

Plan Overview

Northampton County Schools (660) Regular Local School District - Northampton County - 2019

Plan Overview

Plan Item

G 1) Student Achievement (PRC 040, 050, 051, 105, 108, 109)

Description:

Every student will achieve or exceed a year's growth towards mastery of core academic standards as measured by end of year performance measures. (PRC 040, 050, 051, 105, 108, 109)

Performance Measure:

1) Each student in the district will have individual growth targets set by October of the academic school year for their expected performance at the end of the year as measured by K-2 math assessment, EOY Reading 3D assessment, i-Ready EOY benchmark, End of Grade/Course assessments. 2) By the end of each academic school year, instruction in core academic areas will demonstrate a year's worth of growth per student as measured by NC Ready EOG assessments, End of Course assessments, Reading 3D assessments and K-2 math assessments.

Fiscal Resources

	Grant	Notes	2018	2019
Consolidated				
Title IA		District instructional initiatives	\$00	\$194,260
Title III "Significant Increase (PRC111)			\$00	\$3,399
Migrant Education Program			\$00	\$14,000
Title IVA "Student Support and Academic Enrichment (SSAE)		Funding staff-support educational activities	\$17,968	\$18,000
Consolidated Total:			\$17,968	\$229,659
Grand Total:			\$17,968	\$229,659

S 1.1) Aligned Units of Instruction (PRC 040, 050, 051, 108)

Description:

Instructional teams utilize standards-aligned units of instruction for each subject and grade level. Develop PBL Units of Study that math the expectations outlined in the NCSTEMASP proposal. In addition, these PBL Units of Study created during the implementation of the proposal will also be used again in the SSAE program.

Component	Item Name
Migrant Education	Instructional Services Alignment
Migrant Education	Summer Programs
Migrant Education	Supplementary Instruction
Migrant Education	LEP Activities
AS 1.1.1) Curriculum	
Description:	
	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes a variety of learning tools and strategies proven effective.
AS 1.1.2) Online Curricula	
Description:	
	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national) Benchmark Indicator
	Teacher use of online curricula and its instructional components will increase by 50% by the middle of the year as determined by the usage reports provided by the program.

Grant	Item Name
Consolidated	
	Title III – Significant Increase (PRC111)
Component	Item Name

AS 1.1.3) Tiered Instructional System

Description:

Develop and implement a tiered instructional system that allows teachers deliver evidence-based instruction aligned with the individual needs of students across tiers.

S 1.2) Extended Learning Opportunities

Description:

Provide students extended learning opportunities in the form of summer bridge programs, after school and supplemental education services, Saturday academies, and enrichment programs.

Component**Item Name**

Migrant Education	Identification and Recruitment
Migrant Education	Instructional Services Alignment
Migrant Education	Supplementary Instruction
Migrant Education	Supportive Services
Migrant Education	Graduation Rate
Migrant Education	Needs Assessment
Migrant Education	Increased Classes/Services; Alternative Programs

AS 1.2.1) Summer Enrollment

Description:

Provide instructional services for summer MEP students through STEM camps, field trips, summer feeding program, and instructional technology.

Benchmark Indicator

By the end of the 2017-2018 school year, 80% of MEP students will receive summer instruction.

Grant

After-School Quality Improvement

After-School Quality Improvement

AS 1.2.2) Math-Science Summer Focus

Description:

Provide math-science enrichment during summer and school year to increase student interest in those content areas.
Benchmark Indicator

By the end of the 2017-2018 school year, all MEP students will participate in a math-science enrichment program.

Grant

Consolidated

Migrant Education Program

Title IVA " Student Support and Academic Enrichment (SSAE)

After-School Quality Improvement

After-School Quality Improvement

Component

Item Name

Migrant Education

Interstate/Intrastate/Community Coordination

AS 1.2.3) Instructional Strategies

Description:

Provide supplemental instruction implementing best practice strategies and instructional technology for students in subgroups such as ELs, African American boys, students with disabilities and migrant students.

Benchmark Indicator

Throughout the school year, 100% of PFS students will be appropriately identified and receive scheduled evidence-based instructional services.

Grant

Consolidated

Title III " Language Acquisition (PRC104)

Component	Item Name
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English Learner	English as a Second Language [ESL]
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AS 1.2.4) Recruitment

Description:

Implement recruiting process for selecting target students. (PRC 040, 050, 051) Evaluate migratory students for priority for service and offer instructional services.

