

## **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:** West Side

### **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?

School: West Side

## 2020-2021 ELA Data Summary

### West Side 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 (41)	7	17%	4	10%	30	73%
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 (45)	17	38%	12	27%	16	36%
Middle of Year ()						
End of Year ()						
Summary						

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2020-2021 DIBELS 8 – Grade 2						
(# tested)	Core		Strategic		Intensive	
	Number	Percent	Number	Percent	Number	Percent
Beginning of Year (37)	19	51%	3	8%	15	41%
Middle of Year ( )						
End of Year ( )						
Summary						

2020-2021 Common Lit- Grade 3						
Number of Students Enrolled	Literacy Screener COMMONLIT	% High Performers (75-100%)	% Medium Performers (50-74%)	% Low Performers (25-49%)	% Very Low Performers (0-24%)	# Students Receiving Additional or Supplemental Reading Instruction
56						
	Evidence	38%	25%	28%	19%	
	Central Idea/Theme	15%	36%	31%	29%	
	Interaction of Ideas	31%	25%	25%	19%	
	Language/Vocabulary	47%	25%	15%	13%	

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2020-2021 Common Lit- Grade 4						
Number of Students Enrolled	Literacy Screener COMMONLIT	% High Performers (75-100%)	% Medium Performers (50-74%)	% Low Performers (25-49%)	% Very Low Performers (0-24%)	# Students Receiving Additional or Supplemental Reading Instruction
55	COMMONLIT					
	Evidence	43%	43%	0%	14%	
	Central/Theme	51%	8%	29%	22%	
	Interaction of Ideas	65%	20%	17%	14%	
	Language/Vocabulary	79%	10%	17%	3%	
	READING INVENTORY	#Advanced	# Proficient	# Basic	# Below Basic	
		16%	16%	25%	42%	

20202-2021 Common Lit- Grade 5						
Number of Students	Literacy Screener COMMONLIT	% High Performers (75-100%)	% Medium Performers (50-74%)	% Low Performers (25-49%)	% Very Low Performers (0-24%)	# Students Receiving Additional or Supplemental Reading Instruction

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ts Enrolle d 48						
48	COMMONLIT					
46	Evidence	15%	39%	19%	26%	
	Central/Theme	26%	44%	19%	11%	
	Interaction of Ideas	28%	13%	30%	28%	
	Language/Vocabulary	30%	48%	22%	10%	
	READING INVENTORY	% Advanced	% Proficient	%Basic	% Below Basic	
		23%	13%	38%	27%	

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2020-2021 Math Data Summary  
West Side 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 (39)	11	28%	28	72%	0	0%
Middle of the Year ()						
End of the Year ()						
Summary						

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 (49)	10	20%	33	67%	6	12%
Middle of the						



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Year ()						
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 (50)	11	22%	26	52%	13	26%
Middle of the Year ()						
End of the Year ()						
Summary						

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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 (56)	12	22%	29	52%	15	26%
Middle of the Year ()						
End of the Year ()						
Summary						

2020-2021 i Ready Math Diagnostic Data - Grade 4						
	Tier 1		Tier 2		At Risk for Tier 3	
# tested	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Beginning of the Year (53)	7	13%	25	47%	21	40%
Middle of the Year ()						
End of the Year ()						
Summary						

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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 (47)	8	17%	27	57%	12	26%
Middle of the Year ()						
End of the Year ()						
Summary						

<b>ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT</b>	<b>COMPONENT TWO SCHOOLWIDE REFORM STRATEGIES</b>
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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:

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- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

**ELA**

The *Maryland College and Career Ready Standards for ELA* is utilized for ELA instruction. In Fall 2020, the Superkids Reading Program by Zaner Bloser - 2017, was initiated for Kindergarten through Grade 2 ELA instruction. The *Treasure Series* from Macmillan McGraw-Hill continues as the core reading program during the language arts block for grades 3, 4 and 5. Evidence based strategies and best practices are the foundation of the instructional program. Reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, System 44, etc. are available. The Heggerty Phonemic Awareness assessment is utilized in PreK. The Heggerty Phonemic Awareness program is utilized in PreK. Other grade level materials utilized include ELA benchmark tests, *DIBELS 8 in Kindergarten and Grade 3*, *Superkids* online in Grades K- 2, and *CommonLit* reading tool for informational and literary reading comprehension and fluency in Grades 3, 4 and 5.

