



Title I School-Wide Improvement Plan

| | | | |
|--|---|----------------|------|
| LEA or Charter Name | Moore County Schools | Number: | 603 |
| School Name | Aberdeen Elementary School | Number: | 308 |
| School Address: | 503 North Sandhills Boulevard Aberdeen, NC 28315 | | |
| Plan Year(s): | 2014-2015 | | |
| Date prepared: | 9/5/2013 | | |
| Principal Signature: | | | Date |
| Local Board Approval Signature: | | | Date |

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

| Committee Position* | Name | Committee Position* | Name |
|--------------------------|-------------------|---------------------|------------------------|
| SIT Chair | Shuris Campbell | EC Teacher | Melissa Kelso |
| Principal | Stefanie Phillips | Specials | Julia Overby |
| Assistant Principal | Dante Poole | Parent | Jeanette Gonzalez Ruiz |
| Instructional Coach | Barbara Colson | Parent | Tonya Mogensen |
| Administrative Intern | Lisa Neal | Parent | Shazia Morales |
| School Social Worker | Linda Evans | | |
| School Counselor | LaShunda Maynor | | |
| EC TA | Debra Galbreth | | |
| 3rd Grade Representative | Trixie Andrews | | |
| 4th Grade Representative | Bonnie Cadieu | | |
| 5th Grade Representative | Cindi Cabrera | | |

School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

| Demographic Profile 2013-2014 | | |
|--------------------------------------|----------------|--------------------|
| Students | Numbers | Percentages |
| Male | 153 | 50.5% |
| Female | 150 | 49.5% |
| White | 89 | 29.4% |
| Black | 120 | 39.6% |
| Hispanic/Non-Hispanic | 57 | 18.8% |
| Asian | 8 | 2.6% |
| Hawaiian/Am. Indian | 12 | 3.9% |
| Multi-racial | 17 | 5.6% |
| SWD | 35 | 11.5% |
| AIG | 7 | 2.3% |

Free/Reduced Lunch Profile 2013-2014 Percentage: 79.5%

| Total Students | Reduced Students | Free Students |
|-----------------------|-------------------------|----------------------|
| 303 | 220 | 21 |

Disaggregated Data Chart EOG Reading 2013-2014

| Grade | White | Black | ED | LEP | SWD | ALL |
|--------------|--------------|--------------|-----------|------------|------------|------------|
| 3 | 40.7 | 25.5 | 26.5 | <5 | 18.2 | 30.4 |
| 4 | 48.6 | 20 | 29.9 | * | 27.3 | 35 |
| 5 | 37.1 | 13.6 | 14.1 | <5 | 7.7 | 24.8 |

**Disaggregated Data Chart
Math
2013-2014**

| Grade | White | Black | ED | LEP | SWD | ALL |
|-------|-------|-------|------|-----|------|------|
| 3 | 22.2 | 8.5 | 10.8 | <5 | 9.1 | 13.7 |
| 4 | 37.8 | 8.6 | 22.1 | * | 22.7 | 26.2 |
| 5 | 54.3 | 27.3 | 26.9 | <5 | 7.7 | 39.6 |

**Lexile Data
2013-2014**

| Grade | White | Black | ED | LEP | SWD | ALL |
|-------|-------|-------|----|-----|-----|-----|
| 3 | 503 | 413 | | 276 | 121 | 420 |
| 4 | 709 | 553 | | 387 | 381 | 588 |
| 5 | 761 | 639 | | 772 | 402 | 712 |

**mClass (% below proficient)
2013-2014**

| Grade | White | Black | ED | LEP | SWD | ALL |
|-------|-------|-------|----|-----|-----|-----|
|-------|-------|-------|----|-----|-----|-----|

1. What does the analysis tell you about your school's strengths?

5th grade math instruction was stronger than other grades across the board, 4th grade SWD growth was high compared to other grades,

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

All subgroups are drastically behind the white subgroup in both math and reading instruction.

3. What data is missing and how will you go about collecting this information for future use?

Individual teacher data will be accessed once EVAAS data is released.

4. Based upon the analysis conducted, what 3-4 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

3rd grade math instruction - 13% proficiency

4th grade math instruction - 26% proficiency

5th grade reading instruction - 25% proficiency

School Improvement Plan

School: Aberdeen Elementary School

Principal: Stefanie Phillips

| | | |
|--|---|---|
| Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership | Critical Element: Differentiation | Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|---|---|

What data provides evidence of current growth stage?

