

**PART 1**

**Statement of School-Wide Title I Assurances  
Shawboro Elementary School-Wide Plan: 2020-2021**

Title I contact: Wendy Burgett & Kimberly Denby

- 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 schoolwide 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 are scientifically research-based.

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

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Principal's Signature

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School Improvement Chairperson's Signature

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Title I Contact Signature

# School-Wide Title I Plan 2020-2021 Part 2

## School: SHAWBORO ELEMENTARY

1. Under section 1114(b) of Title I, a schoolwide program must include the following ten 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. Student Achievement

Shawboro Elementary School's data is compiled from various instruments. Assessments include 3rd grade Beginning of Grade (BOG) testing, End of Grade (EOG) testing (grades 3-5), Reading 3D (K-3), common grade level assessments based on Common Core and Essential Standards for each grade level, Math benchmarks K-2 (MOY,EOY), Math benchmarks grades 3-5 (BOY, MOY, EOY), Math cluster units (K-5), Formal Writing prompts, Read to Achieve, 3rd, 4th and 5th grade NC Check-Ins and KEA.

There were no EOG tests administered in the spring of 2020.

### B. Instructional Programs (based on scientifically based research)

Typically, all classes at SES are heterogeneously grouped. Students in grades K-3 remain in their homerooms for all subjects. Students in 1st and 2nd grade rotate in the grade level for Letterland. 3rd grade is self-contained and switch for flex groups. 4th grade teachers are working with 5 teachers with two teachers in 1 team and three in the other (each team instructs ELA, math, science and social studies.) In grade 5, there are 4 teachers with one teacher instructing math, 1 teacher implementing reading and math interventions & 1 teaching science/social studies, and 1 teacher instructing reading. An AIG teacher that is used for inclusion twice a week. Students identified as Exceptional Children (EC) are served in the setting determined most appropriate by the IEP Team. Identified students are pulled out and served by the EC Teacher. **This will look different throughout this school year due to continual changes between face to face and remote instruction continually due to covid.**

All homeroom teachers are given a 50 minute block each day for planning during Specials (P.E., Computer Lab, and Music/Art). The Library and Guidance Teachers create their own schedules and this becomes an extra planning block for classroom teachers. Grade levels meet as a Professional Learning Community (PLC) to provide student support, instructional guidance, review data, and to plan lessons that target individual student growth. Grade level PLCs and administrators will monitor students' progress each nine weeks using a variety of data collection instruments Mclass Benchmark Assessment will be administered to all students in grades K-3 at the beginning of the year (as practice), and as formal data required by the state at middle and end of the year. Interventions for targeted instructional support will be implemented for our at-risk students and their progress will be monitored on a regular basis.

Specific Instructional Programs/Interventions implemented by Shawboro Elementary School include: Guided Reading by Jan Richardson, Literacy Footprints which compliments Guided Reading by Jan Richardson, Espark, Literacy Footprints online, Letterland, Dreambox, Zearn (1st - 5th), RAZ Kids, and Home Base Planners and assessment tools/activities (grades 4 & 5), Reading Recovery (1<sup>st</sup>), Literacy Support Groups, and EC staff implements Moby Max, Language Live and Reading Horizons. Support staff has Reading A-Z, Intervention Literacy Footprints (online), flex-grouping, one on one or small group remediation, 4th grade uses Read Theory and Read Works, 5th Grade uses BrainPop, Xtra Math website and student led conferences.

### C. School Organization

SES runs on the standard 180 day calendar (August -June) with start and end dates that fall within the law of the State of NC. \*Number of students is from Oct. 7, 2020. They are constantly changing due to school implementation of remote learning and face to face due to covid.

Grade	Number of Teachers	*Number of Students	Classroom Instruction
Kindergarten	5	86	Students are instructed by the assigned classroom teacher
First Grade	5	83	Students are instructed to classroom teacher assigned with clustering across rooms for Letterland
Second Grade	5	97	Students are instructed to classroom teacher assigned with clustering across rooms for Letterland
Third Grade	5	99	Students are instructed by a classroom teacher assigned to a flex group for reteaching/intervention.
Fourth Grade	5	119	5 teachers making up two teams and each team instructs reading, math science social studies.
Fifth Grade	4	106	4 teachers with 1 instructing math, 1 implementing reading/math interventions, 1 teaching science & social studies; and 1 teacher instructing reading.

