

Caldwell County Schools
2014-2015 Title I Application- Part II

PART II

School:

School Code:

Parent Involvement Assurance

Copy of Parent Involvement Policy

Schoolwide Project Schools Assurance

School Prioritized Plan as aligned to current School Improvement Plan

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PARENTAL INVOLVEMENT

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-

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(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 to 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 Title I Director

Date

Signature of Principal

Date

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Collettsville School

4690 Collettsville School Drive
Collettsville, NC 28611

Phone (828) 754-6913 Fax (828) 758-5800

Craig Styron, Principal

Email: cstyron@caldwellschools.com

Collettsville School Parent Involvement Plan

Revised May 14, 2014

Collettsville School staff wants to build ties very early with children and their parents. Parent involvement in school is a critical component of a child's success. To that end, we welcome and encourage parent involvement. Our Title I Parent Involvement Plan includes:

- Parent Orientation in August to provide parents with the opportunity to ask questions, provide feedback, and receive resources both as a whole group and in each homeroom. In depth description of exactly what Title I does for our school.
- The Title I Plan will be discussed at the opening Parent-Teacher Organization (PTO) meeting as well as in subsequent meetings as needed. Title I display at every PAC meeting along with invitations to participate in our school's Parent Involvement Plan. Dropbox for parent's to give feedback not only on program itself, but for ideas they have to get them more involved.
- Quarterly invitation for Community/Parents/Stakeholders to meet in Library to "catch" up on school's happenings, status, upcoming events, etc. Grade level teacher will also come in and give an update as well.
- Parent conference days are scheduled around each report card release
- Parents can participate in the School Improvement Team (SIT), the PTO Executive Board, the PTO general membership, and the Parent Advisory Council (PAC) on a regular and ongoing basis to give feedback, ask questions, and participate in school leadership
- Parents can volunteer to work inside the school tutoring reading and math to support the Title I plan
- Parents sign an Accountability Pledge at the beginning of school that indicates a shared responsibility for high student academic achievement
- At least one Title I Reading Night is scheduled at the school every academic year to foster more reading success through parent involvement
- The Parent Volunteer Coordinator will assist teachers and volunteers by facilitating needed services at the school

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- A school newsletter is sent home each month with information about curriculum, student activities, and a message from the principal. Newsletter will also be linked on our school's homepage.
- Students preparing to enter school are invited to participate in "Kinder Days" that focus on basic skills for new kindergarten students
- Rising kindergartners that have potential issues in reading and math are invited to participate in "Rising Stars," a program during the summer that helps give children a jump-start on education
- Translators are enlisted for interpretations as specific needs arise
- AlertNow (the automated phone message system) messages are sent home, in English and Spanish, to parents on a regular basis with information regarding academics and student activities and opportunities
- Other activities, programs, committees, volunteer opportunities, and information will be offered by the staff as appropriate throughout the year Information about Title I programs, services, and benefits to students can be obtained from school staff upon request. The Title I Plan is on file in the principal's office. The Title I Plan is done in the spring at the time the Title I Parent Involvement Surveys are being returned from parents to the school. This gives each parent an opportunity for input as the school wide plan is being developed.

The staff at Collettsville School remains committed to ensuring student success in partnership with parents and the community. Many opportunities to volunteer and offer input will be given to parent each academic year and parents are encouraged to participate as fully as possible.

Our Vision: Collettsville School will provide, in partnership with the community, a 21st century education.
All students will have the opportunity to reach their full potential within a caring, secure learning environment.

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SCHOOLWIDE PROJECT SCHOOLS

All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school, and that each school address the ten (10) required schoolwide components in accordance with SEC 1114 of NCLB:

(b)COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309 (2) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student achievement standards described in Section 1111(b) (1).

(B) Schoolwide reform strategies that-

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that-

(I) Strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii) (I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include-

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education program; and

(II) address how the school will determine if such needs have been met; and

(IV) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

(G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or State-run preschool programs, to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and program, including programs supported under this Act, violence prevention programs, and

nutrition

program, housing programs, Head Start, adult education, vocational and technical education, and job training.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will assist each participating school in addressing the required ten (10) components of the schoolwide model in accordance with Section 1114 of the No Child Left Behind Act (NCLB).

