolbox.	Monthly behavior data	N/A

PROFESSIONAL DEVELOPMENT

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

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

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Articulation Meetings	ELA/Math	Consecutive Grade level teachers meet to share academic needs of students with the next grade level teachers	June 2021	Grade level teachers Principal Assistant Principal Specialists	Title I - \$2,140.20 for stipends \$143.80 for materials to gather and share information
NEWSOLA	ELA	Teachers in Grades 3, 4, and 5 will attend an online pd session to learn about the features of NEWSOLA	11/20/2020	NEWSOLA 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
Ready Common Core Math	Math	K-2 teachers will attend online session	Feb 20-21, 2021	Curriculum Associates staff	Title I

LETRS training	ELA	General ed and special ed teachers are attending LETRS training sessions	Fall	Specialists	Local
Distance Learning Playbook	ELA/Math	Information will be shared at team meetings and in individual conferences	ongoing	Administrators	Title I
Freckle Training MYON Training	ELA/Math	Training to support implementation of Freckle and MYON	Feb 2021 Jan 2021	Freckle staff MYON staff	

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 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 meetings with each classroom's parents

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

**COMPONENT 3 A
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
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Scott Sisler	Principal
Tessa Fairall	Assistant Principal
Whitney Stoner	Teacher, Family Engagement Team Chair
Samantha Kennedy	School Community Coordinator
Dan Snyder	Judy Center Coordinator
Hannah Eisenhour	Family Engagement Coordinator
Amanda Davis	Parent
Rachel Stewart	Parent
Shay Richardson	Parent/Instructional Assistant
Stephanie Wagley	Parent/Instructional Assistant
Steve Monington	Community Member

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

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

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

A Family Engagement Coordinator is on-site at South Penn Elementary School for four days 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
Meetings with parents online
Parent training for online resources to assist parents in helping children use the resources
Parent Survey

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.

South Penn Elementary School is supported by a growing and very dedicated group of parents. Hannah Eisenhour, Family Engagement Coordinator, hosts a volunteer workshop every Wednesday, Thursday and Friday where a faithful group of volunteers cut, paste, laminate and assemble materials for classroom use and for parent activities. A group of up to 11 volunteers have attended meetings and logged approximately 276 volunteer hours for these workshops in 2019-2020. We have several different parents that attend Leadership Team meetings, are members of the Family Engagement Team, and the PBIS Team. Our fall parent teacher conference day was well attended by over 374 parents and the March parent conference day was attended by 161 parents.

The Family Engagement Team coordinates different activities during the school year that are intended to help parents become more aware of the school curriculum and expectations. The Back to School Carnival is a welcoming activity for the school community with many families attending. Families also attended classroom visitation activities during American Education Week. Grandparents were invited to school during the week of September 25th with 539 attending. Parent Conference Day was held in October with 309 parents attending. The March conference day was held virtually. A Superkids workshop was held for parents with 46 attendees. The purpose was to introduce parents to the new reading series. MCAP Assessment night, STEM Night and Math Days were not held due to the COVID-19 closure. The Family Engagement Team sponsors Operation Santa where the faculty “adopts” families for Christmas. South Penn is grateful to our community partners including Church of the Nazarene, Davis Memorial Church, Chick Fil A, Patrick’s, and Fratelli’s. The Annual Title I Meeting was held in November with 32 parents attending. Family Literacy Night and Family Math Nights are offered on a monthly basis through the Judy Center. This workshop is open to students and families in grades PreK-1 (although no one is turned away). The purpose of these meetings is to provide parent information to help them work with their children at home. Family nutrition activities are also held. The Judy Center partners with other agencies such as The Family Junction, local daycares, Head Start to offer parent classes and other resources for families in need.