Grant

Consolidated

Migrant Education Program

Component	Item Name
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Migrant Education	Identification and Recruitment
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AS 1.2.5) Management Plans

Description:

Develop management plans at each site that includes transportation routes, facility usage parameters, provision of meals/snacks, crisis management plans particular non-classroom responsibilities for teachers and other staff, student schedules, communication to parents, and other necessary items. (PRC 040, 050, 051, 108)

S 1.3) Effective Classroom Management

Description:

All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Component	Item Name
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Migrant Education	Professional Development
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English Learner

English as a Second Language [ESL]

English Learner

Content-based ESL

[S] 1.4) Sound Instruction

Description:

All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; and computer-based.

Estimated Cost

\$75,862.00

Component

Item Name

English Learner

Sheltered Instruction

[S] 1.5) Pre-K Program

Description:

Provide supplemental funding for students in Pre-K program in regards to teachers, assistants, curriculum, and professional development.

Estimated Cost

\$282,415.00

Component

Item Name

Migrant Education

Pre-K MEP Activities

[S] 1.6) Establish newcomer program for newly arriving limited English proficient students

Description:

Establish protocols for the effective transition and enrollment of LEP, Migrant, and immigrant students.

Component

Item Name

Migrant Education

Professional Development

English Learner

Newcomer Program

[S] 1.7) Professional Learning Teams

Description:

Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.

[AS] 1.7.1) Early Warning System

Description:

Instructional teams use student learning data to identify students in need of instructional support or enhancement.

[AS] 1.7.2) Tiered Instructional System

Description:

Schools develop and implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across tiers.

[AS] 1.7.3) Emotional Interventions

Description:

All teachers guide students in managing their emotions and arrange for supports and interventions when necessary.

[S] 1.8) Credit Recovery

Description:

Provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.

[S] 1.9) College and Career Readiness

Description:

Provide high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.

[S] 1.10) Student Support and Academic Enrichment (PRC 108)

Description:

Implement the Student Support and Academic Enrichment program by engaging in direct intervention instruction, STEM problem-based learning experience, and activities promoting safety and healthy student behaviors. Performance Measures - [State assessment results aligned to 2nd - 4th grade] As a result, 80% of the students participating in SSAE program will be proficient or make adequate growth on NC End-of-Grade Tests in reading and mathematics and/or Text Reading Comprehension results and K-2 math assessments by the end of the academic year of the grant. In addition, the district will be the established measurable targets as indicated in Table I. Student Performance Goals Table I. Grades 3-8 Reading and Math Reading Math Baseline 2016-2017 33.1 Baseline 2016-2017 30.9 Year 2017-2018 38.1 Year 2017-2018 35.9 Year 2018-2019 43.1 Year 2018-2019 40.9 Year 2019-2020 48.1 Year 2019-2020 45.9

Estimated Cost

\$8,292.00

G 2) Professional Capacity (PRC 040, 050, 051, 103, 105, 108, 109)

Description:

The district will regularly examine school performance data and aggregated classroom observation data and use the data to make decisions about school improvement and professional development needs. (PRC 040, 050, 051, 103, 105, 108, 109)

Performance Measure:

- 1) Each teacher and administrator in the district will have individual growth targets set by October of the academic school year for their expected performance at the end of the year as measured by K-2 math assessment, EOY Reading 3D assessment, i-Ready EOY benchmark, End of Grade/Course assessments. 3) By the end of each academic school year, instruction in core academic areas will demonstrate a year's worth of growth per student as measured by NC Ready EOG assessments, End of Course assessments, Reading 3D assessments and K-2 math assessments.

Fiscal Resources

	Grant	Notes	2018	2019
Consolidated				
Title IA		Curriculum, Intervention Program, Reading PD	\$71,809	\$15,000
Title II-A			\$30,000	\$118,691
Migrant Education Program			\$3,500	\$581
Title IVA "iReady/SchoolNet Facilitator			\$8,984	\$00
Consolidated Total:			\$114,293	\$134,272
Grand Total:			\$114,293	\$134,272

[S] 2.1) Technology Implementation

Description:

All teachers will integrate instructional technology within their classrooms.

[S] 2.2) Leadership Development

Description:

The district focuses on building leadership capacity, achieving learning goals, and improving instruction.