Signature of Title I Director

Date

Signature of Principal

Date

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SCHOOL PRIORITIZED PLAN

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the current 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 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)
Rising 8 th grade students will increase the 2013 NCE Gain (-5.8), as measured by EVAAS, indicating end of grade math progress for students by 33% each year to obtain NCE Gain -1.96 by the end of year 2015.	Identify students projected below proficiency level on EVAAS Conduct screening assessments Collect data Analyze data to monitor progress and evaluate growth	-EVAAS projections -STAR math screening reports -Study Island -County Benchmarks -Student Notebooks	Beginning, Middle, and End of Year Interim evaluation: EVAAS projections compared with STAR screening and classroom work Final Evaluation: STAR quarterly growth reports and end of year projections	-STAR program support sessions -RTI/MTSS sessions -Data literacy sessions	-Attendance/discussion at PAC/Title I Events (Orientation, Math and Reading Nights) -Attendance at Parent Conferences -Understanding of data

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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>Rising 6th grade students will increase the 2013 NCE Gain (-5.1), as measured by EVAAS, indicating end of grade reading progress for students by 33% each year to obtain NCE Gain -1.96 by the end of year 2015.</p>	<p>Identify students projected below proficiency level on EVAAS</p> <p>Conduct STAR screening assessments</p> <p>Collect data Analyze data to monitor progress and evaluate growth</p>	<p>-EVAAS projections -STAR math screening reports -Study Island -County Benchmarks -Student Notebooks</p>	<p>Beginning, Middle, and End of Year Interim evaluation: EVAAS projections compared with STAR screening and classroom work Final Evaluation: STAR quarterly growth reports and end of year projections</p>	<p>-STAR program support sessions -RTI/MTSS sessions -Data literacy sessions</p>	<p>-Attendance/discussion at PAC/Title I Events (Orientation, Math and Reading Nights) -Attendance at Parent Conferences -Understanding of data</p>

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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>Rising 6th grade students will increase the 2013 NCE Gain (-2.3), as measured by EVAAS, indicating end of grade math progress for students by 10% each year to obtain NCE Gain - 1.96 by the end of year 2015.</p>	<p>Identify students projected below proficiency level on EVAAS</p> <p>Conduct STAR screening assessments</p> <p>Collect data Analyze data to monitor progress and evaluate growth</p>	<p>-EVAAS projections -STAR math screening reports -Study Island -County Benchmarks -Student Notebooks</p>	<p>Beginning, Middle, and End of Year Interim evaluation: EVAAS projections compared with STAR screening and classroom work</p> <p>Final Evaluation: STAR quarterly growth reports and end of year projections</p>	<p>-STAR program support sessions -RTI/MTSS sessions -Data literacy sessions</p>	<p>-Attendance/discussion at PAC/Title I Events (Orientation, Math and Reading Nights) -Attendance at Parent Conferences -Understanding of data</p>

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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)
Rising 4th grade students will increase the 2013 percent proficiency (BOY=18%) as measured by <i>mClass</i> TRC by 20% each year.	Identify students below proficient according to Gr 3 EOY TRC data Conduct BOY TRC Monitor progress between TRC BOY and MOY	Grade 3 EOY TRC proficiency data Grade 4 BOY TRC proficiency data	Interim Evaluation: Growth between grade 3 EOY and grade 4 BOY Final Evaluation: Increase percent proficient between grade 4 TRC BOY and MOY	-mCLASS sessions -Literacy sessions -RTI/MTSS sessions -Data literacy sessions	-mClass Student Summary Reports (BOY/MOY/EOY) -Individualized activities are also included based on child's needs -Attendance at Parent Conferences

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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)
Rising 2 nd grade students will increase the 2013 percent proficiency (BOY=49%) as measured by <i>mClass TRC</i> by 10% each year.	Identify students below proficient according to gr 1 EOY TRC data Conduct gr. 2 BOY TRC Monitor progress between Gr. 2 TRC BOY and MOY	Grade 1 EOY & MOY TRC proficiency data Grade 2 BOY TRC proficiency data	Interim Evaluation: Grade 1 EOY & Grade 2 MOY TRC data Final Evaluation: Grade 2 BOY and MOY TRC proficiency data	-mCLASS sessions -Literacy sessions -RTI/MTSS sessions -Data literacy sessions	-mClass Student Summary Reports (BOY/MOY/EOY) -Individualized activities are also included based on child’s needs -Attendance at Parent Conferences