

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

School: Northeast

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?

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2020-2021 ELA Data Summary

Northeast Elementary

2020-2021 DIBELS 8 – Kindergarten						
	Core		Strategic		Intensive	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (35)	5	14%	11	31%	19	54%
Middle of Year ()						
End of Year ()						
Summary						

2020-2021 DIBELS 8 – Grade 1						
	Core		Strategic		Intensive	
(# tested)	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of Year (40)	12	30%	8	20%	20	50%
Middle of Year ()						
End of Year ()						
Summary						

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End of Year ()								
Summary								

2020-2021 Math Data Summary
Northeast 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 the Year (32)	11	34%	21	66%	0	0%
Middle of the Year (34)	25	74%	9	26%	0	0%
End of the Year ()						
Summary						

School: Northeast

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 the Year (42)	19	45%	21	50%	2	5%
Middle of the Year (42)	21	50%	21	50%	0	0%
End of the Year ()						
Summary						

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 the Year (33)	12	36%	14	42%	7	21%
Middle of the Year (30)	10	33%	17	57%	3	10%
End of the Year						

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Summary						

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 the Year (43)	6	14%	23	53%	14	33%
Middle of the Year (41)	14	34%	19	46%	8	20%
End of the Year ()						
Summary						

2020-2021 i Ready Math Diagnostic Data - Grade 4			
	Tier 1	Tier 2	At Risk for Tier 3

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# tested	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of the Year (48)	9	19%	22	46%	17	35%
Middle of the Year (42)	15	36%	18	43%	9	21%
End of the Year ()						
Summary						

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 the Year (41)	11	27%	16	39%	14	34%
Middle of the Year (41)	11	27%	15	37%	15	37%
End of the Year ()						
Summary						

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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 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

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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. Other grade level materials utilized include ELA benchmark tests, *DIBELS 8 in Kindergarten and Grade 3*, *Superkids* online in Grades K- 2, and *CommonLit* reading tool for informational and literary reading comprehension and fluency in Grades 3, 4 and 5.

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

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Lack of student achievement in reading based on results of screeners.	Reading Interventions	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	N/A
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	N/A
Students need to increase comprehension skills and have experiences reading text online, grades 3-5.	Online Reading Experiences	Reading Inventory- Beginning, middle, and end of the year assessments	Title I- Web-based Subscriptions, \$8,261.37
Lack of reading materials and supplies for distance learning	Distribution of books and materials for parents to	DIBELS and Reading Inventory- Beginning,	Title I- Materials to support ELA instruction, \$7,700.00

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	support students at home in distance learning	middle, and end of the year assessments	<p>Title I- Pre-k and Kindergarten Activity Kits, \$700.97</p> <p>Title I- Family Engagement Coordinator, Materials to support classroom instruction (ELA and Math), \$638.00</p> <p>Title I- Storyworks Subscription for Primary Students, \$1,231.05</p>
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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	N/A

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At risk for tier 3, lack of student achievement in math domains	Small group learning for enrichment and/or intervention	iReady beginning, middle, and end of the year assessments	
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	<p>Title I- Materials to Support Math Instruction, \$6,702.00</p> <p>Title I- Materials to Support STEM instruction, \$5,485.00</p> <p>Title I- Pre-k and Kindergarten Activity Kits, \$700.97</p> <p>Title I- Family Engagement Coordinator, Materials to support classroom instruction (ELA and Math), \$638.00</p>

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:

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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	<p>Attendance discussions during Pupil Services Team meetings, faculty and team meetings to monitor student attendance.</p> <p>Phone calls by teachers and/or administrators, mailing of letters regarding attendance and engagement, and home visits by Pupil Services Team members.</p>	Monthly attendance data	N/A
Lack of connectivity	Hotspot Distribution	Monthly attendance data	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 and non-attendance during distance learning	Positive Behavior Intervention and Support incentives	Teacher observation and student participation	N/A

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	<p>Guidance lessons reviewing expected behaviors</p> <p>Observations by administrators followed by phone calls to parents</p>		
<p>Students are in need of additional social emotional support due to COVID-19 pandemic.</p>	<p>Social Emotional Learning Activities</p>	<p>Teacher observation and student participation</p>	<p>Title I- Byron Garret Social Emotional Learning Collection, K-5, \$1,275.95</p>