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

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
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Lack of student achievement in reading based on results of screeners.	Reading Interventions	DIBELS- Beginning, middle, and end of the year assessments and progress monitoring	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	Title I- Superkids Differentiated Library Bundles, \$1,680.00 and Superkids Additional Practice Books, \$112.50
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, \$3,499.00
Lack of reading materials and supplies for distance learning	Distribution of books and materials for parents to support students at home in distance learning	DIBELS and Reading Inventory- Beginning, middle, and end of the year assessments	Title I- Supplemental Reading Materials, \$6,000.00  Title I- Volunteer Workshop Materials to Support Classroom and/or Distance Learning (ELA and Math), \$734.00
Students need additional learning time.	Extended Learning Time Opportunity- Virtual Summer School	Program pre and post tests	Title I- Summer School Planning and Teaching (ELA and Math), \$6,153.06, and Summer School ELA Materials, \$948.98

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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
At risk for tier 3, lack of student achievement in math domains	Small group learning for enrichment and/or intervention in break out rooms	iReady beginning, middle, and end of the year assessments	N/A
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	Title I- Math Grid Dry Erase Paddles, \$203.40, and Dry Erase Markers and Whiteboards, \$948.10  Title I- Supplemental Math Materials, \$4,183.17

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			Title I- Volunteer Workshop Materials to Support Classroom and/or Distance Learning (ELA and Math), \$734.00
Students need additional learning time.	Extended Learning Time Opportunity- Virtual Summer School	Program pre and post tests	Title I- Summer School Planning and Teaching (ELA and Math), \$6,153.06, and Summer School Math Materials, \$948.98, Summer School STEM Materials, \$948.98

***ATTENDANCE NEEDS OF STUDENTS***

Connectivity and distance learning have compounded attendance issues during COVID-19. Attendance is tracked on a daily basis and monthly reports are issued. School pupil service teams work with families to establish relationships and encourage attendance. Activities to meet identified needs are included in the table below:

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Lack of student attendance in distance learning	Attendance discussions during faculty and team meetings to monitor student attendance.	Monthly attendance data	N/A
Lack of connectivity	Hotspot Distribution	Monthly attendance data	N/A

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**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

**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.



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**Professional Development Calendar/Funding Table**

<b>Activity</b>	<b>SIP Alignment</b>	<b>What / How Content/Process</b>	<b>Date(s)</b>	<b>Presenters</b>	<b>Funding Source</b>
Planning Meetings	ELA/Math	Half day sessions will be held for planning for fall return to school.	Summer	Shannon Green, principal	Title I- 20 teachers x 3 hours x \$23.78 workshop rate= \$1,462.80
Articulation Meetings	ELA/Math	Meetings will be held after the regular work day to reflect on student data and groupings.	April or May	Shannon Green, principal	Title I- 23 teachers x 1.5 hours x \$23.78 workshop rate= \$820.41
NEWSELA	ELA	Teachers in Grades 3, 4, and 5 will attend an online pd session to learn about the features of NEWSELA	11/20/2020	NEWSELA staff	Local
Superkids Reading series	ELA	Teachers in K-2 will attend ongoing pd sessions to learn about the new reading series	ongoing	Specialists Superkids staff	Local
i Ready and i Ready Classroom	Math	Teachers will attend online sessions to learn about the features of i Ready programs	ongoing	Specialists Curriculum Associates staff	Local
Training for Schoology	ELA/Math	Training for teachers to utilize the new learning platform	ongoing	Staff	

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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	Shannon Green and Title I Specialist	Title I District Wide Initiative
Nearpod Training	ELA/Math	Training on use of Nearpod feature for Schoology	December 2020	Brad Ditto	
LETRS training	ELA	Teachers are studying the LETRS program	Fall	online class	

***STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS***

<b>PROGRAM</b>	<b>DATE/TIMELINE</b>
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

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Buster the Bus Program	Not available in online format
Joint registration with Head Start and Pre-K	April 2021
Transportation between Head Start and Pre-K	Ongoing
Open House Online, drive through and outdoor options were offered	Sept. 8th- Grades 4 and 5 Sept. 9th- Grades 2 and 3 Sept. 10th- Grades PK, K, and 1
Articulation meetings between Pre-K and K	Spring 2021
Articulation meetings between K and Grade 1	Spring 2021
Articulation meetings between Grades 1-5	Spring 2021
Articulation meetings with middle school staff	Spring 2021
Data analysis meetings	Quarterly
Grade 5 middle school visitation	Virtual or in person
Annual Title I Meeting	September 17, 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)

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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
Shannon Green	Principal
Shannon Imes	Assistant Principal
Delsie Fazenbaker	Family Engagement Coordinator
Sydney Sibley	School Counselor, Family Involvement Team Chair
Laura Michael	Title I School Support Specialist
Erica Weedon	Parent
Katie Peterson	Community Member, Northrop Grumman
Kim Hayes	Paraprofessional
Debbie Frankenberry	Special Educator

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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

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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 West Side 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 1116)

Please consider the following:

- School Parent Compact
- How will parents, families and community members be involved in developing the schoolwide plan?
- How will teachers, principals and other school staff be involved in developing the schoolwide plan?

