

**Currituck County Schools
School-Wide Title I Plan
2020-2021**

PART 1

Original Date: 9/21/20

School Name Jarvisburg Elementary School

Title I Contact Ashley Libretto

Statement of School-Wide Title I Assurances

Your school-wide plan:

- Was developed in consultation with the LEA.
- Was developed in consultation with the school improvement team.
- Was developed in consultation with teachers and parents.
- Has taken into account the experience of model programs and relevant research so services may be most effective if focused on students in the earliest grades.
- Provides a program that supplements-not supplants.
- Is a comprehensive plan for reforming the total instructional program.
- Has adopted challenging content and student performance standards.
- Shows commitment by the staff to provide supplementary services to those students that are at risk of failing to meet performance standards (levels 1 or 2 on EOGs).
- Focuses on school needs and justifies with needs assessment data.
- Provides for the collection and disaggregation of data on the achievement and assessment results of students.
- Has a list of Federal, State and LEA programs that will be included in the school-wide program.
- Provides for individual student assessments.
- Describes how interpretation of individual student assessment results will be provided to parents.
- Describes strategies used to implement programs, activities, and procedures for involvement of parents consistent with provisions in Title I law.
- Describes strategies used to provide for professional development.
- Describes instructional strategies and staff development that is scientifically research-based.

I hereby certify that our school's School-wide Title I Plan has incorporated the above assurances and this inclusion has been documented and is on file at the school.

Juliane Lorio
Principal's Signature

Shelley Libretto
Title I Contact Signature

Chelsea Eaver
School Improvement
Chairperson's Signature

PART 2

1. Under section 1114(b) of Title I, a school-wide program must include the following 10 components. Provide a summary of how you plan to address each component. Your School Improvement Plan should incorporate these components for the **Comprehensive Needs Assessment. (A summary is provided as a part of the School Improvement plan's School Profile.)**

A. Student Achievement

Jarvisburg Elementary School data is compiled from various instruments. Assessments include Beginning of Grade (BOG) testing, End-of-Grade (EOG) testing (grades 3-5), Mclass K-3 (4th for BOY only), common grade level assessments based on Common Core and Essential Standards for each grade level, District Schoolnet Cluster Math Assessments (grades K-5), formal writing prompts, Read to Achieve, NC ELI (formally known as KEA), and Observation Survey (Reading Recovery - 1st grade).

2019-2020 EOG Reading Assessment Results

*The EOG was not administered in the spring of 2020 due to Covid-19.

| Grade | EOG Reading Proficiency 2019-20 |
|-----------------------|---------------------------------|
| 3 rd Grade | - |
| 4 th Grade | - |
| 5 th Grade | - |

B. Instructional Programs (based on scientifically based research)

All classes at Jarvisburg Elementary School are heterogeneously grouped. Also used is mClass Reading 3D data, and teacher alternate rankings from the prior year. Students in grades K-2 are self-contained, while students in grades third, fourth, and fifth are departmentalized. Students in the Exceptional Children's Program are served in the setting most appropriate for their needs according to their Individual Education Plans (IEP). All of the students served are in a pull-out setting in the resource classroom receiving services during the school day. AIG students are served through a combination of pull-out services and inclusion (AIG students are clustered in homerooms to receive services). ESL students are also served in a pull-out model and through the inclusion model.

All teachers are given a 50 minute block each day for planning with their Professional Learning Community (PLC). During a teacher's planning time, students participate in music, art, computer, and physical education. Teachers use their PLC time to plan lessons that target individual student growth. Grade level PLC's and administrators will monitor student's progress each nine weeks through a variety of data collection instruments. MTSS (Multi-tiered Systems of Support) plans are developed to outline a personalized instruction plan to meet the needs of at-risk students in the academic core areas. Once a month, each PLC will meet for a MTSS meeting to update and discuss the MTSS Data Tracker (monitor core growth with a goal of 80/20).

A 45 minute enrichment time will be implemented during the 2020-21 school year. During this time, ALL teachers will be involved with intervention groups focusing on math and/or literacy skill gaps. Students will be grouped according to needed skills and will be progressed monitored at least monthly. Data will be reviewed on PLC days indicated on a school wide calendar at least monthly and students will be moved or interventions modified based upon the progress monitoring data. The enrichment block will be used as a time for interventions and flexible grouping based on the data from the MTSS data tracker.