Parent Advisory/ Title I Parent Committee 20120-2021

	Grade Level	
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Name	Representation	Position
Amanda Davis	3	PAC Representative
Misty Raines	K, 2, 5	PAC Alternate
Vicky Leasure	1, 4	Parent
Rachel Stewart	5	Parent
Stephanie Wagley	PK	Parent
Shay Richardson	3, 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.**

South Penn Elementary School’s PARENT / FAMILY ENGAGEMENT PLAN

Expectations

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

South Penn 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 South Penn 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

South Penn 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
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I. Shared Decision Making ➤ The School Improvement Plan (SIP) is developed with input from parents. ➤ 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.	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.	September/ October 2019	Scott Sisler, Principal
	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.	January 2020	Scott Sisler, Principal
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May 2020	Scott Sisler, Principal
	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	January 2020	Scott Sisler, Principal
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions	May 2020	Scott Sisler, Principal

	made as needed. The final compacts will be submitted to the SIT for approval.		
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II. Annual Meeting <ul style="list-style-type: none"> Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement. 	<p>Information is shared by powerpoint presentation. Administrators met with parents in each classroom to assess how online learning is going and to share information about Title I. The Title I powerpoint is posted to Schoology.</p>	<p>December meetings</p>	<p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p>
III. Building Parental Capacity <ul style="list-style-type: none"> Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments. Provide materials and parent trainings/workshops to help parents improve their children's academic achievement. Educate school personnel on how to work with parents as 	<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>The following events are planned for this school year:</p> <p>Meet the Teacher Stipends \$754.80 STEM Night Stipends - \$1,509.60 MCAPNight - Stipends \$301.92 Math Night Stipends - \$717.06 ELA Night Stipends - \$528.36 Materials - \$300 ELA, Math, STEM, MCAP Nights Materials - \$1,716.86 Food for Parent Meetings - \$715.40 Materials for Parent Workshops - \$450, \$460 Online resources available to students Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and</p>	<p>August 2019 October 7, 2019</p> <p>August 2019 December 2019 May 2020 March 2020 Spring 2020</p> <p>January 2021 February 2020</p>	<p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal Whitney Stoner, Teacher</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p>

<p>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>provide input.</p> <p>The following programs provide opportunities to increase parent/family engagement (with COVID restrictions):</p> <p>Reading Night Math Night Nutrition Events Dental Screening After School Program</p> <p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, Schoology, DOJO, Family Engagement facebook page, 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>Scott Sisler, Principal Tessa Fairall, Assistant Principal Dan Snyder, Judy Center</p> <p>Allegany County health Department Kim Foote</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> <p>Scott Sisler, Principal Tessa Fairall, 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 School Improvement Team reviews the effectiveness of the parental/family engagement activities.</p>	<p>Ongoing</p>	<p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p>

V. Joyce Epstein's Third Type of Parent Involvement ➤ Volunteering	Parents are given the opportunity to volunteer in a variety of ways with COVID restrictions: -Outdoor School Chaperones (cancelled due to COVID) -Weekly Volunteer Workshops with Family Engagement Coordinator (COVID guidelines) -School Leadership Teams -Classroom Activities	Ongoing	Scott Sisler, Principal Tessa Fairall, Assistant Principal Hannah Eisenhour, Family Engagement Coordinator
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EVERY STUDENT SUCCEEDS ACT**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	Tutoring program - online Afternoon small group meetings online
Differentiated instruction	Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning opportunities. Use of gap lessons.