[AS] 2.2.1) High School Culture

Description:

Administrators and teacher leaders will create a collaborative, innovative high school culture that yields an increase in student choice, teacher effectiveness and student achievement to include career and college readiness competencies (PRC 103, 109)

Grant

Consolidated

Title II-A

[AS] 2.2.2) Challenging and Relevant Instruction

Description:

Teachers will increase learning opportunities that promote challenging and relevant instruction for all students. (PRC 109)

Grant

Consolidated

Title IA

Title II-A

[S] 2.3) Subgroup Support in Curriculum Implementation

Description:

Teachers will implement district curricular initiatives to include problem-based learning, whole brain learning, math and ELA curriculum and other district aligned instructional strategies. Teachers will also receive support in providing services to immigrant, migrant, and limited English proficient students in terms of professional development and instructional supplies.

Component	Item Name
English Learner Migrant Education	English as a Second Language [ESL] Identification and Recruitment
AS 2.3.1) Support for Beginning Teachers	
Description:	Comprehensive, year-long beginning teacher support program will be provided to all BT1, BT2 and BT3 teachers.

Grant

Consolidated

Title II-A

AS 2.3.2) Implement Evidence-based Instructional Strategies	
Description:	Increase teacher capacity and instructional support in reading instruction as related to ELA curricula, phonics-based programs, Reading Foundations, vocabulary instruction, and literacy instruction in content areas. Increase teacher capacity and instructional support in mathematics instruction as related to the math curricula, mathematical practices, pedagogy and math content.

AS 2.3.3) ESL Methodologies	
Description:	Staff will incorporate SLOP and ESL methodologies to more effectively serve migratory ELLs. (PRC 051)

Grant

Consolidated

Title IA

Migrant Education Program

Component

Item Name

Migrant Education

Professional Development

AS 2.3.4) Instructional Coaches

Description:

District instructional coaches will facilitate necessary reading professional development and provide ongoing support for elementary classroom teachers to implement knowledge acquired during district professional development into the classroom.

Grant

Consolidated

Title IA

Title II-A

S 2.4) Induction Program

Description:

The LEA provides an induction program to support new teachers in their first years of teaching.

AS 2.4.1) Teacher Leaders

Description:

Teacher leaders will meet after school hours and/or on Saturdays to work with district leaders to further enhance both recruitment and retention plans. Teacher leaders will also serve in an advisory capacity and as specialists/trainers to further provide development for all teachers in PBL units of study and the implementation and assessment of such units. (PRC 103)

AS 2.4.2) Teacher Certification

Description:

Provide reimbursement to all licensed personnel who need to become certified. Reimburse expenses related to licensure testing preparation and actual test sessions throughout the year.

S 2.5) Goal of Professional Development

Description:

Goals are set for professional development based on data and used to monitor the extent to which it has changed practice.

AS 2.5.1) Alignment to Classroom Observations

Description:

Professional development is directly aligned with classroom observations to build specific skills and knowledge of teachers.

AS 2.5.2) High Quality Professional Development

Description:

The LEA provides high quality, ongoing, job-embedded, and differentiated professional development to all staff.

AS 2.5.3) Collaboration

Description:

The LEA structures professional development to provide adequate time for collaboration and active learning.

G 3) Foster Positive Relationships (PRC 040, 050, 105)

Description:

The district consistently engages in strategies, policies, and procedures for partnering with families, businesses, community organizations and other agencies to meet the needs of the schools. (PRC 040, 050, 051, 105, 108)

Performance Measure:

- 1) By October of the academic school year, all schools will develop and/or revise and begin implementation of their parent and family engagement policy.
- 2) By the end of the academic school year, all schools will increase the participation rate of focused parent and family

engagement activities by 50% as evidenced by RSVP, attendance rosters, and survey results. 3)By the end of the academic school year, all schools will evaluate the implementation of their parent and family engagement policy and share results with its stakeholders. As a result of community representative participation in NCSTEMASP, teacher response on NC Teaching Working Conditions Survey on questions; community members support teachers, contributing to their success with students and the community we serve is supportive of the school will improve from current positive response rates to 80% by 2016 from 60.6% and 56.2% respectively.

Fiscal Resources

Grant	Notes	2018	2019
Consolidated			
Title IA		\$00	\$13,014
Migrant Education Program		\$00	\$150
Consolidated Total:		\$00	\$13,164
Grand Total:		\$00	\$13,164

S 3.1) Families and Community Support

Description:

Provide parent and community support and leadership development.

Component	Item Name
Migrant Education	Supportive Services
AS 3.1.1) Increase Parent and Family Communication	
Description:	
Regularly communicate with parents and families about their expectations through two-way, meaningful communication in a language that family members understand.	
Benchmark Indicator	
The district provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.	
Grant	
Consolidated	

Title IA

Migrant Education Program

AS 3.1.2) Parent Survey

Description:

Develop and administer parent surveys to build positive relationships.