The 2020-2021 SES faculty includes the following: Principal, Assistant Principal, 1.5 Office Personnel, and 3 custodians. There are 29 classroom teachers, 15 TA's (4 split K-1, 1 PE, 1 Computer lab, 1 split 1st and Title I, Title I, 5 EC, 1 PK-EC) and 5 EC teachers- full time, 1 EC teacher part time (2.5 resource, 2 self contained and 1 pre-kindergarten). Faculty also includes: 1 Physical Education teacher, 2 Title I teachers, 1 Counselor, and 1 Media Coordinator. Shawboro Elementary shares the School Psychologist, 2 Speech Pathologists, and

Academically Intellectually Gifted (AIG) teacher with other schools. Our Art and Music teachers are assigned to two schools and rotate to SES every four weeks. An ESL teacher serves students (as needed) within our district. The school is served by 1 full time nurse. Services for Occupational and Physical Therapy are privately contracted by the district.

#### **D. Parental Involvement**

This year SES will host its Annual Open House at the beginning of each school year for parents and students remotely. Mandatory parent/teacher conference days for all students are scheduled at the end of the 1<sup>st</sup> 9-weeks; and for at-risk students during 3rd 9-weeks. In grades K-2, communication binders are used to share information with parents on a daily basis. A School Handbook with the CCS Parent Involvement Policy is provided online to each parent, and hard copies are available as needed. Parents are encouraged to participate in a Title I Information Night which is held at the beginning of each school year **pending COVID restrictions**. Title I will partner with the school staff to provide a family reading event in the spring of 2021 **pending COVID restrictions**. Other parental invitations are extended throughout the school year to include: PTO Meetings, grade level plays and programs performed by the students, student achievement and award assemblies, classroom celebrations, Student of the Month Luncheons, Field Day, Community Helper Day, Read Across America Day, Thanksgiving Feast, and Mother's Day and Father's Day, Community Helper Week-spotlighting parents in different careers (celebrated by K and 1st Grade), Kindergarten Nursery Rhyme Presentation, holiday events, 5<sup>th</sup> Grade Parent Orientation for Middle School, and AIG Parent Night **pending COVID restrictions**.

Home Base management tool will provide an electronic grade book which will allow parents to view their child's grades, assignments, and attendance in grades 3-5. A standards based report card is used for grades k-2.

#### **E. Professional Development ( scientifically based research)**

All SES staff members are encouraged to participate in reading training provided by the district literacy coaches, webinars, online training, and to utilize educational technology (websites, iPads, etc.) with follow-up training in this area provided as needed. The school will continue the use of Pearson's Home Base management tool which supports Powerschool (student data & Grade Book), Schoolnet (Lesson plans and database assessments), & Teacher Evaluations with training follow-up provided as needed. In addition, professional development training options are provided within the management system under the teacher evaluation section. MTSS meets monthly to review district MTSS initiatives, school level data, and grade level data. Training may be provided for the new writing program by Lucy Calkins. Additional professional development is provided monthly by Title I staff. Staff, PBIS, MTSS, and Dr. Jan Richardson's Guided Reading Book Study and continued 3-5 standards alignment is provided by a curriculum coach. In addition, two county level instructional coaches provide a 50 minute PLC professional development session each Friday.

One first grade classroom teacher and two Title I teachers are trained and certified as Reading Recovery teachers. They will participate in the ongoing, monthly Professional Development provided by Teacher Leader, Kim Robertson. All Reading Recovery teachers will attend a mandatory annual Reading Recovery conference. Our counselor attends counseling training, and our third grade teachers are provided with professional development and updates for Read to Achieve.