Instructional programs/Assessments/Interventions include: literacy instruction provided through The Daily 5 Model, mClass, Reading Recovery, RISE, NC Math Standards (Clusters), Letterland Phonics for grades k-2, Reading A-Z, Common Assessments, NC ELI, Schoolnet Assessments, and other forms of formative assessments, benchmarks, and summative assessments. Students with special needs receive specialized instruction through the Exceptional Children's Program, AIG, and ESL program.

C. School Organization

Faculty and Staff Members: 1 Principal, ½ Assistant Principal (shared with GES), 1 office assistants, ½ guidance counselor (shared with another school), 1 ½ Custodians, 3 ½ Teacher Assistants (1 resource), 1 ESL teacher, 1 assistants for VI students, and 15 Classroom Teachers. 1 Physical Education, 1 EC teacher, 1 Title I teacher, ½ Academically Intellectually Gifted (AIG), 1 Media Coordinator, 1 Nurse, School Bus Drivers shared with other schools and 3 Cafeteria Workers. Jarvisburg shares the Psychologist, Speech Pathologist, Art, Music and Computer teachers with

other schools. Likewise, the ESL Teacher is shared with schools in the district. Services for Occupational and Physical Therapy are contracted.

D. Parental Involvement

Jarvisburg will host a virtual open house at the beginning of the school year for parents and students, and that will take place in August. Title I will be unable to host a fall reading night due to Covid-19 restrictions, but our plan is to host a Title I Family Reading Night in the spring. In addition, parental invitations are extended throughout the year and include but are not limited to: Grade level Readers' Tea, plays and programs performed by students, nine weeks student achievement award assemblies, Field Day, JAGS (form of home and school association), School Improvement Team, History Museum, parent volunteers, report card conferences. Some of these events may change and/or be virtual due to Covid-19 restrictions.

Parent-teacher conferences are held twice a year to discuss student academic areas of strengths and weaknesses, and may occur at any time by parent or teacher. Throughout the year, we solicit parents to volunteer and to participate in school activities (this is pending due to Covid-19 restrictions).

Parent input is also solicited through county wide surveys and once in the spring parents are invited to attend a county wide Title 1 Stakeholder meeting in which information is shared with parents about what is going on in each school and input/opinions are solicited from parents in attendance.

E. Professional Development (scientifically based research)

All Jarvisburg school staff is encouraged to attend on-line discussions, webinars, educational blogs, and websites. Our county and state education departments work together to provide online training in technology and in other academic areas. One of our kindergarten teachers attends ELI two times per year.

Locally the county provides opportunities for professional development on the full day work days that are built into our school calendar. During remote learning, our county has half days on Fridays to provide district and school level PD to staff. In addition, further training for new and current staff is provided with Mclass. New Teachers (3 years of experience or less) attend monthly training sessions through Currituck County Schools for support and development.

Reading Recovery monthly professional development will continue. School staff may register and attend professional development in multiple disciplinary areas throughout the year.

2. School-wide reform strategies:

Students who perform low in core areas will be identified through the following:

- Teacher observation of student performance via formative and summative assessments, anecdotal notes, and class assessments
- EOG results with a focus on subgroups
- K-2 assessments
- At risk readers in first grade will be assessed through the use of the Observation Survey. These students will be identified through the Kindergarten alternate rankings completed by the classroom teacher.
- Alternate rankings completed by teachers in K-4 in the area of reading.
- RTA passages for grade 3
- Schoolnet assessments
- Mclass

Teachers will use the MTSS data tracker to write MTSS plans for at risk students, and begin a team problem solving process as supported by the state.

In order to meet the needs of our low performing students, JES will utilize the following strategies:

- Teachers and support staff will use the PLC grade level meetings to plan differentiated activities and plan instruction for all students and monitor data of struggling students for indicators of progress, proficiency or changes in intervention.
- Progress monitoring with Mclass will be conducted monthly or as needed to assist with instruction.
- MTSS: problem solving academic and behavior issues
- Leader In Me and Olveus implementation for PBIS
- Standards/Curriculum Alignment and Instruction
- Letterland is a resource that can be used for phonics and spelling instruction.
- Enrichment block focused on reading and math skills to boost proficiency in reading and math.
- Materials such as graphic organizers, anchor charts in reading and manipulatives in math will be provided to enhance instruction. Also, technology will be integrated into academic areas.
- Language limited students will be identified through a parent questionnaire upon enrolling in the school system. Students identified with a need will receive services through the ESL teacher and may receive services through the Title I teacher or teacher assistant.