Reading
 2013-2014 school year proficiency in reading - 3rd grade 30% ,4th grade 34%, 5th grade 25%

Math
 2013-2014 school year proficiency in reading - 3rd grade 14% ,4th grade 26%, 5th grade 40%

Science
 2013-2014 school year proficiency in 5th grade science 38%

Annual Objective:

All subgroups will increase their proficiency in reading, math and 5th grade science to meet the state AMO targets of math 53.9%, reading 55.1% and science 61.8%.

Mid Year Target:

All subgroups will have an 80% average on the 2nd nine weeks benchmark assessments for reading, math and 5th grade science.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|---|---|--|---|------------------------|--------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| In addition to the 90 minute literacy block, instructional support staff and teachers will provide services to identified students during the school day so that those students will receive intensive instruction to increase reading proficiency. | Judy Mansfield Hope Strayer Dianne Seaford Christy Mickle Stefanie Phillips Barbara Colson Deborah Maples 3-5 Teachers | Instructional Coach Consultant services | Stefanie Phillips Barbara Colson Dante Poole | Lesson plan design utilizing Journeys and targeted fluency strategies Instructional Coach minutes Consultant log PEP Program Reports Benchmark data | Every 9 weeks | June 1, 2015 | |

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|---|--|---|--|---|--------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Science, Technology, Engineering, and Math (STEM) staff will provide embedded professional development in use of science, technology, engineering, and math materials so that AES staff will be equipped to assist students in the awareness and application of science, technology, engineering, and mathematics concepts while increasing proficiency in reading. | Stefanie Phillips AES Staff Lisa Neal Ashley McNeill | STEM materials Discovery Ed techtbooks | Stefanie Phillips AES Staff Lisa Neal Ashley McNeill | Reading Counts Scholastic Reading Inventory (SRI) STEM website Discovery Ed report | Monthly | June 1, 2015 | |
| Parent Information Sessions will be held so that parental knowledge of literacy and math will be increased. | Stefanie Phillips Dante Poole AES Staff | Curriculum Guides in English and Spanish Interactive Stations to include manipulatives and resources developed by grade level PLCs that will be provided to parents for home use Incentives | Tricia Cox Stefanie Phillips Dante Poole Marisol Rivera AES Staff | Sign in logs | September 19, 2014 - materials to be provided by PLC teams to S. Phillips Parent Information Session - October 16, 2014 | June 1, 2015 | |
| Student-led conferences will be held so that students will take an active sense of accountability in their learning. | Students Stefanie Phillips Dante Poole AES Staff | Student developed presentations Progress information from AES staff | Stefanie Phillips Dante Poole AES staff | Sign in logs Lexile growth chart Student goal setting Student data notebooks | Bi-annually - October 27, 2014 is first event | June 1, 2015 | |

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|---|--|--|---|------------------------|--------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Bi-weekly meetings to address data so that teachers can track effectiveness of interventions. | Stefanie Phillips Dante Poole Barbara Colson AES Staff | Lexile chart Leveled Literacy Interventions FastForward Journey's Reading Program data | Stefanie Phillips Dante Poole Barbara Colson | Meeting logs | Bi-weekly | June 1, 2015 | |
| Read to Achieve will continue to be implemented in 3rd grade, along with interventions so that third grade students will meet Read to Achieve requirements for proficiency. | Stefanie Phillips Dante Poole Barbara Colson Judy Mansfield Hope Strayer 3rd grade teachers | Read to Achieve framework Leveled Literacy interventions Fast ForWord Classroom Interventions | Stefanie Phillips Dante Poole Barbara Colson Judy Mansfield Hope Strayer | Mid-year assessment mClass data SRI data Lexile growth chart | Bi-weekly | June, 2015 | |
| Teachers will instruct students on the 8 mathematical practices so that students can verbalize and apply connections between the practices and the content. | Stefanie Phillips Barbara Colson Lisa Neal 3-5 Teachers | Math PD support - Michelle Gray & Becky Oldham Math Coaching - Barbara Colson SchoolNet PD support- Barbara Colson & Stefanie Phillips | Stefanie Phillips Barbara Colson | Benchmark assessments Lesson Plans Formative assessments PLC minutes Formative assessment data Lesson plans | Every 9 weeks | June 2015 | |
| Teachers will utilize the Discovery Ed toolkit and SchoolNet to build pre and post assessments to monitor mastery of math concepts. | Stefanie Phillips Barbara Colson Lisa Neal 5th grade Teachers | Discovery Ed support - Lisa Neal & Mildred Bank-head Smith Schoolnet PD support- Barbara Colson & Stefanie Phillips | Stefanie Phillips Barbara Colson Lisa Neal | Benchmark assessments Lesson Plans Formative assessments | Every 9 weeks | June 2015 | |

School Improvement Plan

School: Aberdeen Elementary School

Principal: Stefanie Phillips

| | | |
|---|--|--|
| Pathway: <input type="checkbox"/> Learning <input checked="" type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership | Critical Element: External Collaboration | Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|---|--|--|

What data provides evidence of current growth stage?