## **2. School-wide reform strategies: Explain how they meet the needs stated above.**

Students that are not meeting grade level benchmarks will be identified through the following:

- Alternate rankings of each homeroom class to target the lowest performing students in reading.
- EOG results with a focus on subgroup(s) not demonstrating adequate progress in Reading, Math, and/or Science (5<sup>th</sup>).
- K-3 Reading 3D benchmark assessments and progress monitoring activities/strategies for those not meeting grade level expectations.
- Stars and Cars assessments
- Read to Achieve data
- Reading Recovery assessment (Observation Survey) will be administered to the lowest 20-25% of all first graders based on the Alternate Rankings completed by their Kindergarten teachers the previous spring.
- English as Second Language (ESL) students are screened using a parent questionnaire. Students are assessed by an ESL teacher to determine if they qualify for language support.
- Homebase Schoolnet Assessments
- K-5 Math cluster assessments
- NC Math and Reading Check-Ins (Reading grades 4&5; Math grade 3,4 & 5)
- Mclass

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

- Teachers and support staff will use the PLC grade level planning meetings and Data meetings to plan differentiated activities. Instruction will be provided through co-teaching within the regular classroom (inclusion) or pull out in a resource setting.
- “Specials” teachers (Media Coordinator and Computer Lab) will work collaboratively with grade levels to support math, literacy and writing skills needed for student success utilizing their scheduled Specials time.
- Students identified as ESL will receive services from the county ESL Teacher and/or from Title I.
- Stars and Cars lessons
- Read to Achieve data
- Home Base School Net lesson plans.
- Reading Recovery
- Enrichment Flex Grouping (1st-5th)
- Additional support from Title I will be provided in the area of reading for all grades

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

Our district requires that all teachers are highly qualified. Our HR office screens candidates and ensures that all hires meet HQT and highly effective teacher requirements.

### **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 SES is selected based on teachers' needs, students' needs, and also district and state initiatives. Some of the professional development teachers will be involved in this year include: pacing guides, Dreambox, Mclass, Lucy Calkins, Dr. Jan Richardson Guided Reading book study, Positive Behavior Interventions and Support, monthly staff meetings with mini professional development sessions, lesson planning using Planbook.com, 3-5 standards alignment and technology training (Home Base, Google docs and classroom, web page, SmartBoard, etc.) In addition, further professional development training will be added based on teacher need. These initiatives will be evaluated through a variety of assessments including but not limited to: increased student achievement based on literacy and math assessment and EOG data, use of technology in lesson planning, decreased behavior referrals, and increased use of positive reinforcement, principal observations, student work portfolios, and teacher reflection.

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

Shawboro 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. Our district provides new teachers with “new teacher training” throughout their first three years of teaching. New teachers are paired with certified mentors for building-level support and continue to receive ongoing training all during their first year. We encourage new teachers to visit other classrooms and participate in grade level PLC meetings as part of the mentor process. The administration at Shawboro Elementary gives additional support when needed, such as mentoring teachers in completing Administrative Programs/Internships. These opportunities will impact student achievement by supporting new staff as well as maintaining consistency and sustainability of practice for district and school initiatives.

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

Currituck County Schools, Shawboro Elementary 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. 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. The Math Team met to revamp the cluster

assessments this year. Through the MTSS team, School Leadership team meetings, grade level 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. The School Improvement Process also engages teachers in dialogue within and across grade levels. Our SIP will state our goals.

### **7. Name at least four strategies you use to increase parental involvement.**

Shawboro Elementary strives to involve parents in our school at a variety of levels. **(All pending COVID restrictions)**

1. Currituck County Schools required all teachers to meet virtually with individual families for orientation.
2. Kindergarten and grades 1-5 families have the opportunity to visit classrooms prior to the opening of school to meet the teachers and bus drivers during OPEN HOUSE. Kindergarten holds a “rising Kindergartener” meeting each spring.
3. Title I Welcome Back to School Night wherein parents receive information about highly- qualified staff and The School Wide Program. In addition, vital information is shared with parents about expectations, RTA (3rd grade), benchmarks and curriculum by each grade level team.
4. Our parent organization, PTO, holds meetings throughout the year and offers school-wide activities for the families of SES.
5. Other strategies include: invitations to Music performances, holiday events (Veteran’s day performance, Holiday sing-along) Student Award Ceremonies, parent teacher conferences, and parent-student luncheons.