- Students that need additional help through Title I will be determined by teacher input, MTSS, alternate rankings, and Mclass assessments. Any child may receive Title I at any time of need, whether a short term or extended period of time.
- Zearn, Dreambox, RAZ Kids, Spark, and Literacy Footprints (Digital subscriptions & Kits) have been implemented for support in the areas of reading and/or math.

3. How do you ensure instruction by a “highly qualified” professional staff?

All of our professional teachers meet or exceed the certification requirements with credentials matching professional/teaching areas. All of our paraprofessionals either have a minimum of 60 hours college training or the equivalent to be deemed as highly qualified according to federal and state guidelines. Strict adherence to district and state guidelines for recruitment, selection, and hiring of staff are practiced. Professional development with district and school initiatives is ongoing.

4. How do you provide high quality and ongoing professional development? (Give examples of what your school will do and state how you will evaluate it.)

Staff development at Jarvisburg School is selected based on teachers' needs, students' needs, and also district and state initiatives. Some of the professional development teachers will be involved in includes: Continued support in Common Core Standards and Implementation, eSpark, Pioneer Valley Digital Reader, DreamBox, Lucy Calkins' Writing Workshop, Mclass, Olweus (bullying prevention), and a wide variety of technology training (Google docs, Google Classroom, etc.) These initiatives will be evaluated through a variety of assessments including but not limited to: literacy and math instruction, use of technology in lesson planning, decreased behavior referrals and increase the use of positive reinforcement, principal observations, student work portfolios, and teacher reflections with formative and informative assessments. Other PD opportunities are shared by administration for all school staff to take advantage of throughout the year. Reading Recovery teachers will attend continuing contact sessions, and they will attend the SERRA Reading Conference in Myrtle Beach, SC (pending Covid-19). JES will continue utilizing Jan Richardson's Guided Reading model, and they will continue implementing guided reading groups within their classroom (with the support of their Title I/Reading Recovery teacher and literacy coach).

5. What strategies do you use to attract highly qualified teachers to your school and support them once they arrive?

Jarvisburg Elementary has many opportunities for prospective teachers to volunteer and observe in our classrooms. We work closely with Elizabeth City State University, East Carolina University and other colleges and universities to place student teachers at our school to work with highly qualified, effective teachers. We currently have a student from Old Dominion University that is completing her student teaching in our physical education department. Our district provides new teachers with an intensive "new teacher training" before each school year. New teachers are paired with certified mentors for building-level ongoing support. We encourage new teachers to visit other classrooms and participate in grade level PLC meetings as part of the mentor process. The administration at Jarvisburg maintains an "open door policy" and gives additional support when needed.

6. How do you include teachers in decisions regarding the use of assessments that impact students and improve the overall instructional program?

Currituck County Schools, Jarvisburg Elementary, and/or DPI solicits teacher input for state assessments and EOG field test items. There are many opportunities for teachers to participate at the district level to develop curriculum guides and help plan common assessments (Math Cluster Schoolnet Assessments). Group and grade level discussions, teachers are discussing and sharing ideas about the importance of formative assessments in helping to guide instruction and ways to plan to ensure rigor is provided in the classroom on a daily basis. Third, fourth, and fifth grade teachers will use NC Check-In for reading and math in order to prepare for EOG testing. Schoolnet Benchmarks will be utilized by K - 5th grade. Through the School Improvement Team, School Leadership team meetings, and PLCs throughout the school, we discuss assessment information and how we can utilize the data to make adjustments and changes in our instruction and school to improve student achievement. Our SIP will state our goals.

7. Name at least 4 strategies you use to increase parental involvement.

Jarvisburg Elementary strives to involve parents in our school at a variety of levels.

1. K-5 families have the opportunity to virtually meet classroom teachers prior to the opening of school (Virtual Open House).
2. Title 1 will host one Family Reading Night in the spring (pending Covid-19 restrictions, this could be a virtual event).
3. Our parent organization, JAGS (Jarvisburg Advocates for Guidance and Success) holds meetings throughout the year, and offers school-wide activities for the families of JES.
4. Other strategies include: invitations to music performances, student award ceremonies, parent teacher conferences, and school events.

8. What preschool transition strategies does your school provide?

Due to Covid-19 this practice was unable to be completed; however EC pre-k students had virtual transition meetings during the spring of 2020.