Strategies to Increase Parent Family Engagement
Provide parent training on the use of Schoology (online learning platform).
Safe distribution of materials.
Virtual and "to-go" parent events.

**Insert Parent Family Engagement Narrative and Table Here.**

### **TITLE I PARENT/FAMILY ENGAGEMENT**

#### **Parent/Community Engagement Needs**

- **Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of**

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**family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**

- Parental/community involvement at West Side is a priority. We value all our stakeholders and strive to meet the needs of our parents/families and create strong partnerships within our community to better serve our students.
- In 2019-2020, we held our Annual Back to School Night including an opportunity to meet the teachers, an open house, and Title I meeting and sharing of compacts and other key Title I documents for parent input on August 28, 2019. 77 adults attended. 172 parents attended Parent Conference Day on Monday, October 7, 2019 during which compacts were reviewed, grade level standards were shared, and free haircuts were offered by several volunteer community barbers and beauticians. On Thursday, January 30, 2020, 81 adults attended Math Day during which the ACPS math specialist presented information and resources such as the online video tutorials and then parents visited classrooms and participated in math lessons with their students. 122 adults participated in virtual or in-person parent conferences on Monday, March 9, 2020. This was a great turnout as it was early in the COVID-19 pandemic and school closures. “Parents Lunch and Learn: Strategies for Positive Behaviors” event was held on Wednesday, October 23, 2019, and 14 adults attended. This event was held during the lunch hour to meet the needs of working parents as requested in the Parent Interest Survey. Family STEM Night was held on March 12, 2020, and 63 adults attended. Students shared STEM projects, and science experiments were facilitated by volunteers from partners such as Frostburg State University, IBM, Northrop Gruman, and the school media specialist. In addition, we held several welcoming activities for parents and families including: Grandparents’ Days on several dates in October (305 adults participated), Veterans’ Day event on Monday, November 11, 2019. Many volunteer opportunities were available to parents and families such as weekly workshops, and volunteer training sessions were held. The school provided seasonal newsletters to keep parents informed of school happenings and key Title I information.
- Despite the COVID-19 pandemic, we will continue to provide our parents/families with opportunities to learn how to assist their students with academics and behaviors at home. We are looking forward to our Social Emotional Learning event for parents, planned in response to parent interest survey results. We are also planning to hold our annual Math Day focusing on intermediate grades and a literacy event focusing on the primary grades. We will offer these activities for parents virtually, distanced, or in person based on the system guidelines.
- Volunteer opportunities such as: Weekly Volunteer Workshops with the Family Engagement Coordinator, Outdoor School Chaperones, Weekly Guest Readers, Field Trip Chaperones, Leadership Team, Family Involvement Team, Lego League, and more will be held if possible given safety metrics.
- School newsletters will continue to provide parents with key Title I and other information.

**Parent Advisory/ Title I Parent Committee 2020-2021**

Name	Grade Level Representation	Position
Shannon Green	All	Principal
Shannon Imes	All	Assistant Principal

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Sydney Sibley	All	School Counselor, Family Involvement Team Chair
Jennifer Howell	3	Parent
Pastor Keith Aquila		Grace Baptist Church Representative
Erica Weedon	K, 3	Parent, PAC Representative
Denia Hocherl	pre-k, 1, 3, 5	Parent Representative
Kim McKay	Grades 2, 3	Parent Representative
Wendy Jones	Grade 4	Parent Representative
Tammy Fraley	Grade 5	Parent Representative
Molly Albright	Grade 3	Parent Representative
Delsie Fazenbaker	Title I	Family Engagement Coordinator
Laura Michael	Title I	Title I School Support Specialist

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.**

### **West Side PARENT / FAMILY ENGAGEMENT PLAN**

#### **Expectations**

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

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West Side 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 West Side 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

West Side accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district’s Parent/Family Engagement Plan.