### **8. What transition strategies does your school provide?**

**(All pending COVID restrictions)** Each year Shawboro 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. Preschool teachers visit the homes of their students at the beginning of the school year. At the end of the school year upcoming Kindergarten parents and children attend PreK to K Transition Night which shares information about what to expect the following year. Videos and information packets are discussed, classrooms are viewed and school tours are provided as needed. Prior to the first day of school during the teacher workdays, kindergartners are screened to assess strengths and weaknesses. These visits help our future students have an easier transition into the school setting.

### **9. What programs and activities do you provide for children experiencing difficulty?**

MTSS guidelines & procedures will be implemented to support identified at risk students. MTSS plans describe special areas of focus, concern & specific strategies with input from parents. Two teachers & one assistant will be funded through Title I to provide support in the area of reading & will work grade level teachers to flexibly group students for small group instruction. The Title I teachers are trained in Reading Recovery, as well as one second grade classroom teacher. They will serve about 10 students in first grade in this intervention. Extra tutors will provide intensive support for “at risk” students in the third quarter of the school year (if funds are available). The daily enrichment block allows teachers and assistants to work with small groups of students to ensure success in the area of reading.

**10. How does your school coordinate and integrate other Federal, State and local services?**

Shawboro 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 referrals to the Exceptional Children’s Program. Shawboro integrates funding sources from the following federal, state and local services to assist our students: Individuals with Disabilities Education Act (IDEA), ESL, and Title I.

**Leadership (Planning) Team Members and Titles that consulted together to design the Title I Schoolwide Plan:**

NAME	TITLE
Greta Nelson	Principal
Jamie Haislop	Assistant Principal
Amy Morgan	K-1 Representative
Lindsay Adams	2-3 Representative
Lacy Iacano	4-5 Representative (Absent from planning)
Bobbie Johnson	EC Representative
Wendy Burgett	Non-Homeroom Representative
Christine Sanders	Instructional Assistant Representative
Kathy Johnson, Kelly Cowell, Angie Drury	Parent Representatives (Absent from planning but invited to attend)
Kimberly Denby	Title I Teacher/ MTSS co-chair
Sandra Reynolds	Chief Information Officer

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

A county wide Stakeholder Meeting was held virtually in June with Dr. Lutz, Assistant Superintendent for Elementary Education, educators & parents to: analyze past performance data, gather parent perspectives on strengths and needs of our elementary core & support programs, to explain the evolution of Title I as well as how funds are spent.

The Leadership Team (listed above) met virtually to review Title I and revise the plan while taking in consideration of COVID restrictions and lack of end of year assessment data. Then the plan was revised, new goals written and presented for approval from the team.

In addition, 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, the PTO, parent representatives on the School Leadership Team, and end of the year Title I Parent Surveys. Parents and teachers have opportunities to submit ideas verbally and in writing.

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

The use of current school resources and materials are scheduled and organized to serve at-risk students as efficiently as possible with existing time and resource allotments. 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. In addition, Reading Recovery will be provided for first grade students identified through grade level screening. Instructional support staff will establish literacy groups, reteach/intervention groups and provide one-on-one instruction to further enhance skills and students' learning. Teacher assistants, special teachers, and tutors (if available) will be utilized to support instruction in the classroom specifically during enrichment. Groups and/or specific needs are determined based on data derived from assessments.

**How are assessment results reported to parents?**

Assessment information is reported to parents in a variety of ways at Shawboro Elementary. Report cards are sent home 4 times a year with progress reports shared mid-term. At the end of the first and third marking periods, mandatory parent-teacher conferences are held. At these conferences, some teachers engage in student-led conferences in which assessments are shared with parents. At-risk students are quickly identified and the teacher prepares a *MTSS plan* that is shared with the parents. Then after progress monitoring, MTSS progress reports are shared with parents in the area of concern. After EOG tests are scanned, and the results are sent home via students. mClass Reading 3D reports are sent home three times a year at the conclusion of the assessment period explaining what is being measured and how the student performed.