Each year Jarvisburg Elementary hosts a number of school visits from Head Start, Pre-K at Central Elementary, upcoming kindergartners and the area preschools. Parents accompany the children as they visit the classroom, tour the school and have lunch. At the end of the school year upcoming Kindergarten parents and children attend a workshop about what to expect the following year. Videos and information packets are discussed, classrooms are viewed and school tours are provided as needed. During the first week of school, students will attend on a staggered entry schedule, and kindergartners are screened to assess strengths and weaknesses. The kindergarten teachers will use these assessments and optional "home visits" to determine homeroom placements for the year.

9. What programs and activities do you provide for children experiencing difficulty (at risk)

MTSS guidelines and procedures will be implemented to support identified at risk students. MTSS plans describe special areas of focus and concern, and specific strategies with input from parents. The Title 1 teacher and assistant will provide support in the area of reading, as well as, work with grade level teachers to flexibly group students to give small group instruction. The Title 1 teacher is trained in Reading Recovery, and will serve at least 4 students in first grade per semester in the intervention of Reading Recovery. We also have one trained classroom teacher that will serve two Reading Recovery students per year. The daily enrichment block allows teachers to work with small groups of students to ensure success in the area of reading and math.

10. How does your school coordinate and integrate with other Federal, State, and locally provided services?

Jarvisburg Elementary uses a tiered approach to interventions to provide support to our at-risk students. Our teachers consult with the resource teacher, counselor, psychologist, and other specialists to acquire strategies to implement prior to referral to the Exceptional Children's Program. Jarvisburg integrates funding sources from the following federal, state, and local services to assist our students: Exceptional Children's Program and Title I.

School Improvement Planning Team Members that consulted together to design the School Improvement Plan.

| Name | Title |
|------------------|-----------------------|
| Dr. Matt Lutz | Superintendent |
| Julie Iorio | Principal |
| Kristy Ryan | Assistant Principal |
| Chelsea Eaves | Chair |
| Emilie MacDonald | SIT Member |
| Virginia Basnett | SIT Member |
| Elizabeth Gay | SIT Member |
| Ashley Libretto | SIT Member |
| Debra Little | SIT Member |
| Molly Parker | Parent Representative |

Describe how all teachers and parents were involved in the design of this plan.

A virtual county wide Stakeholder Meeting was held on May 28, 2020 with educators and parents to: analyze past performance data, gather parent perspectives on strengths and needs of our elementary core and support programs, identify areas for improvement based on data analysis, and gain an understanding of the expectations for what schools will do in completing their plans. Input is continuously solicited from teachers during grade level meetings, throughout the school improvement planning process, and at staff meetings. Input and feedback from parents is continuously generated through parent conferences, JAGS Executive Board meetings, parent representatives on the School Improvement Team, Title 1 parent surveys, and parents and teachers have multiple opportunities to submit ideas verbally and in writing.

Describe how the school will use Title 1, as well as other resources, to implement the school-wide components.

The use of current school resources and materials is scheduled and organized to serve at-risk students as efficiently as possible. Planning and coordination of activities is maximized to meet the needs of at-risk students by instructional and support representation on the school improvement team. Frequent collaboration across the district level from school to school is shared through curriculum mapping. Personnel are used to maximum capacity to assist in flexible grouping. The school will continue implementing the Jan Richardson model of guided reading and continue using the Book Room/ Literacy Footprints Digital Reader.

How are assessment results reported to parents?

Assessment information is reported to parents in a variety of ways at Jarvisburg Elementary. Teachers will offer parent conferences to all parents at the end of each grading period, and students that are not meeting grade level expectations will have mandatory parent conferences (conferences may be virtual). MClass reports are traditionally sent home three times a year (BOY, MOY, EOY) explaining what is being measured and how the student performed. In order to meet RTA, the students are given the BOG 3 (when/if they return face-to-face instruction) as a pathway to achievement, and these results are sent home with the first progress report. After EOG tests are scanned, and the results are sent home via students. At-risk students are quickly identified and the teacher prepares a MTSS plan that is shared with the parents throughout the year. It is at this point that at-risk students are referred to the MTSS Team to help develop helpful strategies for students to maximize growth.

Testing data is disaggregated at the district level and is shared to all parents at School Board Meetings, district and school websites, and at the local school level at conferences and/or meetings. A state report card is also sent out to parents outlining our schools progress in areas of qualified staff and state and local goals.