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 programs	Reading intervention staff	ERI, Foundations, Read Naturally, SRA, Wilson, System 44 are offered based on identified student need.
Identification of student areas of need	Teachers Specialists	Online diagnostic testing in math and ELA
Career and Technical Education Programs	School Counselor or Assigned Staff Person or Team	Career Day is held depending upon COVID-19 restrictions.
Opportunity to address student educational needs	ACPS	ICT and data analysis meetings are held to identify student needs and plan instruction.
Drug awareness	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. GAp lessons and Freckle are also available.
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	\$2,284	\$973.67	ASCA membership - \$164 Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day /School Year						
Materials of Instruction	\$27,504.41			\$34,578	\$95,266	
Salaries / Fixed	\$407,286.40 / \$177,963.90				\$134,395 / \$69,550	
Parent / Family Engagement	\$7,154					
Equipment				Repair - \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245			
Consumable				\$9,234		
Office				\$3,995		
Other			Fixed - \$607.20, \$6.87	Operations - \$1,900	\$8,110	

Title I Budget 2020 – 2021

Instructional Program: \$27,504.41**Materials****\$8,141.61**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Superkids Practice Books	Gr 1 / Book 1 - \$3.75 x 65 = \$243.75 Gr 1 / Book 2-\$3.75 x 65 = \$243.75	\$487.50	FARMS Special Education
Math/ELA	Chromebooks	15 x \$382	\$5,830	FARMS Special Education
Math/ELA	Take Home Folders	550 x \$1.35	\$742.50	FARMS Special Education
ELA	Superkids Ice Cream paper	K - 4 bundles x \$26.50 = \$106 Gr 1- 4 bundles x \$26.50 = \$106 Gr 2- 5 bundles x \$26.50 = \$132.50	\$344.50	FARMS Special Education
Math/ELA	Materials to support Math/ELA	\$737.11	\$737.11	FARMS Special Education

FEC Materials**\$1,142**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Materials to make classroom instructional materials including laminating film	\$1,142	\$1,142	FARMS Special Education

Subscriptions**\$2,716.80**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Storyworks Magazine	320 subscriptions x \$8.49	\$2,716.80	FARMS Special Education

Web based Subscriptions**\$15,504**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Freckle	\$10,000 annual subscription	\$10,000	FARMS Special Education
ELA	Read Naturally	30 subscriptions x \$23	\$690	FARMS Special Education
ELA	Starfall	\$270 subscription	\$270	FARMS Special Education
Math	Reflex Math	\$3,295 subscription	\$3,295	FARMS Special Education

ELA	Mystery Science	\$1,249 subscription	\$1,249	FARMS Special Education
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Title I Budget 2020 – 2021

Professional Development: \$2,284**Stipends / Substitutes \$ 2,140.20**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Articulation Meetings	30 teachers x \$23.78 x 3 hrs.	\$2,140.20	FARMS Special Education

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

Materials \$143.80

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Materials to facilitate articulation meetings	chart paper, markers, post it notes	\$143.80	FARMS Special Education

Budget 2020 – 2021

Parent/Family Engagement: \$7,154**Stipends \$3,811.74**

SIP Section	Budget Item Description	Calculate Cost by	Total	SIP Alignment to Identified
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		Category		Subgroup/ Need
Parent /Family Engagement	Meet the Teacher Night to share grade level expectations with parents	30 teachers x \$25.16	\$754.80	FARMS Special Education
Parent/Family Engagement	MCAP Night	8 teachers x 1.5 hrs x \$25.16	\$301.92	FARMS Special Education
Parent/Family Engagement	STEM Night	30 teachers x 2 hrs x \$25.16	\$1,509.60	FARMS Special Education
Parent/Family Engagement	Math Night	19 teachers x 1.5 hrs x \$25.16	\$717.06	FARMS Special Education
Parent/Family Engagement	ELA Night	14 teachers x 1.5 hrs x \$25.16	\$528.36	FARMS Special Education

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Materials**\$3,342.26*****Food Allowance – 10% = \$**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Materials for FEC to use to make materials for parents to use with their children	\$450	\$450	FARMS Special Education
Parent/Family Engagement	Food for parent events	\$715.40	\$715.40	FARMS Special Education
Parent/Family Engagement	Laminating film for parent materials	\$460	\$460	FARMS Special Education
Parent/Family Engagement	Materials for STEM, ELA and Math Nights	\$1,716.86	\$1,716.86	FARMS Special Education