Testing data is disaggregated at the district level and is shared to all parents at School Board Meetings, local cable channels, district and school websites, flyers to parents, 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 based for learning mastery.**

GRADE LEVEL	ASSESSMENT(S)
Kindergarten	County expected Text Reading Level Running Record Assessments Common Math Cluster Assessments Dreambox

	<p>MTSS process and specific interventions for at risk students  Formal and informal assessments to drive instruction including progress monitoring  Mclass  KEA  Documentation of mastery of NC SCOS Standards</p>
First	<p>Observation Survey Assessment for Individual literacy lessons  County expected Text Reading Level Running Record Assessments  Common Math Cluster Assessments  MTSS process and specific interventions for at risk students  Documentation of mastery of NC SCOS Standards  Formal and informal assessments to drive instruction including progress monitoring  Mclass</p>
Second	<p>County expected Text Reading Level Running Record Assessments  Common Math Cluster Assessments  DREAMBOX  MTSS process and specific interventions for at risk students  Formal and informal assessments to drive instruction including progress monitoring  Documentation of mastery of NC SCOS Standards  Mclass</p>
Third	<p>Reading and Math EOGs  County expected Text Reading Level Running Record Assessments  MTSS process and specific interventions for at risk students  Common Math Cluster Assessments  DREAMBOX  NC Check-ins  Read To Achieve Passages  Formal and informal assessments to drive instruction including progress monitoring  Documentation of mastery of NC SCOS Standards  Mclass</p>
Fourth	<p>Reading and Math EOGs  Documentation of mastery of NC SCOS Standards  MTSS process and specific interventions for at risk students  Formal and informal assessments including progress monitoring  NC Check-Ins  Common Math Cluster Assessments  DREAMBOX  Stars/ Cars  Mclass  Scholastic Reading Assessment/Pioneer Valley Online Assessment  Passports for Learning</p>
Fifth	<p>Reading, Math &amp; Science EOG's  Scholastic Reading assessment/Pioneer Valley Online Assessment  Common Math Cluster Assessments  DREAMBOX  Formal and informal assessments including progress monitoring  NC Check-Ins  Documentation of mastery of NC SCOS Standards  MTSS process and specific interventions for at risk students  Mclass  Passports for Learning</p>

## School-Wide Title I Plan Plan of Action 2019-2020

### PART 3 – Page 1

**School: SHAWBORO ELEMENTARY**

#### 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 second grade will meet expected growth in the area of reading as measured by the appropriate grade level assessment:</p> <p>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 third grade will read a level of Q to meet Read to Achieve expectations.</p> <p>Goal.3: Using fourth, fifth grade NC Check-ins:</p> <p><b>4th &amp; 5th grade goals will be set, once NC Check-ins have been completed.</b></p> <p>Students scoring at 70% or higher on NC Check-ins in grade 4 will increase from _____ to _____ by the end of the year.</p> <p>Students scoring at 70% or higher on NC</p>	<ul style="list-style-type: none"> <li>● Develop &amp; administer common formative assessments</li> <li>● PLC grade level and vertical planning (Leadership Team, MTSS, PBIS).</li> <li>● Cluster grouping across grade levels and co-teaching.</li> <li>● Identify professional development needs</li> <li>● Provide research based, effective interventions to aid every child in meeting annual measurable objectives (AMO)</li> </ul>	<p>*K-3: Amplify Reading 3D TRC</p> <p>*Grade 3: BOG State Reading Assessment and EOG Reading Assessment</p> <p>*Grades 4-5: NC Check-ins</p>	<p>August 2020- June 2021</p>	<p>*PLC( (common planning time)</p> <p>*District Literacy Coach with mini PD sessions by grade level</p> <p>*Continued support with effective literacy instruction for core and small groups &amp; modeled lessons</p> <p>*Monthly Data Review (PLC)</p> <p>*Every 6 weeks, MTSS check-in meetings</p> <p>*Jan Richardson Guided Reading</p> <p>*Scholastic</p>	<p>*Title I Back to School Night</p> <p>*Volunteers in the classroom</p> <p>*Family Reading Event</p> <p>*Parents on School Improvement Team</p> <p>*Parent-Teacher Organization (PTO)</p>