AS 3.1.3) Parent Advisory Council

Description:

Parent or community representatives advise the district/school leadership teams on matters related to family-school relations.

Grant

Consolidated

Title IA

Migrant Education Program

Component

Migrant Education

Parent Involvement

AS 3.1.4) Community Cafe

Description:

The district engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the schools in the district.

Benchmark Indicator

The district will engage in Community Cafe sessions quarterly and use information gathered to inform family and community engagement practices.

Grant

Consolidated

Title IA

Migrant Education Program

Component	Item Name
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Migrant Education

Student Records Transfer

Migrant Education

Supportive Services

AS 3.1.5) Minimize Disruptions for MEP Students

Description:

Proactively seek out parents/guardians in order to help them minimize the stress of moving on their children to assist in record transfer and academic supports.

S 3.2) Professional Development

Description:

Support schools in providing professional development regarding parent and family engagement strategies that may be provided jointly to teachers, principals, school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

Plan Function

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Needs Assessment

Northampton County Schools (660) Regular Local School District - Northampton County - 2019

Insert the Organization's most recent Needs Assessment:

<p>Northampton County Schools 2017-2018 Needs Assessment</p>			
<p>Summary of Academic Needs</p>			
<p>Review all data above to determine needs in priority order.</p>			
1	2	3	4
Priority	Grade/Group	Subject	Type of Intervention
3	K-12	Reading	<ul style="list-style-type: none"> ▪ Curriculum, instruction and assessment alignment ▪ Full implementation of Reading 3D ▪ Full Implementation of Letterland ▪ Professional development of administration and staff in new program ▪ Instructional coaches at elementary level to support instruction and assessment ▪ Reading Specialists to provide support for bottom 20% of

			<ul style="list-style-type: none"> students well below proficient in grades K-4 Implementation of Summer Programs to catch up students well below grade level Implementation of Guided Reading at elementary and middle school level Implementation of supplemental academic program to address needs in ELA and math at the elementary, middle and high school levels Build teacher and administrator capacity in proper implementation of standard protocol approach and tiered instruction in academics, attendance, and behavior Develop monitoring tools to aid in determining teacher implementation needs
2	PK-12	Math	<ul style="list-style-type: none"> Curriculum, instruction, and assessment alignment Establish teacher leaders to lead professional development and support instruction at school level RESA development and implementation of Math I, II, and III Professional development of administration and staff in new program Instructional coaches at elementary level to support instruction and assessment Implementation of purchased supplemental program to diagnose math skill deficits and provide resources on instruction for those deficits Build teacher and administrator capacity in proper implementation of standard protocol approach and tiered instruction in academics, attendance, and behavior Develop monitoring tools to aid in determining teacher implementation needs
1	PK-12	Discipline	<ul style="list-style-type: none"> Full implementation of MTSS at selected schools Identification of teachers through discipline data, principal

4	PK -12	Parent Engagement	referrals, self-referrals, and classroom observations to participate in tiered training to address discipline issues	<ul style="list-style-type: none"> ▪ Incorporate multiple points of communication to increase attendance in parent sessions ▪ Provide data sessions for parents on curricular expectations
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SCHOOLWIDE PROJECT SCHOOLS

Provide an **LEA summary** of the ten (10) schoolwide components being implemented in participating schools, as described in section 1114. 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. Attach additional pages as needed.

1. **COMPREHENSIVE NEEDS ASSESSMENT** Summarize the needs as identified and prioritized in the data analysis.

Student Achievement

- In analyzing our data, our greatest need is in the area of mathematics. We are improving in reading

and we attribute that to the processes and methods we have implemented to improve student literacy. Our data indicates that 71.5% of our student population is non-proficient. With this in mind, we need to look further at our mathematics and increase the supports and strategies to improve student achievement. We will continue with our reading strategies and dig deeper into data to pinpoint more specific areas of need to increase our student literacy proficiency. The following data sources were analyzed to determine the priority focus areas for needs improvement: 1) School Performance Data 2015-2016 School Year; 2) School Performance Data 2016-2017; 3) Northampton County Schools Public Report for Students with Disabilities 2013-2014; 4) Reading 3D Data 2015-2016 and 2016-2017; and 5) K-2 Math Assessment Data 2015-2016 and 2016-2017.