Describe how you will provide for individual student assessments. How will you evaluate the students at each grade level? Be specific. Beside each grade level state how those students will be assessed for learning mastery.

| Grade Level | Assessment |
|-----------------|---|
| K | Mclass Benchmark Assessments (BOY, MOY, EOY) Progress Monitoring (Mclass) NC ELI Documentation of mastery of Common Core Standards Formal and informal assessments to drive instruction Schoolnet Assessment per Math Cluster |
| 1 st | Observation Survey Assessment for Reading Recovery Reading Recovery Daily Assessments Mclass Benchmark Assessments (BOY, MOY, EOY) Progress Monitoring (Mclass) Documentation of mastery of Common Core Standards Formal and informal assessments to drive instruction |

| | |
|-----------------|--|
| | Schoolnet Assessment per Math Cluster |
| 2 nd | <p>Mclass Benchmark Assessments (BOY, MOY, EOY)</p> <p>Progress Monitoring (Mclass)</p> <p>Documentation of mastery of Common Core Standards</p> <p>Formal and informal assessments to drive instruction</p> <p>Schoolnet Assessment per Math Cluster</p> |
| 3 rd | <p>Reading BOG</p> <p>Reading and Math EOG</p> <p>Mclass Benchmark Assessments (BOY, MOY, EOY)</p> <p>Progress Monitoring (Mclass)</p> <p>Documentation of mastery of Common Core Standards</p> <p>Formal and informal assessments to drive instruction</p> <p>Schoolnet</p> <p>Read To Achieve Passages</p> <p>Schoolnet Assessment per Math Cluster</p> <p>NC Check-In</p> |
| 4 th | <p>NC Passports for Learning (virtual BOY)</p> <p>Mclass (BOY when we are face to face)</p> <p>Reading and Math EOGs</p> <p>Schoolnet</p> <p>Formal and informal assessments</p> <p>NC Check-In</p> <p>Schoolnet Assessment per Math Cluster</p> |
| 5 th | <p>NC Passports for Learning (virtual BOY)</p> <p>Reading, Math, and Science EOGs</p> <p>Schoolnet</p> <p>Formal and informal assessments</p> <p>NC Check-In</p> <p>Schoolnet Assessment per Math Cluster</p> |

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

| Student Achievement Goals. Include Targeted Subgroup(s) | Action Step(s) | Assessment(s) and/or Other Measures Used to Determine Outcome | Timeline of Evaluation Including Interim and Final | Professional Development Needed to Support the Action Step(s) | Parental Involvement Needed to Support the Action Step(s) |
|---|---|--|--|---|---|
| <p>Goal 1: 80% of students in Kindergarten through third grade will meet expected growth in the area of reading as measured by the appropriate grade level assessment: K: TRC will increase by 4 levels. 1st: TRC will increase by 6 levels. 2nd: TRC will increase by 3 levels. 3rd: TRC will increase by 3 levels.</p> <p>Goal 2: 80% of students in each grade level (K-3) will be proficient in reading based on EOY Mclass TRC scores.</p> <p>Goal 3: Using EOG scores, 80% of students in 3rd, 4th, and 5th grade will meet proficiency by scoring a 3, 4, or 5 on the EOG.</p> <p>Mclass Data: Kindergarten: BOY: 21% Goal: 80% EOY: 3 levels expected growth:</p> | <ul style="list-style-type: none"> Progress monitor students with Mclass based on the county's guidelines for progress monitoring. Each classroom has 90 minutes of reading instruction daily in the regular classroom setting Implement across grade level reading intervention groups based on needed skills from Mclass data and progress monitor student growth. PLC grade level and/or vertical grade level planning with the use of county pacing guides Identify students with the greatest need in | <p>K-3 assessment through Mclass</p> <p>EOG state tests</p> <p>Schoolnet</p> <p>Read to Achieve for Grade 3</p> <p>Classroom assessments and teacher observations</p> <p>Grade 1: Observation Survey</p> | <p>August 2020 - June 2021</p> | <p>Continued support/training with Mclass and progress monitoring</p> <p>PLC (common planning times)</p> <p>Monthly data meetings in school calendar</p> <p>Continued support with effective literacy instruction for core and small groups</p> | <p>Title 1 nights for parents to enhance academic achievement</p> <p>JAGS</p> <p>Parents on School Improvement Team</p> <p>Parent conferences</p> |