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

**Action Plan**

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<b>I. Shared Decision Making</b> ➤ The School Improvement Plan (SIP) is developed with input from parents.  ➤ The SIP is available for parent	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan.  A synopsis of the SIP is shared with parents. Parents	ongoing    Winter	Shannon Green, principal, Shannon Imes, assistant principal   assistant principal



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<p>review and input at any time.</p> <ul style="list-style-type: none"> <li>➤ The Parent/Family Engagement Plan is developed with input from parents.</li> <li>➤ The Parent/Family Engagement Plan is distributed to all parents.</li> <li>➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</li> </ul>	<p>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. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families 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 submitted to the SIT for approval.</p>	<p>newsletter</p> <p>Annual Meeting, ongoing</p> <p>December newsletter</p> <p>Annual Meeting, ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal</p> <p>Shannon Imes, assistant principal</p> <p>Shannon Green, principal, Shannon Imes, assistant principal</p>
<p><b>II. Annual Meeting</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p>Information is shared by powerpoint presentation and in seasonal newsletters.</p> <p>Title I Budget: \$404.26 (stipends)</p>	<p>Annual meeting, fall, winter, spring, summer</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal</p>

School: West Side

<p><b>III. Building Parental Capacity</b></p> <ul style="list-style-type: none"> <li>➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</li> <li>➤ Provide materials and parent training/workshops to help parents improve their children’s academic achievement.</li> <li>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</li> <li>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</li> </ul>	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p> <p>The following events are planned for this school year:          -Social Emotional Learning          -Math Day          -Literacy Event</p> <p>Title I Budget: \$788.56 (stipends), \$267.38 (refreshments), \$1,577.80 (materials for parents)</p> <p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p> <p>The following programs provide opportunities to increase parent/family engagement:          -Health Department offers dental and flu vaccine clinics.          -Allegany County Library provides information, materials, parent resources, location for parent events, etc.</p>	<p>Parent Conference Day, October 2020</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Classroom Teachers</p> <p>Shannon Green, principal, Shannon Imes, assistant principal, Sydney Sibley, school counselor/Family Involvement Team chair, Classroom Teachers</p> <p>Shannon Green, principal, Shannon Imes, assistant principal, Sydney Sibley, school counselor/Family Involvement Team chair, Classroom Teachers, Laura Michael, Title I Specialist</p> <p>Shannon Green, principal, Shannon Imes, assistant principal</p>
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School: West Side

<ul style="list-style-type: none"> <li>➤ Ensure information is presented in a format and/or language parents can understand.</li> <li>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</li> </ul>	<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. Outdoor sign advertises upcoming events. Family engagement coordinator makes phone calls.</p> <p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Delsie Fazenbaker, family engagement coordinator</p> <p>Shannon Green, principal, Shannon Imes, assistant principal, Delsie Fazenbaker, family engagement coordinator</p>
<p><b>IV. Review the Effectiveness</b></p> <ul style="list-style-type: none"> <li>➤ The effectiveness of the school's parental/family engagement activities will be reviewed.</li> </ul>	<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 mid year.</p>	<p>ongoing, January</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Laura Michael, Title I School Support Specialist</p>
<p><b>V. Joyce Epstein's Third Type of Parent Involvement</b></p> <ul style="list-style-type: none"> <li>➤ Volunteering</li> </ul>	<p>Parents are given the opportunity to volunteer in a variety of ways:</p> <ul style="list-style-type: none"> <li>-Outdoor School Chaperones</li> <li>-Weekly Volunteer Workshops with Family Engagement Coordinators</li> <li>-School Leadership Teams</li> <li>-Classroom Activities</li> <li>-Field Trip Chaperones</li> </ul>	<p>temporarily on hold due to health metrics</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Laura Biser, family engagement coordinator, Classroom Teachers</p>

School: West Side

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

**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)

<b>Service</b>	<b>Service Provider</b>	<b>Explanation of Service</b>
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 lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, mindfulness or Second Step lessons.
Tutoring program	Teachers	Provide extended learning time for identified students.
Extended learning time targeting students with low academic achievement	Teachers	A summer school is held, virtually or in person, for targeted students in grades 3-5 for support in math, ELA, and STEM.
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:** West Side

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:** West Side

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.

**School:** West Side

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**

<b>Activity</b>	<b>Title I Funds</b>	<b>Title II Funds</b>	<b>Title IV Funds</b>	<b>Local Funds</b>	<b>Judy Center</b>	<b>Other Funding Source</b>
Professional Development	\$2,294.20	\$973.67	ASCA membership - \$164			

School: West Side

			Digital Tech Camps - \$7,573.93, \$85.66			
Extended Day /School Year	\$6,153.06					
Materials of Instruction	\$20,207.11			\$24,876		
Salaries / Fixed	\$176,164.32 / \$72,665.53					
Parent / Family Engagement	\$3,038					
Equipment				Repair - \$3,000		
Contracted Expenses			AG Lab - \$1,800 Destiny Follett Software - \$710.97 Project Wisdom - \$493 SNAP Health - \$1,245			
Consumable				\$6,138		
Office				\$3,172		
Other			Fixed - \$607.20, \$6.87	Operations - \$1,125		

