

TITLE I OVERVIEW

Parent Family Engagement Plan

CASH VALLEY ELEMENTARY

JANUARY 2023

Title I Schools - Parent Family Engagement Plan

As a schoolwide Title I school, the Cash Valley Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005. Cash Valley accepts the Allegany County Public Schools Parent Involvement Policy and has aligned the school-level Parent /Family Engagement Plan with the district's Parent/Family Engagement Plan. Cash Valley recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in the school. To promote effective parent/family engagement, the staff at Cash Valley welcomes and encourages parents and community members to participate in activities identified in the action plan as follows:

I - Shared Decision-Making Opportunities

The School Improvement Plan (district focus 2021-2022) and Parent Family Engagement Plan is developed with input from parents and available to review at anytime. With parental contributions, a written School Parent Compact is created supporting instruction that is agreed upon by teachers, parents, and students.

II - Annual Meeting/Explanation of the Schoolwide Title I Program

The school holds parent meetings at least annually to inform parents of the school's role in implementing Title I, parent's rights, and ways the school will provide for parental/family engagement.

III - Opportunities to Build and Increase Understanding, Communication, and Support Between Home and School

The school provides assistance to parents in understanding the state's academic content standards and student academic achievement standards, along with state and local academic assessments. The school provides materials and parent training/workshops to help parents improve their children's academic achievement. School personnel is educated on how to work with parents as equal partners in their child's education. The school coordinates and integrates programs to increase parent involvement, while ensuring information is presented in a format and/or language parents can understand.

IV - Formal and Informal Evaluation of Effectiveness of Parent/Family Engagement Activities

The effectiveness of the school's parental/family engagement activities will be reviewed. Evaluations from parent activities are collected and are the basis for changes in subsequent activities. The Leadership and Action Teams review the effectiveness of the parental/family engagement activities. A mid-year monitoring meeting offers parents the opportunity to provide input.

V - Activities that Promote a Positive Environment of High Expectations Shared by Home and School

Parents are given the opportunity to volunteer in a variety of ways. Volunteers participate in activities such as weekly workshops, actions team members, guest readers, classroom activities, and schoolwide events.

Goal: By offering opportunities to build parent capacity in school decision-making, understanding academic standards, and increasing skills to support academics at home, the school will meet all goals on MCAP 2023.

TITLE I OVERVIEW

Four Components

CASH VALLEY ELEMENTARY

JANUARY 2023

Title I Schools Four Components

The Title I Schoolwide Program - Four Components - 2022-2023 describes the school's Title I initiatives. It provides the school's efforts to meet the requirements of the Every Student Succeeds Act. The comprehensive needs assessment guides the school in the planning for schoolwide reform strategies; parent, family, and stakeholder engagement; strategies to increase parent and family engagement; and coordination and integration of federal, state, and local services and programs. The purpose of this plan is to increase student achievement, address parent and family engagement, and provide support for *all* students in the schoolwide program. It includes activities and strategies that are used to support each of the four components.

Component 1 - Comprehensive Needs Assessment

There is a heavy emphasis on completing a Comprehensive Needs Assessment of the entire school since this will be the basis for utilization of Title I funds by the school. This section should take into account information on 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. The ACPS Title I elementary schools will track student progress using the *Kindergarten Readiness Assessment (KRA)*, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, *Scholastic Reading Inventory*, and *iReady Math* assessments. Schools may also use the reading assessments from the core reading programs, *Superkids* (grades K-2) and *Core Knowledge for Language Arts* (grades 3-5). In addition, district level content area supervisors have identified needs and suggested evidence based strategies for implementation at the schools based on spring 2022 MCAP data. Also, monthly attendance reports, ongoing discipline data, parent and family surveys, and input from parent focus group meetings are considered. Schools hold data meetings with county English-Language Arts and math specialists at the beginning, middle, and end of year to analyze and address data. School level leadership teams and grade level action teams continue to meet throughout the school year to monitor student progress.

Component 2 - Schoolwide Reform Strategies

English Language Arts (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 completed three times a year, in addition with progress monitoring 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.

MATH: The Maryland College and Career Ready Standards for Math is utilized for math instruction. Pre-kindergarten uses the *Frog Street Math* program. The *iReady Classroom* is utilized as the core math program and is based on the NCTM Standards for kindergarten through grade 5. Three assessments (beginning, mid, and end year) are given at 12-week intervals to monitor student progress in personalized pathways.

ATTENDANCE: Attendance is monitored on a daily basis and monthly reports. School pupil service teams work with families to establish relationships and encourage attendance. *Attendance Works* is a resource used to address chronic absences, which is a solvable issue, and to eliminate learning challenges throughout students' educational experiences.

BEHAVIORAL SERVICES: The school implements the Positive Behavioral Interventions and Supports (PBIS). This area focuses on observations of student behaviors and attendance through preventative techniques and restorative practices. The Toolbox Social Emotional Learning Program, along with mindfulness practices, teaches emotional balance and intelligence in understanding experiences. The schoolwide expectations of being respectful, responsible, and an expert learner is part of the school culture.

Component 3A - Parent, Community, Stakeholder Engagement/Strategies to Increase Engagement

Cash Valley celebrates family, and our school motto is "Every Connection Counts", including all students, staff, parents, family, and community members. Meet the Faculty and Families Event/Annual Title I meeting was held on August 30, 2022. Each academic action team, ELA/Social Studies, PBIS, and STEM, will host a family event. Special grade level activities will also continue to be held. The school will work to effectively reach out to parents of English Learners and hard to reach parents to invite them to these events. The Family Engagement Coordinator will assist the school in planning and preparing for events and distribution of materials, while assisting in collecting documentation and communicating with parents. Community partnerships continue to support school initiatives.

Component 4 - Coordination and Integration of Federal, State, and Local Services and Programs

If appropriate and applicable, this schoolwide plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education 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.

Funding: 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. Funding includes professional development, materials of instruction, salaries, parent/family engagement, equipment, office, and operations.