___ met expected growth

First Grade: BOY: 11%
Goal: 80%
EOY:

6 levels expected growth:
___ met expected growth

Second Grade: BOY: 49%
Goal: 80%
EOY:

3 levels expected growth:
___ met expected growth

Third Grade: BOY: 50%
Goal: 80%
EOY:

3 levels expected growth:
___ met expected growth

Using EOG data:

3rd Grade:
EOG:

4th Grade:
EOG:

5th Grade:
EOG

- reading through Observation Survey (grade 1), alternate rankings (k-5), teacher input and other assessments for extra small groups or 1:1 through the Title 1 program.
- Grades K-3 will implement the Jan Richardson Guided Reading Plan in their classrooms.
- All teachers meet with PLC data groups monthly to review data and update the Data Tracker.
- For children consistently not meeting standards, implement MTSS interventions, develop written plans with the MTSS team, and provide research based interventions.

Continued support and professional development for effective & research based interventions

Continued support with MTSS process and paperwork

PART 4: PARENTAL INVOLVEMENT (Assurances) Section 1118 of the No Child Left Behind Act (NCLB):

(a) LOCAL EDUCATIONAL AGENCY POLICY.

- (1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —
 - (A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;
 - (B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
 - (C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);
 - (D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
 - (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and
 - (F) involve parents in the activities of the schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY.

- (1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

(c) POLICY INVOLVEMENT- Each school served under this part shall —

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - (9) may train parents to enhance the involvement of other parents;
 - (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - (11) may adopt and implement model approaches to improving parental involvement;
 - (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- (f) ACCESSIBILITY – In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will ensure that each of the required components referenced above shall be included in the LEA Parent Involvement Policy and the School Parent Involvement Policy for each school served with Title I funding.

J. Wayne Lewis 10/7/2020
Signature of the Principal Date

PART 4 – Parent Involvement Plan

School: Jarvisburg Elementary School

Date 9/21/2020

Describe each parent involvement activity and training opportunity that will take place during the 2019-2020 school year. Do not include the Parent Center Activities because these are in addition to what the school must provide for parents. Two activities that must be included on this form are (1) the annual meeting to inform parents of their school's participation in Title I programs and (2) the meeting where parents have an opportunity to have input into the writing of the parent involvement policy and the school-parent compact. **You must spend the Parent Involvement allotment on PARENT INVOLVEMENT.**

| Type of Activity/Workshop | Grade Level | Description of Activity (You may spend more but not less) | Month Activity To Take Place | Title I Funds budgeted for the Parent Involvement Activity/Workshop |
|---------------------------|-------------|--|------------------------------|--|
| Open House | All | Families are invited to attend a virtual open house the week before classes begin to meet their teacher for the upcoming year. | August 2020 | |
| SIT Meeting | All | Approve the Title I Plan during this meeting. | Oct. 1, 2020 | <ul style="list-style-type: none"> • Supplies, Materials, Food \$ _____ • Purchased services: \$ _____ • To school staff at \$.505 per mile \$ 0 _____ • For transporting parents to/from Parent meetings using personal Cars-NOT SCHOOL BUSES nor BUS DRIVERS.) • Postage \$ 0 _____ • ravel costs (Reimbursement T _____ • Total Cost of Activity \$ _____ |

| | | | | |
|---------------------------------------|-----|---|------------------|---|
| PTO | All | Parent Teacher Organization provides parents with information regarding upcoming events and volunteer opportunities within our school. PTO acts as a bridge between parents and teachers for the benefit of all students both financially and academically. | Monthly Meetings | <ul style="list-style-type: none"> • Supplies, Materials, Food \$ 0 • Purchased services: \$ • Travel costs (Reimbursement To school staff at \$.505 per mile \$ For transporting parents to/from Parent meetings using personal Cars-NOT SCHOOL BUSES nor BUS DRIVERS.) \$ • Postage \$ • Total Cost of Activity \$ 0 |
| Field Day | All | Grades K-2 and 3-5 participate in activities to celebrate the end of the school year. | June 2021 | <ul style="list-style-type: none"> • Supplies, Materials, Food \$ • Purchased services: \$ • Travel costs (Reimbursement To school staff at \$.505 per mile \$ 0 For transporting parents to/from Parent meetings using personal Cars-NOT SCHOOL BUSES nor BUS DRIVERS.) \$ 0 • Postage \$ 0 • Total Cost of Activity \$ |
| Title 1 District Stakeholders Meeting | All | Parents are invited to attend a district elementary Title 1 meeting to discuss how funds are allocated and make decisions regarding the implementation | Spring 2021 | <ul style="list-style-type: none"> • Supplies, Materials, Food \$ • Purchased services: \$ • To school staff at \$.505 per mile \$ 0 For transporting parents to/from Parent meetings using personal Cars-NOT SCHOOL BUSES nor BUS DRIVERS.) \$ 0 • Postage \$ 0 • Travel costs (Reimbursement T \$ 0 • Total Cost of Activity \$ |

