

Title I Schoolwide Program - Four Components - 2022-2023

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)*, *The Scholastic Reading Inventory*, and *iReady Math* assessments. Schools may also use *Superkids* and *Core Knowledge for Language Arts (CKLA)*, *core reading programs*, and *reading* assessments. In addition, district level content area supervisors have identified needs, based on spring 2022 MCAP data, and suggested evidence based strategies for implementation at the schools. Also, monthly attendance reports, ongoing discipline data, and parent and family surveys and input from parent focus group meetings is considered. Schools hold data meetings with ACPS ELA and Math Specialists at the beginning of the year, in the middle of the year, and at the end of the year, to analyze and address data. Also, school level leadership teams and grade level teams continue to meet throughout the school year to monitor student progress.

Date: 2022 - 2023

School: Parkside

Grade K	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	DIBELS/MCCABE Intensive: 33% Strategic: 33%		Heggerty/Foundations K Foundations	Lit Kit, Heggerty, Skill Builder Book, SK Phonemic Awareness, mClass, Readers

	Core: 17% Advanced: 17% Hedrick: Intensive: 55% Strategic: 27% Core: 0% Advanced: 18%			
PM Meeting Notes	DIBELS/MCCABE DIBELS/Hedrick		One student that is new to the school, was added to Mrs. Reed's group Two students were added to Wilt's group One Student moved to Wilt group another moved out of the intervention	One student moved out of intervention. Will send a letter home
Winter Date	DIBELS/MCCABE Intensive: Strategic: Core: Advanced: Hedrick Intensive: Strategic: Core: Advanced:		Heggerty/Fundations K (Reed-12-12:30) 3 Students Fundations K (Wilt - 12-12:30) 6 Students	

Spring PM				
End	DIBELS/MCCABE Intensive: Strategic: Core: Advanced: DURST Intensive: Strategic: Core: Advanced:			
Grade 1	Data Summary (Screener / Classroom)			
Fall Date	DIBELS/PARKS Intensive: 38% Strategic: 8% Core: 31% Advanced: 23% DIBELS/LUTTON Intensive: 36% Strategic: 29% Core: 29% Advanced: 7%			10 minute tuck-ins, Library books, writing

PM Meeting Notes 11/23/21	DIBELS/PARKS DIBELS/ LUTTON			
Winter Date	DIBELS/PARKS Intensive: Strategic: Core: Advanced: DIBELS/ LUTTON Intensive: Strategic: Core: Advanced:			
Spring PM				
End	DIBELS/PARKS Intensive: Strategic: Core: Advanced: DIBELS/ LUTTON Intensive: Strategic: Core: Advanced:			

Grade 2	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall	DIBELS/MULL Intensive: 29% Strategic: 0% Core: 36% Advanced: 36% DIBELS/ BRAUER Intensive: 20% Strategic: 13% Core: 27% Advanced: 40%		Heggerty K/Fundations 1 OG/Fundations 1 Fundations 1	mClass
PM Meeting Notes				
Winter Date	DIBELS/MULL Intensive: Strategic: Core: Advanced: DIBELS/ BRAUER Intensive: Strategic: Core:			

	Advanced:			
Spring PM				
End	DIBELS/MULL Intensive: Strategic: Core: Advanced: DIBELS/ BRAUER Intensive: Strategic: Core: Advanced:			
Grade 3	Data Summary (Screener / Classroom)			
Fall Date	RI. PI PI DIBELS Hughes Above: 37% Proficient: 16% Below Benchmark: 32% Well Below: 16% Lough Above: 25% Proficient: 44% Below Benchmark: 13%		EdMark Wilson OG Grapheme/Mapping and Geodes (Nicole)	

	<p>Well Below: 19%</p> <p>Grade Level RI:</p> <p>Advanced: 17%</p> <p>Proficient: 39%</p> <p>Basic: 17%</p> <p>Below Basic: 28%</p> <p>Hughes</p> <p>Advanced: 11%</p> <p>Proficient: 42%</p> <p>Basic: 16%</p> <p>Below Basic: 32%</p> <p>Lough</p> <p>Advanced: 24%</p> <p>Proficient: 35%</p> <p>Basic: 18%</p> <p>Below Basic: 24%</p>			
PM Meeting Notes 11/23/21				
Winter Date	<p>Lough</p> <p>Intensive:</p> <p>Strategic:</p> <p>Core:</p> <p>Advanced:</p> <p>Hedrick</p>			