<p>Check-ins in grade 5 will increase from ____ to ____ by the end of the year.</p>	<ul style="list-style-type: none"> <li>● Each classroom has 90 minutes of reading instruction daily in the regular classroom setting</li> <li>● Identify students with greatest need in reading through Observation Survey (grade 1), alternate rankings (K-5), teacher input and other assessments for extra small group or 1:1 through the Title 1 program.</li> <li>● For children consistently not meeting standards, implement MTSS interventions and develop written plans with MTSS team and parents.</li> <li>● Identify students who need additional support in ELA through the NC Check-Ins for Grades 3, 4 &amp; 5.</li> </ul>			<p>Assessment Kits (4/5)</p> <p>*Continued support/training with Amplify Reading 3D and progress monitoring</p> <p>*Continued support &amp;/or professional development for effective &amp; research based interventions</p> <p>*Continued support with MTSS process and paperwork</p>	
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**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.

\_\_\_\_\_  
Signature of the Principal

\_\_\_\_\_  
Date

**PART 4: School-Wide Title I Plan Parental Involvement 2020-2021**

Describe each parent involvement activity and training opportunity that will take place during the 2020-2021 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 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
				<ul style="list-style-type: none"> <li>● <b>Supplies, Materials, Food</b> \$ _____</li> <li>● Purchased services: \$ _____</li> <li>● 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.)</li> <li>● Postage \$ _____</li> <li>● <b>Total Cost of Activity</b> \$ _____</li> </ul>
				<ul style="list-style-type: none"> <li>● Supplies, <b>Materials</b>, Food \$ _____</li> <li>● Purchased services: \$ _____</li> <li>● 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.)</li> <li>● Postage \$ _____</li> <li>● <b>Total Cost of Activity</b> \$ _____</li> </ul>
				<ul style="list-style-type: none"> <li>● Supplies, Materials, Food \$ _____</li> <li>● Purchased services: \$ _____</li> <li>● 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.)</li> <li>● Postage \$ _____</li> <li>● <b>Total Cost of Activity</b> \$ _____</li> </ul>

				<ul style="list-style-type: none"> <li>● Supplies, Materials, Food \$</li> <li>● Purchased services: \$ _____</li> <li>● 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.)</li> <li>● Postage \$ _____</li> <li>● <b>Total Cost of Activity</b> \$</li> </ul>
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				<ul style="list-style-type: none"> <li>● Supplies, Materials, Food \$</li> <li>● Purchased services: \$ _____</li> <li>● 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.)</li> <li>● Postage \$ _____</li> <li>● <b>Total Cost of Activity</b> \$</li> </ul>
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## PART 5      PROFESSIONAL DEVELOPMENT

If all teachers are highly qualified the school does not have to set aside professional development funds. Schools in School Improvement MUST set aside 5% of their Title 1 allotment. If the school uses Title 1 Professional Development funds, please complete Part 5.

**Professional Development Funds: \$ \_\_\_\_\_**

**Please list and briefly describe professional development activities for the school year 2020-2021 no matter the funding source. Keep in mind that all initiatives must be research-based. *Activities should reflect Comprehensive Needs Assessment.***

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
			<ul style="list-style-type: none"> <li>• Substitute pay \$ _____</li> <li>• Social security cost for substitute \$ _____</li> <li>• Teacher Asst. Salary \$ _____ when substituting</li> <li>• Social security cost for Teacher Asst. substitute \$ _____</li> <li>• Retirement cost for Tchr. Asst. Sub. \$ _____</li> <li>• Workshop Expenses (Travel, hotel, meals, registration fee, etc.) \$ _____</li> <li>• Stipend for staff as workshop participant \$ _____</li> <li>• Social security cost for stipend \$ _____</li> <li>• Retirement cost for stipend \$ _____</li> <li>• Contracted Services \$ _____</li> <li>• Supplies &amp; Materials \$ _____</li> <li><b>Total for Workshop \$ _____</b></li> </ul>

**\$ 0 county**