Instructional Programs

- Work on curriculum, instruction, and assessment alignment
- Improve the instructional monitoring and accountability of Reading 3D in regards to student grouping and differentiated instruction
- Improve implementation of Guided Reading at elementary and middle school levels to catch up students at the elementary and secondary levels during the school year and in summer sessions for students who are performing in the bottom 20% of their grade level in reading
- Improve implementation of i-Ready program to supplement educational needs for all students in ELA and math and provide data points for math in elementary and middle school in terms of progress monitoring and skill mastery
- Use reading specialist to increase proficiency levels of students beginning the year well below proficient on Reading 3D measures in K-3
- Use Grad Points to increase student graduation rate and to provide academic assistance for at risk high school students
- Provide professional development for math content in elementary and middle along with Math I, II, and III teachers
- Implement standard treatment protocol and tiered instruction

School Organization

- Begin implementation of MTSS in targeted schools
- Develop and implement a behavior management plan in targeted schools
- Analyze school/class schedules and revise to maximize instructional time, intervention and PLC time.
- Match the “best” teachers with students who need them the most.
- Offer more student, parent, and staff incentives to improve student achievement.
- Systematically create class rosters with considerations for achievement levels, behavior issues, exceptionalities, learning styles, and student interest.
- Facilitate district grade-level work sessions at least quarterly to analyze data and identify target students for intervention groupings.
- Provide timely intervention for struggling students and improve core instruction within the school day to target all levels of student needs

Parental Involvement

- Improve communication between the school and home.
- Offer more parent workshops including workshops specifically designed for migrant and ESL parents.
- Increase parent attendance at school meetings, conferences and workshops.
- Increase parent participation in the creation of school improvement and parent involvement plans
- Improve information provided to parents to include more instructional assistance to students in the home

Professional Development

- § Provide curriculum development, instruction and assessment alignment professional development.
- § Provide ongoing professional development on standard treatment protocol and tiered instructional interventions
- § Provide ongoing professional development for PK – 4 teachers in Guided Reading and begin training of middle school ELA teachers in guided reading
- § Offer new teacher support training for first year teachers and Teacher Talk sessions for second year teachers.
- § Train teachers in reading strategies to teach nonreaders and struggling readers (Reading Foundations)
- § Train teachers in math strategies to teach math to students struggling in math (Math Foundations, Meredith Math Institutes, Singapore Math, Eureka Math, Math I, II, II Progressions)
- § Provide professional development in effectively analyzing data and planning for differentiated instruction in PLCs
- § Create a professional development plan aligned with district and school plans including deployment, implementation process, monitoring, and teacher support

1. **SCHOOL REFORM STRATEGIES**

- Expeditionary Learning Core ELA Program
- Eureka Math Core Math Program
- I-Ready
- Reading Foundations
- Letterland

- Reading 3D
- Guided Reading in all elementary classrooms and middle ELA classrooms
- Grad Points
- Elementary Instructional Coaches
- Reading Specialists
- Use of protocols and anchor charts
- MTSS implementation
- District Standard Treatment Protocol

1. **INSTRUCTION BY HIGHLY QUALIFIED STAFF**

- Teachers and paraprofessionals are provided resources to complete certification requirements. Title I and Title II funds are available for tuition reimbursements for teachers and paraprofessionals to assist them in reaching highly qualified status. Our percentage of highly qualified staff has increased to approximately 95.34% this year. We are still striving to reach 100%. Mentors are assigned to beginning teachers. The principals sign an attestation statement at the beginning of the school year indicating the number of highly qualified teachers and paraprofessionals on their staff.

1. **HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT**

- The district will develop a Professional Development Plan by which each school will add to the district plan to create their own and conduct sessions throughout the school year focusing on the needs of individual teachers, grades, and subgroups within the school. Teachers will attend workshops in their content area(s) and areas of need (classroom management, curriculum, reading and math strategies and methods, PDP needs, etc.). Workshops are provided by district instructional coaches, RESA 1 and RESA 3, the NC Department of Public Instruction, and content specific consultants. Sessions are offered to help teachers prepare for the Praxis exam.