	Intensive: Strategic: Core: Advanced:			
Spring PM				
Spring Date				
End	<p>Lough</p> <p>Intensive: Strategic: Core: Advanced:</p> <p>Hedrick</p> <p>Intensive: Strategic: Core: Advanced:</p>			

Grade 4	Data Summary (Screener / Classroom)	Goals	Intervention Groups	Classroom Instruction
Fall Date	RI. PI PI DIBELS Welsh Above: 26% Proficient: 53% Below Benchmark: 5% Well Below: 16% Cheshire Above: 18% Proficient: 53% Below Benchmark: 18% Well Below: 12% Grade Level RI: Advanced: 3% Proficient: 30% Basic: 22% Below Basic: 8% Cheshire Advanced: 0% Proficient: 29% Basic: 24% Below Basic: 47% Welsh Advanced: 5%		Wilson System 44	Read Live

	Proficient: 32% Basic: 21% Below Basic: 42%			
PM Meeting Notes 11/23/21				
Winter Date	<p>Cheshire</p> Advanced: % Proficient: % Basic: % Below Basic: %			
	<p>Welsh</p> Advanced: % Proficient: % Basic: % Below Basic: %			
Spring PM				
Spring Date				

End	<p>Cheshire Advanced: % Proficient: % Basic: % Below Basic: %</p> <p>Welsh Advanced: % Proficient: % Basic: % Below Basic: %</p>			
Grade 5	Data Summary (Screener / Classroom)			
Fall Date	PI DIBELS Mullan Advanced: % Proficient: % Below Benchmark: % Well Below: % Defibaugh Advanced: % Proficient: % Below Benchmark: % Well Below: % Grade Level RI:		System 44	Read Live Myon/Read Theory. Newsela/Readworks

	Advanced: % Proficient: % Basic: % Below Basic: %			
PM Meeting Notes 11/23/21				
Winter Date	Advanced: % Proficient: % Basic: % Below Basic: %			
Spring PM				
End	Advanced: % Proficient: % Basic: % Below Basic: %			

Summary:

Last year's EOY Reading Data, 27% of the students in Grade 3 scored below or well-below grade level and 37% of FARMS students scored below grade level; 31% of Grade 4 students scored below grade level and 31% of FARMS student scored below; Grade 5- 28% of the students scored below/well-below grade level and 38% of the FARMS students scored below as well. This trend continued in the BOY 2022-23 school year data. BOY Data in Grade 3, DIBELS Data 48% (Hughes) and 32% (Lough) scored Below/Well-Below Grade Level; Grade 3 Total- 58% on or above; 42% below Reading Inventory 56% on or above grade level, 44% Below/Well-Below Grade Level BOY Grade 4 ELA Data, DIBELS Data 21% (Welsh) and 30% (Cheshire) scored Below/Well-Below Grade Level; Grade 4 Total- 75% on or above; 25% below Reading Inventory 33% on or above grade level, 66% Below/Well-Below Grade Level. BOY Grade 5 ELA Data, DIBELS Data 33% (Mullan) and 13% (Defibaugh) scored Below/Well-Below Grade Level, 76% scored on or above grade level; 23% below grade level Reading Inventory 53% scored on or above Grade Level; 47% scored Below/Well-Below Grade Level.

Math Data**Parkside's School Overall Grade-Level
Placement (Beginning of the Year)**

	Tier 1	Tier 2	At Risk for Tier 3	Students
School	17%	62%	21%	185
Kindergarten	13%	88%	0%	24
1st Grade	7%	79%	14%	28
2nd Grade	10%	63%	27%	30
3rd Grade	27%	46%	27%	37
4th Grade	14%	67%	19%	36
5th Grade	30%	40%	30%	30

Summary of Math Data:

In analyzing School-Level Beginning of the Year Diagnostic Data, of the 185 students assessed in Grades K-5, only 17.8% (33 Students) entered the school year On or Above Grade Level; 61.6% (114 Students) performed One Year Below Grade Level; 14.5% (27 Students) Two Grade Levels Below; 5.9% (11 students) Three or More Grade Levels Below.

DISCIPLINE NARRATIVE (PBIS)

During the 2021-22 school year, 115 office behavioral referrals occurred. By Grade Level- 38% were from Grade 5, 8% Grade 4, 23% Grade 3, 20% Grade 2, 5% Grade 1, 5% K, and <1% Prek. Forty percent of the referrals occurred on the end-of-the-day bus ride home. Sixty percent of the referrals were for Disruption/Disrespect. Thirty-seven percent of the referrals occurred on the bus and 42% occurred in the classroom. Ninety-one percent of the students had 0-1 referrals, 6% had 2-5, and 3% had 6+ referrals. Analysis of SRSS 1st quarter data, identified 33 students with Internal and/or External Behaviors. Identified students have been ranked according to need and assigned to interventions and staff support including the check-in/check-out program.