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

School: Northeast

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Summer Planning Sessions	ELA and Math	Teachers will meet at grade levels to begin planning for the start of the school year using Ready Math and SuperKids materials.	June-August	Dan Clark, principal	Title I- 16 teachers x 1.5 hours x \$23.78 workshop rate= \$570.72
Articulation Meetings	ELA and Math	Teachers will meet across grade levels to discuss data and groupings.	May	Dan Clark, principal	Title I- 11 subs x 1 day x \$98 rate = \$1,078.00
Professional Learning Books Study	ELA and Math	Books will be purchased to supplement ongoing PLCs.	ongoing	Dan Clark, principal	Title I- \$130.28
The Distance Learning Playbook	ELA/Math	Powerpoint presentations on engaging tasks and feedback, assessment, and grading will be shared and discussed during faculty and/or team meetings.	January-February	Dan Clark, TimFarrell, LauraMichael I Title I School Support Specialist	Title I District Wide Initiative
Nearpod Training	ELA/Math	Training on use of Nearpod feature for Schoology	January 26, 2021	Bradley Ditto	

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

School: Northeast

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
Virtual Back to School Night	September 16, 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
Virtual Annual Title I Meeting	September 16, 2020

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**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
Dan Clark	Principal
Tim Farrell	Assistant Principal
Heather Peters	Kindergarten Teacher, Partnership Chair
Laura Biser	Family Engagement Coordinator
Rachel Hampton	Parent, School Secretary
Samantha Kyle	Special Educator
Ellen Combs	Paraprofessional
Allyson Ruddell	Teacher
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 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 Northeast Elementary School for 2 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 11116)

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 ongoing parent training on the use of Schoology (online learning platform).

Virtual Guest Reader Program

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Pupil Service Team Meetings focused on attendance and engagement followed by outreach to parents.

Safe distribution of materials for parents to use with students at home. (Math Day)

Parent/Family Engagement:

Northeast enjoys a strong parent/family engagement program. Despite the COVID-19 pandemic, parent/family engagement activities will continue to be held. Back to School Night was held virtually on September 16, 2020. Parents met their students teachers, learned about Title I, and were given an opportunity to provide input. ELA Day, Math Day, and STEM activities will be offered virtually, socially distanced, or in person based on system guidelines. 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 Home School Connection newsletter and the Northeast News will be communicated with parents every month through Schoology. Even though weekly volunteer workshops can not be held, work is being done to recruit virtual volunteer guest readers. Parent/family engagement continues to be a priority at Northeast.

Parent Advisory/ Title I Parent Committee 2020-2021

Name	Grade Level Representation	Position
Dan Sheehe	Grade 4	PAC Representative
Renee Anderson	Pre-K, K	Parent
Rachel Hampton	Grade 1	Parent
Heather Simmons	Grade 2	Parent
Shannon Watkins	Grade 3	Parent
Jennifer Crippen	Grade 4	Parent
Sharon Amick	Grade 5	Parent
Laura Biser	All	Family Engagement Coordinator

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Heather Peters	All	Partnership Action Team Chair
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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.**

NORTHEAST PARENT / FAMILY ENGAGEMENT PLAN

Expectations

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

Northeast 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 Northeast 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

Northeast 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

School: Northeast

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
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ➤ 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 	<p>Parents were invited to review the SIP and provide input during the annual meetings. Parents are invited in a variety of ways, such as in the principal’s newsletter, to provide input into the plan.</p> <p>A synopsis of the SIP is shared with parents in the form of a brochure. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>In September, parents of all students will have an opportunity to review the plan and provide feedback.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families in the form of a one-page flier after the Central Office has approved the SIP.</p> <p>In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be</p>	<p>Annual Meeting- Sept. 16, 2020, ongoing</p> <p>January</p> <p>Annual Meeting- Sept. 16, 2020, ongoing</p> <p>January</p> <p>Annual Meeting- Sept. 16, 2020, ongoing</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Natalie Williams, SIT co-chair Greg Troutman, SIT co-chair</p> <p>Tim Farrell, assistant principal</p> <p>Dan Clark, principal Tim Farrell, assistant principal Natalie Williams, SIT co-chair Greg Troutman, SIT co-chair</p> <p>Tim Farrell, assistant principal</p> <p>Dan Clark, principal Tim Farrell, assistant principal Natalie Williams, SIT co-</p>