1. **STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS**

- Northampton Tourism Chamber of Commerce orients the new teachers to all that Northampton County has to offer. Mentors are available at every school to work with new teachers. The district has a good relationship with Chowan University that provides an opportunity to work with student teachers and to recruit future teachers. New teachers are provided an opportunity to attend the New Teacher Conference.
- Teams of HR director, school administrators and teachers attend recruiting activities across the state and neighboring states to attract new teachers
- Effectively utilize Teach for America Corps to help with teacher turn-over and to have HQ teachers in classrooms

1. **INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS**

- Teachers are a part of the school improvement teams that make decisions concerning assessments, how they will be used, and the information that is to be gathered from them.
- PLCs are established to analyze and discuss the results of the assessments by grade level and developing action steps for when students haven't mastered certain standards and for teachers' professional growth when class mastery levels aren't met.
- Teachers utilize SchoolNet to create common assessments to gauge student and teacher performance
- Teachers trained in use of i-Ready to create standards assessments
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1. **STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

- Schools develop parent involvement plan for school activities involving social and academic events based on the curriculum
- Schools utilize newsletters, Connect5, Social Media, and notices to inform parents of activities
- District has formed a District Parent Advisory Council for Literacy
- Parent University was established to provide parents with trainings in academics/curriculum, parenting, health, and leadership.

- Community Café was established to increase partnerships within the community and gain community input on school issues
- Schools will begin making personal calls to parents to invite them to various events and provide take aways to assist parents in helping their child at home

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1. **PRESCHOOL TRANSITION STRATEGIES**

- All preschool programs (Title I, More at Four, and Exceptional Children Developmentally Delayed) have developed a joint transitional plan for entry into preschool and a plan to transition from preschool to kindergarten. This plan meets specifications and criteria set forth in Title I and NCLB guidelines. Preschool and kindergarten staffs discuss math and reading readiness skills for preschoolers to obtain before entering kindergarten. The kindergarten teachers discuss with preschool parents ways to help students make a smooth transition, as well as the expectations of the kindergarten curriculum and environment. Many schools have a “Step Up Day” where students at each grade level move to the next grade for a portion of the day and are introduced to the routines and expectations (academic and behavioral) of that grade. Elementary and Middle schools collaborate and institute a day for the upcoming 5th grade students visit the middle school for a portion of the day and are welcomed with an orientation and tour of the school. The high school collaborates with the middle schools and welcomes the upcoming 9th graders to spend the day with them; introducing them to the school through tours, classroom visits, a run through of changing classes, and is incorporated with Senior Decision Day assembly at the day’s end.

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1. **ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY**

- School schedules created to include time during the school day to provide “effective, timely assistance” to at risk students
- Reading specialists work with small groups of students in guided reading using the pull out model to address deficiencies
- School administrators establish a plan for monitoring at risk students and the assistance they receive and conference with teachers during PLCs

- Evidence based instruction/strategies will be used when working with at risk students
- Summer program established to target foundational skills necessary for academic success for students who fail to meet proficiency in reading and math

1. **COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES**

- In addition to Title I funds, local, state, grant and other federal monies are used to support Title I strategies and goals. Students are blended into classes or programs that allow them to work side by side with students of varying abilities and achievement levels. Thus Title I students will be found in classes with students from the Exceptional Children Program who are academically delayed, students who are accelerated and students who are academically gifted. This allows the different programs to pool resources in order to better meet the needs of the students. Preschool registration and screening is coordinated with the Title I program, Exceptional Children Developmentally Delayed Program, and the More at Four Program. Preschool students are assigned to the preschool program for which they qualify. Title II funding provides some of the professional development necessary to improve the instructional practices within the classroom. Child Nutrition provides the funding for snacks during after school programs and summer programs.

Resources used in programs. Briefly summarize the Title I and other resources used in participating schools.

- Title I funds are used in all classrooms for grades K-12, along with funds from the Exceptional Children's Program, Migrant Education Program, ESL funds, state funds, grants (Rural and Low Income) and local funds. Other resources include curricular and EOG state approved resources for grades 3-8, i-Ready, K-2 Assessment, Math Strategies, reading intervention teachers at the middle school level, and STEM PBL programs to increase interest in STEM subject areas.

How assessment results are reported to parents. Explain how assessment results will be reported to parents.

- **Pre-K –2:** Progress reports, parent conferences, and report cards. Parent sessions explaining assessment practices and various assessments will also be provided through Parent University
- **Grades 3-12:** Interim reports (3 weeks), report cards (6 weeks), district wide benchmark results (3 times a year), and EOG/EOC results are shared during parent conferences, grade level meetings, and PTA/PTO meetings and newsletters. School Report Card and LEA report cards are discussed at PTA meetings, a copy is sent home with every student in their home language and it is posted on the district web page. Parent sessions explaining assessment practices and various assessments will also be provided through Parent University. Assessment results are reviewed with parents during parent/teacher conferences.