Science Data

Grade 5 MISA Data				
	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
Total Number of Students - 32	9%	47%	44%	0%

Summary:

2022 MISA Data indicates that 44% of the Parkside Students “Met Expectations” in comparison to 31% in Allegany County and 30% in the state of Maryland. According to standard performance, 50% “Met Expectations” in Earth/Space Science, 69% in Life Science, and 53% in Physical Science.

Attendance Data (Goal = 94.00%)

Parkside's Attendance Data for 2022-2023				
	September 2022	February 2023	May 2023	Summary
Pre-K-3	93.97%	81.65%		
Pre-K	90.00%	90.57%		
Kindergarten	89.19%	89.32%		
Grade 1	94.08%	91.95%		
Grade 2	95.38%	93.04%		
Grade 3	94.08%	93.91%		
Grade 4	94.72%	93.01%		
Grade 5	91.17%	92.87%		
School Average	93.05%	92.08%		

Summary:

September Attendance totals show that students in Pre-K and K had the lowest attendance totals, followed by grade 5. In disaggregating the school level data by subgroup, Males- 93.43, Females 92.65, FARMS 91.91, IEP 92.71.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of how strategies will:

- (a.) provide opportunities for all children including each subgroup to meet the State's challenging academic standards.

(b.) 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

(c.) 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; preparation 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

ELA Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Students need instruction to meet their specific needs in the components of reading (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension)	Increased Number of Groups for Evidence Based Reading Interventions- Read Live, Amplify, System 44, Wilson, Heggerty, Foundations	DIBELS and HM Reading Inventory MCAP- Fall and Spring	N/A	TBD

<p>75% of K had a composite score of Below or Well Below at BOY.</p> <p>53% of students in grades 1-3 had a composite score of Below or Well Below at BOY.</p> <p>24% of students in grades 4-5 had a composite score of Below or Well Below at BOY.</p> <p>34% of students in grades 1-5 had a composite score of Below or Well Below at BOY.</p>				
<p>Students need opportunities to read for fun and to practice reading comprehension strategies.</p> <p>See above.</p>	<p>One School. One Book. focus on author's perspective</p>	<p>Teacher Survey</p>	<p>N/A</p>	<p>TBD</p>
<p>Students need phonics instruction.</p>	<p>Carol Tolman's LETRS Literacy Strategies-Phonics Instruction</p>	<p>Teachers/Admin Participation in LETRS Training and Coaching</p>	<p>N/A</p>	<p>TBD</p>

See above.		Meetings to Document Implementation		
<p>Students need differentiation in small groups.</p> <p>See above.</p>	<p>Differentiated Activities in Small Groups and Targeted Lessons to Support Core Reading Programs (SuperKids and CKLA)</p> <p>Repeated Readings and Questioning Strategies (3 Reads)</p> <p>GRUDL (Gradual Release of Responsibility / Universal Design for Learning)</p> <p>MTSS</p>	<p>SuperKids and CKLA Unit and Mid Unit Assessments</p> <p>MCAP- Fall and Spring</p>	<p>Title I, Part A- Additional Materials of Instruction to Support SuperKids and/or CKLA Core Reading Programs- \$100.79 x 17 teachers = \$1,713.35.</p> <p>Title I, Part A- Supplies for the Family Engagement Coordinator to work with volunteers to create materials of instruction for students to use in the classroom and/or at home- 174 students x \$3.00 = \$522.00.</p>	TBD
<p>Students need access to high interest text for reading comprehension practice opportunities.</p> <p>See above.</p>	<p>Reading Comprehension Practice</p> <p>Use of myON high interest leveled reading resource</p> <p>High interest reading opportunities- Holidays</p> <p>Amplify personalized reading pathways</p>	DIBELS and Reading Inventory Assessments	\$339.60 for Storyworks Magazines	TBD

Students need strategies to persevere. See above.	Growth Mindset Strategies Metacognitive Strategies	Student Feedback during guidance activities	N/A	TBD
Students need extended learning time opportunities.	MCAP Tutoring	MCAP	Title I, Part A- Materials for MCAP Tutoring \$200.00	TBD