Currently the PTA is not existent at AES

Annual Objective:

To increase parent involvement by 50% from 2013-2014 to 2014-2015.

Mid Year Target:

50% of parents will attend the 3rd grade Read to Achieve night and Literacy night.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|--|---|---|--|------------------------|-------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Workshops will be provided to parents of students at Aberdeen Primary School and Aberdeen Elementary School, and community members so that AES staff can be more responsive to parents. | Stefanie Phillips Dante Poole LaShunda Maynor Linda Evans Meghan Ford Molly Capps Deshan Ross | Needs assessment of parents and community regarding workshop topics | Stefanie Phillips Dante Poole LaShunda Maynor Linda Evans | Results of needs assessment | Monthly | June 2015 | |
| Connect Ed messages, emails, and text messages will be sent out periodically so that parents are reminded of important school news regarding school events. | Stefanie Phillips Dante Poole | Connect Ed software Computers Cell phones | Stefanie Phillips Dante Poole | Connect Ed logs Email logs Text logs | Monthly | June 2015 | |

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|--|---|---|---|--|------------------------|-------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Students with at-risk behaviors will be involved in student leadership groups, such as Men and Women of Distinction, Golden Tigers, and Student Council so that an opportunity is provided to practice appropriate social and emotional skills and develop connections between the school and community. | Stefanie Phillips Dante Poole LaShunda Maynor Linda Evans | Meetings of the group Activities to engage students in practicing appropriate behaviors. | Stefanie Phillips Dante Poole LaShunda Maynor Linda Evans | Meeting agendas | Weekly | June 2015 | |
| AES Twitter account and AES website will be continuously updated so that information will be communicated to parents and community members. | Stefanie Phillips Caroline Turley | Information/vendors to be available to parents to provide/describe services to parents | Stefanie Phillips Caroline Turley | Archives of past Twitter and webpage postings Current Twitter and webpage postings Monthly AES technology team log | Weekly | June 2015 | |
| Develop a Parent-Teacher organization and monthly opportunities for parents to visit and volunteer so that a partnership is developed between the school and parents. | AES staff AES parents | PTA v. PTO materials | Stefanie Phillips Dante Poole | Attendance logs Record of events | Monthly | June 2015 | |

School Improvement Plan

School: Aberdeen Elementary School

Principal: Stefanie Phillips

| | | |
|--|--|---|
| Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership | Critical Element: Emotional Safety | Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|--|---|

What data provides evidence of current growth stage?

OCR student responses:

70% of students feel they are treated with respect by classmates and peers.

74% of students feel valued at school.

67% of students believe students show respect for students who are different from themselves.

63% of students do not believe they need additional help understanding what they can do to prevent or stop bullying and harassment.

Annual Objective:

To improve the overall safety and climate of the school through the implementation of the Tigers Don't Tolerate Hate Anti-bullying program to minimize bullying/harassment referrals by 10%.

Mid Year Target:

AES student survey data will show a 15 point decrease in students responses to the question: How much of a problem would you say bullying is at your school?

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|---|--|--|---|------------------------|-------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Implement a school-wide character education program so that students will understand, appreciate and internalize positive character traits. | Lashunda Maynor Linda Evans Dante Poole Stefanie Phillips AES Staff | Lesson plans Trait of the month | Lashunda Maynor Linda Evans Dante Poole Stefanie Phillips | Website Lesson plans | Every 9 weeks | June 2015 | |
| Implement a school-wide bullying and harassment program so that students will feel physically and emotionally safe at school. | Lashunda Maynor Linda Evans Dante Poole Stefanie Phillips AES Staff | Lesson plans Curriculum Presentation materials | Lashunda Maynor Linda Evans Dante Poole Stefanie Phillips | Website Lesson plans Survey data Student pledge cards Student developed videos and posters Monthly newsletters | Every 9 weeks | June 2015 | |

Title I School-wide Compliance Review and Plan – Component 2 School Reform Strategies