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<p>signed by teachers, parents, and students.</p>	<p>submitted to the SIT for approval.</p>		<p>chair Greg Troutman, SIT co-chair</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways the school will provide for parental/family engagement. 	<p>Information is shared by powerpoint presentation during the annual meeting and in principal newsletters.</p>	<p>Annual Meeting- Sept. 16, 2020, ongoing</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Classroom Teachers</p>
<p>III. Building Parental Capacity</p> <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 training/workshops to help parents improve their children’s academic achievement. 	<p>Grade level expectations are shared with parents on Schoology pages in the fall. Teachers discuss expectations with parents during conferences, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p> <p>Title I Budget: \$164.17- Subscription to Home School Connection Parent Newsletter</p> <p>The following events are planned for this school year:</p> <ul style="list-style-type: none"> ● Back to School Night ● ELA Day ● Math Days ● STEM Night <p>Title I Budget: Stipends for Teachers to Plan for</p>	<p>October 2020</p> <p>Sept. 16, 2020 TBD</p>	<p>Classroom Teachers</p> <p>Heather Peters, teacher, Partnership Action Team Chair Dan Clark, principal Tim Farrell, assistant principal Teachers</p>

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<ul style="list-style-type: none"> ➤ Educate school personnel on how to work with parents as equal partners in their child's education. ➤ Coordinate and integrate programs to increase parent engagement 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. 	<p>Parent Events- \$142.68, Materials for Parents to Implement Strategies Shared During ELA Day, Math Days, and STEM Night- \$1,165, Refreshments for Parent Activities- \$221.55</p> <p>Materials for Pre-K/K Parent Packets and for Distance Learning- \$700.00</p> <p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parents are invited to give input in principal newsletters.</p> <p>The following programs provide opportunities to increase parent/family engagement: -Allegany County Health Department offers flu vaccine and dental sealants. -Maryland Extension offers nutrition lessons. -Head Start and kindergarten teachers hold articulation meetings for transitions to kindergarten.</p> <p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, Schoology posts, texts, and emails enhance communication with parents.</p>	<p>Ongoing</p> <p>TBD</p> <p>Ongoing</p>	<p>Heather Peters, teacher, Partnership Action Team Chair Dan Clark, principal Tim Farrell, assistant principal Teachers</p> <p>Dan Clark, principal</p> <p>Dan Clark, principal Tim Farrell, assistant principal Rachel Hampton, secretary Heather Peters, teacher, Partnership Action Team</p>
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<ul style="list-style-type: none"> ➤ 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>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>Ongoing</p>	<p>Chair Dan Clark, principal Tim Farrell, assistant principal Rachel Hampton, secretary</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. A parent committee reviews the effectiveness of the parental/family engagement activities in January.</p>	<p>ongoing, January 2021</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Heather Peters, teacher, Partnership Action Team Chair</p>
<p>V. Joyce Epstein's Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Parents are given the opportunity to volunteer in a variety of ways (as deemed safe given health metrics):</p> <ul style="list-style-type: none"> -Outdoor School Chaperones (cancelled this year due to COVID-19) -Weekly Volunteer Workshops with Family Engagement Coordinators (temporarily closed due to COVID-19) -School Leadership Teams (virtual) -Guest Readers (in person and/or virtual) -Lego League (virtual) -Classroom Activities (on hold) -Nutrition Helpers (on hold) 	<p>Tuesdays Ongoing Ongoing</p>	<p>Tim Farrell, assistant principal Laura Biser, family engagement coordinator Natalie Williams, Greg Troutman, SIT co-chairs Heather Peters, PAT chair</p>

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**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	The 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.
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.

School: Northeast

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 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	Allegheny 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	Allegheny 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.

