

TITLE I OVERVIEW

Parent Family Engagement Plan

CASH VALLEY ELEMENTARY

JANUARY 2021

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 (SIP) 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 (currently on hold due to health metrics). 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 2021.

TITLE I OVERVIEW

Four Components

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Title I Schools Four Components

Generally, the Four Components section is an elaboration of the School Improvement Plan (SIP). Due to COVID-19 circumstances, the School Improvement Plan process has been delayed. Title I schools will complete a revised Four Components section extending the initiatives in the 2019-2020 schoolwide plan. No recent statewide data is available since MCAP testing did not occur in the spring of 2020. Schools will be able to track student achievement using the ACPS school-level diagnostic assessments. These tools will guide schools in spending Title I funding for virtual and/or in person activities to increase student achievement, plan parent/family engagement activities, and address social emotional needs.

Component 1 - Comprehensive Needs Assessment

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. 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.

Component 2 - Schoolwide Reform Strategies

English Language Arts (ELA): The Maryland College and Career Ready Standards is the basis for instruction. In Fall 2020, the Superkids Reading Program was initiated for kindergarten through grade 2 instruction. The Treasure series from Macmillan McGraw-Hill continues as the core reading program for grades 3, 4, and 5. Evidence-based strategies and best practices are the foundation of the instructional program. Reading intervention programs are available for individualized learning support. The Heggerty Phonemic Awareness program and assessment is implemented in prekindergarten. Other grade level assessments utilized include ELA benchmark tests, DIBELS 8 (kindergarten through grade 3), Superkids online (grades K-2), and CommonLit, a reading tool for informational, literary reading comprehension, and fluency (grades 3-5).

MATH: The Maryland College and Career Ready Standards the basis instruction. The 2012 enVISION series by Pearson is implemented as the core program and is based on the NCTM Standards for grades K-2. In Fall 2020, the Ready Math Classroom and i-Ready Math programs were initiated for grades 3-5. A portion of i-Ready Math is also available in grades K-2. The i-Ready diagnostics are administered three times per year in grades K-5. County math benchmarks are also completed by prekindergarten students. MCAP-like tasks created by the district math specialists are available for students to use on a monthly basis.

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

BEHAVIORAL SERVICES: This area focuses on observations of student behaviors and non-attendance during distance learning. Even through online instruction, the schoolwide expectations of being respectful, responsible, and an expert learning apply in the virtual classroom

Component 3A-B - 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. Despite the health pandemic, parent programs will continue to be offered virtually, socially distanced, or in-person to meet the needs of students and families in 2020-2021. Each academic action team (ELA/Social Studies, Math/Science, and Technology/STEM) will host a family event. Special grade level activities will also continue to be held. 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 for safe distribution of materials, while assisting in collecting documentation and communication with parents. Community partnerships continue to support attendance and academic initiatives.

Component 4 - Coordination with Other Federal, State, and Local Services, Resources, and Programs

The school and community provide many additional services for students who are experiencing difficulties, including Head Start, nutrition programs, housing programs, violence prevention, adult education programs, and career and technical education programs. The school implements comprehensive support and improvement activities, or targeted support and improvement activities, as well as other safety nets for students.

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, salaries, parent/family engagement, and equipment.