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School-wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

| The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | | Annual Obj 1 | Annual Obj 2 | Annual Obj 3 | Annual Obj 4 | Annual Obj 5 |
|--|-------------------|--|---|--------------|--------------|--------------|
| | Strategy 1 | In addition to the 90 minute literacy block, instructional support staff will provide services to identified students so that those students will receive intensive instruction to increase reading proficiency. | Definitons of harrassment and bullying will be developed and presented to stakeholders so that students, parents, and staff will be able to correctly identify and report incidences of behaviors.AES Administrative Team will work with grade level PLCs to provide instruction regarding harrassment and bullying. Teachers and School Counselor will | | | |

| | | | | | | |
|--|-------------------|--|--|--|--|--|
| | | | provide in-class instruction and discussion to promote understanding of harrassment and bullying for students. | | | |
| | Strategy 2 | Science, Technology, Engineering, and Math (STEM) staff will provide active professional development in use of science, technology, engineering, and math materials so that AES staff will have additional resources to increase proficiency in reading. | Workshops will be provided to parents and community members so that understanding and identification of harrassment and bullying behaviors will occur. | | | |
| | Strategy 3 | Curriculum night will be held so that parental knowledge of literacy can be increased. | Students with at-risk behaviors will be involved in student leadership groups, such as Men and Women of | | | |

| | | | | | | |
|--|-------------------|---|---|--|--|--|
| | | | Distinction, so that appropriate social and emotional skills will be developed. | | | |
| | Strategy 4 | Student-led conferences will be held so that students will take active sense of accountability for their learning | | | | |

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Twitter account postings, and internet postings of AES Academic Support and Educational Community Outreach webpage which will also include hyperlinks to sites that align to common core and curriculum (Journey's; Science, Technology, Engineering, and Math (STEM); Battle of the Books) so that parents can utilize resources to increase literacy. Connect Ed messages will be sent out periodically so that parents are reminded of important school news regarding literacy.

Component 6

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

| | | | | | | |
|---|-------------------|--|---|---------------------|---------------------|---------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | | Annual Obj 1 | Annual Obj 2 | Annual Obj 3 | Annual Obj 4 | Annual Obj 5 |
| | Strategy 1 | Curriculum night will be held so that parental knowledge of literacy will be increased. | Definitions of harrassment and bullying will be developed and presented to stakeholders so that students, parents, and staff will be able to corrently identify and report incidences of behaviors. | | | |
| | Strategy 2 | Student-led conferences will be held so that students will take an active sense of accountability in their learning. | Workshops will be provided to parents and community members so that understanding of harrassment and bullying issues will be increased. | | | |

| | | | | | | |
|--|-------------------|--|---|--|--|--|
| | Strategy 3 | AES Twitter account and electronic newsletter is on the internet so that all parents have access to ongoing knowledge of current school news and events regarding literacy | Students with at-risk behaviors will be involved in student leadership groups, such as Men and Women of Distinction, so that an opportunity is provided to practice appropriate social and emotional skills | | | |
| | Strategy 4 | Connect Ed messages will be sent out periodically so that parents are reminded of important school news regarding literacy | AES Twitter account and AES Academic Support and Educational Community Outreach webpage will be available on the internet so that hperlinks can be provided to websites that discuss anti-bullying strategies | | | |

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan.

Component 9

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the schools who need it.

| | | | | | | |
|---|-------------------|--|---------------------|---------------------|---------------------|---------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | | Annual Obj 1 | Annual Obj 2 | Annual Obj 3 | Annual Obj 4 | Annual Obj 5 |
| | Strategy 1 | Interventions for students who are below proficient through LLI and Fast ForWord and classroom interventions | | | | |
| | Strategy 2 | Bi-weekly data meetings to discuss interventions and effectiveness | | | | |

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Title I Parent Involvement School Plan
2014-2015

Aberdeen Elementary School
School

Parental Involvement, Section 1118 of NCLB

Required Components

| Title I Requirement | Evidence of Compliance | Participants | Activities/Strategies | Time/Date |
|--|------------------------|--------------|-----------------------|-----------|
| 1. Shall jointly develop with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan | | | | |
| 2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1) | | | | |
| 3. Shall offer a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2) | | | | |
| 4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3) | | | | |
| 5. Shall provide parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C) | | | | |

| Title I Requirement | Evidence of Compliance | Participants | Activities/Strategies | Time/Date |
|---|------------------------|--------------|-----------------------|-----------|
| 6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5) | | | | |
| 7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C) | | | | |
| 8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1) | | | | |
| 9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2) | | | | |
| 10. Shall provide training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3) | | | | |
| 11. Shall coordinate and integrate parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4) | | | | |
| 12. Shall ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5) | | | | |

| Title I Requirement | Evidence of Compliance | Participants | Activities/Strategies | Time/Date |
|--|------------------------|--------------|-----------------------|-----------|
| 13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14) | | | | |

1. Attach school’s parent involvement policy with documentation of parent input and how distributed.
2. Schools must have a process in place to address this component. (c)(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.
3. School-parent compact: Sec. 1118(d)(1)(1)(A-c) 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 the par 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 Stat’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 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 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.
4. As appropriate: 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