Title I Budget 2020 – 2021



School: West Side

**Instructional Program: \$26,360.17**

**Materials**

**\$13,127.17**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	SuperKids Differentiated Library bundles	\$560.00 x 3 grades	\$1,680.00	FARMS, Special Ed.
ELA	SuperKids Additional Practice Books	\$3.75 x 30 copies	\$112.50	FARMS, Special Ed.
ELA	Supplemental Reading Materials	6 grade levels x \$1,000.00	\$6,000.00	FARMS, Special Ed.
Math	Math Grid Dry Erase Paddles	\$16.95 x 12	\$203.40	FARMS, Special Ed.
Math	Dry Erase Marker/Whiteboards	38 x \$24.95	\$948.10	FARMS, Special Ed.
Math	Supplemental Math Materials	6 grade levels x \$697.20	\$4,183.17	FARMS, Special Ed.

**Equipment (over \$1,500)**

**\$0**

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

School: West Side

ELA				
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**FEC Materials**

**\$734.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Volunteer Workshop Materials to Support Classroom and/or Distance Learning		\$734.00	All Students

**Web-Based Subscriptions**

**\$3,499.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Flocabulary	\$2,250.00	\$2,250.00	FARMS, Special Ed.
ELA	Starfall Reading Support	\$250.00	\$250.00	FARMS, Special Ed.
ELA/Science	Mystery Science	\$999.00	\$999.00	FARMS, Special Ed.

School: West Side

**Extended Learning / Summer School**

**\$9,000.00**

**Stipends for Summer School**

**\$6,153.06**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA/STEM	Pre Program Planning	6 teachers x 7.5 hours x \$23.78 rate	\$1,070.10	FARMS, Special Ed.
Math/ELA/STEM	Teaching	6 teachers x 8 days x 3.5 hours x \$25.16 rate	\$4,226.88	FARMS, Special Ed.
Math/ELA/STEM	Planning	6 teachers x 6 hours x \$23.78 rate	\$856.08	FARMS, Special Ed.

**Summer School Materials**

**\$2,846.94**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Materials to Support Math		\$948.98	FARMS, Special Ed.
ELA	Materials to Support ELA		\$948.98	FARMS, Special Ed.
STEM	Materials to Support STEM		\$948.98	FARMS, Special Ed.

School: West Side

**Professional Development: \$2,294.20**

**Stipends / Substitutes**

**\$2,383.21**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Articulation Meetings	23 teachers x 1.5 hours x \$23.78 rate	\$820.41	FARMS, Special Ed.
Math ELA	Planning Meetings	20 teachers x 3 hours x \$23.78 rate	\$1,462.80	FARMS, Special Ed.

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

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

**P.D. Materials**

**\$10.99**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
P.D. ELA	Supplies for Articulation and Planning Meetings		\$10.99	FARMS, Special Ed.

School: West Side

**P.D. Contracted Services**

**\$0**

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

**Parent/Family Engagement: \$3,038.00**

**Stipends**

**\$1,192.82**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
PFE	Back to School Night	17 teachers x 1 hour x \$23.78	\$404.26	All
PFE	Planning for Schoolwide Social Emotional Event	4 teachers x 1 hour x \$23.78	\$95.12	All
PFE	Presenting for Schoolwide Social Emotional Event	4 teachers x 1 hour x \$25.16	\$100.64	All
PFE	Planning for Primary ELA Parent Event	4 teachers x 1 hour x \$23.78	\$95.12	Primary Grades

School: West Side

PFE	Presenting for Primary ELA Parent Event	4 teachers x 2 hours x \$25.16	\$201.28	Primary Grades
PFE	Planning for Intermediate Math Parent Event	4 teachers x 1 hour x \$23.78	\$95.12	Intermediate Grades
PFE	Presenting for Intermediate Math Parent Event	4 teachers x 2 hours x \$25.16	\$201.28	Intermediate Grades

Hourly Stipends: Teaching- \$25.16

Non-Teaching- \$23.78

**Materials**

**\$1,845.18**

**\*Food Allowance – 10% = \$303.80**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
PFE	Refreshments		\$267.38	All
PFE	Parent Materials for SEL event		\$513.94	All
PFE	Parent Materials for ELA event		\$513.94	All
PFE	Parent Materials for Math event		\$513.94	All

**Subscriptions**

**\$0**

School: West Side

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement				
Parent/Family Engagement				

**Contracted Services**

**\$0**

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