Math Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Students need differentiation in small groups in which instruction is focused on weak areas. 80% of Parkside students assessed in grades K-5 scored below grade level on iReady diagnostic assessments.	Small Group Learning using Co-Teaching Models Differentiation- Reteach and Reinforce Lessons CRA (Concrete-Representational-Abstract)	iReady Math Assessments MCAP- Fall and Spring	Title I, Part A- \$100.79 / teacher x 17 teachers = \$1,713.35 for additional materials of instruction to support iReady Math activities Title I, Part A- Supplies for the Family Engagement Coordinator to work with volunteers to create	TBD

	Formative Assessments (iReady and teacher made exit slips) MTSS GRRUDL (Gradual Release of Responsibility / Universal Design for Learning)		materials of instruction for students to use in the classroom and/or at home- 174 students x \$3.00 = \$522.00.	
Students need to make real life connections to mathematics. Grade 3- 85% of students scored below grade level. Grade 4- 84% of students scored below grade level Grade 5- 62% of students scored below grade level	Real Life Connections and Problem Solving	iReady Math Assessments	\$209.70 for Dynamath for students in grades 3-5	TBD
Students need a smaller student to teacher ratio.	Collaborative Learning in Small Group Setting	Formative Assessments	N/A	TBD
Students need increased self efficacy.	High Expectations - Goal Setting in iReady Pathways	iReady data	N/A	TBD

Students need extended learning time opportunities.	MCAP Tutoring	MCAP	Title I, Part A- Materials for MCAP Tutoring \$200.00	TBD
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Science Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Students need connections to the real world.	Outdoor School- Environmental Science (Partner with Evergreen Heritage Center) October 10-14, 2022	MISA	N/A	TBD
Students need hands-on learning.	FOSS Kits- for hands-on experiences	MISA	N/A	TBD
Students need real world connections.	Ag Lab- Environmental Science review	MISA	N/A	TBD
Students need hands-on learning.	Robotics League	MISA	N/A	TBD

Attendance Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
93.05% attendance rate	Use of the <i>Attendance Works</i> resources.	Monthly Attendance Reports	N/A	TBD
93.05% attendance rate	Incentives	Monthly Attendance Reports	N/A	TBD
93.05% attendance rate	Attendance Reminders for and Sharing of Data with Parents in School Newsletters or Calendars	Monthly Attendance Reports	N/A	TBD

Behavior Schoolwide Reform Strategies

Identified Need	Evidence Based Strategy	How will the effectiveness of this strategy be evaluated?	Title I Funding Needed to Implement Strategy	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Referral data indicates Disrespect and Disruption as accounting for 60% of incidents.	Counseling / Restorative Circles	Discipline data	N/A	TBD
SRSS analysis by the PST identified students in need of Support Services due to Internal/External Factors	PBIS/SRSS (Positive Behavior Interventions and Support / Student Risk Screening Scale) and Tiers I, II, and III interventions)	Discipline data	N/A	TBD
	Check In / Check Out	Discipline data	N/A	TBD
Students Identified by Teachers through the use of SRSS and PST Data for At-Risk Behaviors	School-Based Mental Health Program (Dovetail Tool Kit, Second Step, Project Wisdom)	Discipline data	N/A	TBD

42% of the Behavior Referrals occurred in the classroom setting.	Mentoring Programs- Peer Helpers	Discipline data	N/A	TBD
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CAREER AND TECHNICAL EDUCATION: (Narrative)

- ☐ If applicable, what activities provide preparation for and awareness of opportunities for postsecondary education and the workforce?

The school counselor organizes a Career Day, along with specific grade level lessons on career awareness, to meet the Maryland State Department of Education (MSDE) career development framework. During Career Day, presenters visit classrooms to share details about their job responsibilities and necessary education and training required to be successful in their occupation. Information is provided about career paths and a connection is made to the real world. This event also creates partnerships with community organizations and businesses. Students also dress in costumes relating to future careers.

PROFESSIONAL DEVELOPMENT

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

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

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Articulation Meetings	ELA and Math (FARMS and Special Ed)	Grade level teachers meet with advancing teams to discuss student data and form groupings.	May 2023	N/A	Title I, Part A- \$24.98 rate x 2 hours x 12 teachers = \$599.52	TBD
Quarterly Grade Team Planning Sessions	ELA and Math (FARMS and Special Ed)	to build units using core reading and math programs (After School)	Quarterly	N/A	Title I, Part A- \$24.98 x 4 hours x 12 teachers = \$1,199.04 and materials such as chart paper @ \$145.75.	TBD

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
Meetings with Head Start and PreK Teachers	May 2022	TBD
Transition reports provided by Head Start for entering Kindergarten students	May 2022	TBD
In person Pre-K and Kindergarten Parent interviews	August 2022	TBD
KRA Screening	August 2022	TBD
Virtual IEP meetings	as requested	TBD
Pre-K and Kindergarten Orientation Meetings	August 2022	TBD
Buster the Bus Program	September 2022	TBD
Joint registration with Head Start and Pre-K	May 2022	TBD
Transportation between Head Start and Pre-K	May 2022	TBD
Articulation meetings between Pre-K and K	May 2022	TBD
Articulation meetings between K and Grade 1	May 2022	TBD
Articulation meetings between Grades 1-5	May 2022	TBD
Data analysis meetings	Ongoing	TBD

Grade 5 middle school visitation	May 2022	TBD
Annual Title I Meeting	Fall 2022	TBD

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The ***Title I Schoolwide Program - Four Components - 2022-2023*** plan was 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.

(See sign-off sheet at the end of this plan.)

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.

- ☐ How were parents, families, and community members involved in developing the schoolwide plan? ***Parents, families, and community members are involved in developing the schoolwide plan. They provided input during the spring by completing the Parent Interest Survey and/or by attending the Spring Title I Meeting. They also attended a Fall Annual Title I Meeting/Back to School Night during which they reviewed components of the plan and provided input. The principal also invites participation year round by reaching out to parents.***
- ☐ How were teachers, principals, and other school staff involved in developing the schoolwide plan? ***Teachers, principals, and other school staff are involved in the development of the schoolwide plan. They provided input by completing surveys and by participating in school level team meetings.***

Strategies to Increase Parent Family Engagement (Add details such as dates and activities to these strategies to make them specific to the school.)	Will this strategy be continued, revised, or discontinued? Explain. (This column is to be completed at the end of the 2022-2023 school year.)
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Back to School Night / Annual Title I Meeting (Title I, Part A- Teacher Presenting Stipends @ \$26.43 x 1.5 hours x 21 teachers = \$832.55.)	TBD
ELA Day (Title I, Part A- Teacher Planning Stipends @ \$24.98 x 1 hour x 14 teachers = \$377.73 and materials for parents such as books @ \$192.14.)	TBD
Math Day (Title I, Part A- Teacher Planning Stipends @ \$24.98 x 1 hour x 13 teachers = \$350.75 and materials such as math manipulatives or math games for parents @ \$192.15.))	TBD
MCAP Event	TBD
Use of School Parent Compact	TBD
Weekly Volunteer Workshops	TBD
Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners.	TBD
Parents, family members, and community members are invited to participate in decision making teams such as SIT, Leadership, Parent and Family Engagement, PBIS, and others.	TBD
Parents, family members, community members, teachers, principals, and other school staff are invited to a spring Title I meeting to review and revise the schoolwide plan, and at the beginning of the year, at the annual Title I meeting, they are invited to provide input.	TBD
Ready4K Texting Subscription to Engage All Prek3, Prek4, and Kindergarten Parents and Families with customized messages, reminders, links to resources, surveys, and more.	TBD
Refreshments for parent and family engagement activities (Title	TBD

I, Part A- \$230.00.)

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, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
Health care	ACPS	The school nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Social, personal, or academic support	School Counselor	School counselors provide weekly lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, mindfulness or Second Step lessons.
Tutoring program	Teachers	ACPS provides tutoring.
Extended learning time targeting students with low academic achievement	Teachers	ACPS provides after school and summer school opportunities to all 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 special education teachers meet with 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 teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.
Extended learning time for identified special education students	Special Education Staff	Extended School Year is 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.
Vision screening	Lions Club	Lions Club provides the screening and glasses.
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 meals to all families.
Clothing	Social Services	The Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	ACPS Community groups	Schools, through local funding, provide basic school supplies to students. 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 twice during the school year.
Reading intervention programs	Reading intervention staff	ERI, Foundations, Read Live, SRA, Wilson, and other reading intervention programs are offered based on identified student needs.
Identification of student areas of need	Teachers Specialists	Diagnostic testing in math and ELA
Career and Technical Education Programs	School Counselor or Assigned Staff Person or Team	Career Days and/or career activities are held by schools.
Opportunity to address student educational needs	ACPS	ICT and data analysis meetings are held to identify student needs and plan instruction.
Drug awareness	Cumberland City Police Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase awareness about the use of drugs and provide strategies to resist use of drugs.
Math intervention program	Math Specialist, Teachers	iReady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Assistance to families of young children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs online.

Resources to support homeless students	Special Education Title I	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

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 Programs also completes the Annual Comparability Report.

Additionally, the Supervisors hold monthly 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, Titles I, II, and IV and Raising a Reader funding is utilized to supplement the local funding.