Olweus Training - School based bullying prevention program. The staff will be trained at the building level and this program will be implemented at JES.

Reading Recovery monthly PD - Reading Recovery professional development will be led by Kimberly Robertson (Teacher Leader), and all of the Reading Recovery teachers will meet monthly to watch two behind the glass lessons and discuss current research.

Southeastern Reading Recovery & Early Literacy Conference - Reading Recovery teachers will attend a required reading conference in Myrtle Beach, SC (pending Covid-19).

School-Wide Title I Plan Professional Development Plan 2020-21

PART 5 – Page 1

School: Jarvisburg Elementary School Minimum Funds _____

Date _____

These activities should be of high quality, sustained, intensive and classroom focused. Include a specific list and description of all professional development activities that will be paid for with your school's Title I funds. These activities must be designed to improve the quality of instruction to enable children to meet the State's challenging standards in communication skills and math. (If the activity is not listed below it can not be paid for with Title I dollars.)

| Workshop Title (Be specific) Describe Workshop | Who and how many will attend? | Dates and Location | Title I Funds budgeted for the Workshop |
|---|-------------------------------|--------------------|--|
| No current workshops due to Covid-19 | | | <ul style="list-style-type: none"> • Substitute pay \$ _____ • Social security cost for substitute \$ _____ • Teacher Asst. Salary when substituting \$ _____ • Social security cost for Teacher Asst. substitute \$ _____ • Retirement cost for Tchr. Asst. Sub. \$ _____ • Workshop Expenses (Travel, hotel, meals, registration fee, etc.) \$ _____ • Stipend for staff as workshop participant \$ _____ • Social security cost for stipend \$ _____ • Retirement cost for stipend \$ _____ • Contracted Services \$ _____ • Supplies & Materials \$ _____ • Total for Workshop \$ 0 county |

**North Carolina Department of Public Instruction
Verification of Consultation with Schools**

(Complete one for each Title I school. Please print or type all information.)

LEA : Currituck County Schools LEA Code : 270
 School : Jarvisburg Elementary School Code : 309
 Principal : Julianne Iorio School Phone : 252-491-2050
 Email : jiorio@currituck.k12.nc.us School FAX : 252-491-2085

Street Address : 110 Jarvisburg Road

City/State/ZIP : Jarvisburg, NC 27947

The school currently operates a Title I program under the following model:

Schoolwide Targeted-Assistance

The school will operate a Title I program in the new project under the following model:

Schoolwide Targeted-Assistance

Is the school currently in School Improvement or on the Watch List?

If yes, indicate current status of school (as below):

Yes No NA

| WL | SI1 | SI2 | CA | R1 | R2 |
|------------|-----------------------------|---------------------------------|-------------------|------------------------|------------------------------------|
| Watch List | School Improvement (Choice) | School Improvement (Choice/SES) | Corrective Action | Restructuring Planning | Restructuring Alternate Governance |
| | | | | X | |

Signatures

The undersigned certify that the school Title I program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children served under this part, and one of the following:

- 1) The schoolwide program plan incorporates the ten federally required components as outlined in SEC 1114 of NCLB.
- 2) The targeted-assistance program plan incorporates identification procedures to ensure that the program serves children identified as failing or at-risk of failing the State's academic achievement standards using multiple educationally related objective criteria. The program is implemented in accordance with SEC 1115 of NCLB.
- 3) A written parent involvement policy has been jointly developed, and distributed to parents of participating children in accordance with SEC 1118 of NCLB.

Principal: Judith Lane
School Improvement Team Chairperson: Michelle Evans
Parent Representative: Melody Pa
Title I Program Director: Ashley D. Britto

Date: 10/7/20
Date: 10/7/20
Date: 10/7/20
Date: 10/7/20