School: Northeast

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 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.517 FURNACE ST

School: Northeast

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	\$1,779	\$9,73.67	ASCA membership - \$164			

School: Northeast

			Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day /School Year						
Materials of Instruction	\$31,994.34			\$21,156		
Salaries / Fixed	\$106,461.48 / \$42,173.53					
Parent / Family Engagement	\$2,394					
Equipment				Repair - \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245			
Consumable				\$5,274		
Office				\$2,757		
Other			Fixed - \$607.20, \$6.87	Operations - \$1,900		

School: Northeast

Title I Budget 2020 – 2021

Instructional Program: \$31,994.34

Materials

\$22,961.92

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Materials to Support Math Instruction	\$6,702.00	\$6,702.00	Math, Sp. Ed., Econ. Disadvantaged
ELA	Materials to Support ELA Instruction	\$7,700.00	\$7,700.00	ELA, Sp. Ed., Econ. Disadvantaged
STEM	Materials to Support STEM Instruction	\$5,485.00	\$5,485.00	STEM, Sp. Ed., Econ. Disadvantaged
ELA/SEL	Byran Garret Social-Emotional Learning Collection, Grades K-5	\$1,275.95	\$1,275.95	ELA, Behavior, Attendance, Sp. Ed., Econ. Disadvantaged
ELA/Math	Pre-k/Kindergarten Activity Kits	\$700.97	\$700.97	ELA, Math, STEM, Sp. Ed., Econ. Disadvantaged

Equipment (over \$1,500)

\$0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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School: Northeast

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FEC Materials

\$638.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Family Engagement Coordinator Materials to Support Classroom Instruction	\$638.00	\$638.00	Math, ELA, Sp. Ed., Econ. Disadvantaged

Subscriptions

\$1,231.05

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	StoryWorks Magazine for Primary Grades	124 students x \$8.49	\$1,231.05	ELA, Sp. Ed., Econ. Disadvantaged

Web-Based Subscriptions

\$8,261.37

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Flocabulary	\$2,500.00	\$2,500.00	ELA, Sp. Ed., Econ. Disadvantaged

School: Northeast

ELA	StoryWorks Online for Intermediate Grades	\$1,718.37	\$1,718.37	ELA, Sp. Ed., Econ. Disadvantaged
STEM/ELA	Mystery Science	\$1,249.00	\$1,249.00	STEM, ELA, Sp. Ed., Econ. Disadvantaged
ELA	PebbleGo/PebbleGoNext	\$1,799.00	\$1,799.00	ELA, Sp. Ed., Econ. Disadvantaged
STEM	Generation Genius	\$995.00	\$995.00	STEM, Sp. Ed.

Professional Development: \$1,779.00

Professional Development Stipends/Substitutes

\$1,648.72

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Summer Planning Sessions	16 teachers x 1.5 hours x \$23.78 rate	\$570.72	P.D.
Math ELA	Articulation Meetings	11 subs x 1 day x \$98 rate	\$1,078.00	P.D.

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Substitutes: 4 Year- \$98.00 2 Year - \$88

School: Northeast

Professional Development Materials

\$130.28

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	P.D. Materials such as books (Social/Emotional Learning)	\$130.28	\$130.28	P.D.

Professional Development Contracted Services

\$ 0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA				

ParentFamily Engagement: \$2,394.00

Parent Family Engagement Stipends

\$142.68

School: Northeast

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent /Family Engagement	Planning/Preparation Time for Parent Events	2 teachers x 3 events x 1 hour x \$23.78 rate	\$142.68	FARMS/Sp. Ed.

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

Parent Family Engagement Materials

\$2,087.15

***Food Allowance – 10% = \$239.40**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Books for ELA Day	\$365.60	\$365.60	ELA/PFE
Parent/Family Engagement	Manipulatives for Math Day	\$300.00	\$300.00	Math/PFE
Parent/Family Engagement	Science Kits	\$500.00	\$500.00	STEM/PFE
Parent/Family Engagement	Laminating Film for Pre-K, Kindergarten Packets	\$400.00	\$400.00	PFE

School: Northeast

Parent/Family Engagement	Materials for Parent Packets	\$300.00	\$300.00	PFE
Parent/Family Engagement	Refreshments for ELA, Math, STEM Parent Events	\$73.85 x 3 events	\$221.55	PFE

Parent Family Engagement Subscriptions

\$164.17

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Home School Connection Parent Newsletter	\$164.17	\$164.17	PFE

Parent Family Engagement Contracted Services

\$0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA				