



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:
School Name	Carthage Elementary School	Number:
School Address:	312 Rockingham St. Carthage NC 28327	
Plan Year(s):	2014-2015	
Date prepared:		
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	Susan Phan	Kindergarten Teacher	Andrea Faulkner
1st Grade Teacher	Rachel Perlstein	2nd Grade Teacher	Ashley Luersman
3rd Grade Teacher	Selena McNeil	4th Grade Teacher	Rene Vondruska
5th Grade Teacher	Tischa Bailey	EC	Karen Greco
Specials	Deanna Drummonds	Principal	Debbie Warren
Assistant Principal	Judy Heffner	Instructional Coach	Mindi Kelso

School Improvement Plan

School: Carthage Elementary School

Principal: Debbie Warren

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
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What data provides evidence of current growth stage?

SRI Proficiency Summary based on BOY 2014-2015:

School level: 47% students Proficient and Advanced, 53% students Basic and Below Basic;
 2nd grade: 33% Proficient and Advanced, 67% Basic and Below Basic;
 3rd grade: 45% Proficient and Advanced, 65% Basic and Below Basic;
 4th grade: 46% Proficient and Advanced, 54% Basic and Below Basic;
 5th grade 61% Proficient and Advanced, 39% Basic and Below Basic

mClass TRC Proficiency data based on BOY 2014-2015:

Kindergarten 24% on grade level and above, 76% below grade level;
 1st grade: 60% on grade level and above, 40% below grade level;
 2nd grade: 39% on grade level and above, 61% below grade level;
 3rd grade 58% on grade level and above, 42% below grade level

mClass proficiency levels on fluency scores based on BOY 2014-2015:

Kindergarten (composite): 56% on level and above, 44% below level;
 1st Grade (composite): 52% on level and above, 48% below level;
 2nd Grade: 68% on level and above, 32% below level;
 3rd Grade: 72% on level and above, 28% below level

EOG proficiency levels based on 2013-2014

3rd Grade: 62.79% based on proficiency levels of 3, 4, and 5
 Level 1: 22% Level 2: 16.4% Level 3: 14.3 Level 4: 40.7 Level 5: 6.6%
 4th Grade: 47.9% based on proficiency levels of 3, 4, and 5
 Level 1: 28.8% Level 2: 9.6% Level 3: 11.5% Level 4: 44.2% Level 5: 5.8%
 5th Grade: 53.4% based on proficiency levles of 3, 4, and 5
 Level 1: 22.4% Level 2: 27.6% Level 3: 11.8% Level 4: 30.3% Level 5: 7.9%

Annual Objective:

90 Percent of CES students will attain their annual growth goal as measured by mClass and SRI.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Strengthen a school wide 90 minute Balanced Literacy Framework that includes the Five Domains of Reading and differentiated instruction so that students receive targeted instruction in the five domains.	Certified Staff	<p>Professional Development Topics and focus of feedback and coaching</p> <p>Literacy consultants (Natalie and Nancy)</p> <p>*Aligning NCSCOS, MCS Pacing Guide, "I Can" statement, Journeys Resources/other resources, rigor, fun & excitement and whole group, small group, and literacy assignments.</p> <p>*Utilize gradual release of responsibility throughout instruction.</p> <p>*Providing abundant immediate and descriptive</p>	Debbie Warren, Judy Heffner, and Mindi Kelso	<p>*K-5 mClass Growth Data</p> <p>*SRI Goal progress and Growth data</p> <p>*Weekly Literacy Framework feedback from Debbie Warren, Judy Heffner and Mindi Kelso</p>	<p>*Method of reporting</p> <p>mClass BOY, MOY, EOY for all students After progress monitoring for students who are "at-risk"</p> <p>SRI - BOY, MOY, EOY for all students After each of the 5 assessments for students who are "at-risk"</p> <p>Assessment dates according to the MCS Testing Calendar</p>	June 11th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		<p>feedback.</p> <p>*Provide Leveled Literacy Intervention via 2 literacy interventionists. Students will qualify for services using mClass and SRI assessments.</p> <p>PD and feedback from Literacy Consultants</p>					
Utilize SRI and mClass data to set student growth goals and motivate and celebrate students progress so that students have ownership of their learning.	Certified Staff	<p>Professional Development Topics</p> <p>*Analyzing SRI to determine appropriate Lexile ranges and identifying qualitative and quantitative aspects of "just right texts" for students.</p> <p>*Utilizing mClass data to diagnose</p>	Debbie Warren, Judy Heffner, and Mindi Kelso	<p>*SRI Growth Goal Reports</p> <p>*mClass Growth Reports</p> <p>*School wide reading celebrations.</p> <p>*Student growth goals and records of growth on student goal cards.</p>	<p>mClass BOY, MOY, EOY for all students After progress monitoring for students who are "at-risk"</p> <p>SRI - BOY, MOY, EOY for all students After each of the 5 assessments for students who are "at-risk"</p> <p>Assessment dates</p>	June 11th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		<p>and prescribe aligned instruction and assignments to meet growth goals.</p> <p>*Analyze, Set, and track student growth goals using SRI growth goal reports and student conferencing.</p> <p>*Implementing classroom ideas to publicize growth progress.</p> <p>*Create and manage a interactive data wall to track intervention effectiveness of student.</p>			<p>according to the MCS Testing Calendar</p> <p>School Wide Celebration Dates and Events</p>		
Implement the use of devices to create, publish, and collaborate within the Literacy Framework so that learning is enhanced via 21st Century Skills.	Certified Staff	Professional Development Topics	Lisa Moore, Kelly Priest, and Deanna Drummonds	DIF - Professional Development and PLC documentation	mClass BOY, MOY, EOY for all students After progress	June 11th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		<p>Choosing Apps that align with the 5 Domains and the new NCSCOS using the MCS/CES guidelines.</p> <p>Core Apps that enhance creation of products.</p> <p>Core Apps that enhance publishing products.</p> <p>Core Apps that enhance student/teacher/parent collaboration.</p>		<p>*K-5 mClass Growth Data</p> <p>*SRI Goal progress and Growth data</p>	<p>monitoring for students who are "at-risk"</p> <p>SRI - BOY, MOY, EOY for all students After each of the 5 assessments for students who are "at-risk"</p> <p>Assessment dates according to the MCS Testing Calendar</p>		
Read to Achieve will be implemented in 3rd grade, in addition to Leveled Literacy Interventions, mClass interventions, and SRI interventions so that third grade students will meet Read to Achieve requirements for proficiency.	Debbie Warren Judy Heffner Mindi Kelso Sheila Self Sylvia Honeycutt	Read to Achieve framework Leveled Literacy Interventions mClass interventions SRI interventions	Debbie Warren Judy Heffner Mindi Kelso	Benchmark assessments mClass data SRI Lexile Growth Chart Fluency Chart	Daily	June 11, 2015	

School Improvement Plan

School: Carthage Elementary School

Principal: Debbie Warren

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 type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

2013-2014 OCR

35.05% Agree that different students receive different punishments for breaking the same rules. (+5.23%)

82.47% Agree that their school takes complaints of harassment and discrimination seriously and responds effectively to the complaints it receives. (-14.30%)

75.77% Agree they have attended a presentation or activity at their school about bullying or harassment. (-11.96%)

22.68% Agree they need additional help understanding what they can do to prevent or stop bullying or harassment. (-6.99%)

2014 TWC

58% of staff disagreed that the school environment is clean and well maintained

42% of staff agree that the school environment is clean and well maintained

75% disagree that there is an atmosphere of trust and mutual respect in this school

25% agree that there is an atmosphere of trust and mutual respect in this school

61% disagree that school leadership consistently supports teachers

39% agree that school leadership consistently supports teachers

Annual Objective:

100% of all students will show respect for others that differ from themselves.

100% of staff will agree that morale, cleanliness and teacher support have improved.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Using OCR data to design and implement discussions/strategies for students. Each grade level is expected to produce an end of the year product to highlight what they have learned for the year. Staff awareness will heighten by the participation of student discussions/strategies.	Certified Staff Guidance Social Worker Kelly Preist (DIF)	OCR results Character Education	Grade level chairs Guidance Social Worker Kelly Preist (DIF) Administrators	End of year product from each grade level	monthly	June 11, 2015	
Using TWC data to focus on staff morale, school cleanliness, and support for new teachers.	Staff Administration	TWC results	Debbie Warren Grade Level Chairs Hospitality members	Surveys monthly meeting with new staff	Every Nine Weeks	June 11, 2015	
The PTO will organize parent, student, and community activities that engage families in celebrating each others successes and differences.	PTO	See PTO List of Events Fall Festival Movie Night 5k run	Amanda Jones Debbie Warren	Website activities	Monthly PTO Meetings	June 11, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will systematically infuse respect for differences and an appreciation/celebration of diversity throughout instruction.	PBIS Team	<p>How to infuse social skill lessons and 21st Century Skills throughout curriculum.</p> <p>Reteaching PBIS rubrics/modules</p> <p>Incorporating Team Building and Class building activities throughout instruction.</p> <p>Utilizing cooperative learning strategies</p>	Administrators PBIS Team	<p>Lesson Plans</p> <p>Student Surveys</p> <p>PBIS framework</p>	Every Nine Weeks	June 11, 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	X	X			
	Strategy 2	X	X			
	Strategy 3	X	X			
	Strategy 4		X			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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:

CES continues to enhance it's early intervention process using the Student Support Team.

Reading Interventionists support students with Tier 3 interventions in reading.

This is our second year of providing an inclusive pre-school at CES as an intervention for our most at risk preschoolers who are identified via NCPK or through the IEP process.

Component 3

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching 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	X	X			
	Strategy 2	X	X			
	Strategy 3	X	X			
	Strategy 4		X			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:
 All teachers at CES are highly qualified in the area that they provide instruction.
 SEE Principal Attestation

Component 4

High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

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	X	X			
	Strategy 2	X	X			
	Strategy 3	X				
	Strategy 4		X			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Providing Rigor for students who are academically gifted.

Math Investigations Training

8 Mathematical practices training

6 Characteristics of Great Classrooms

Component 5

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools has a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

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	X	X			
	Strategy 2	X	X			
	Strategy 3	X	X			
	Strategy 4		X			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Excellent teachers want to be part of CES because we are:

- *responsive to student needs
- *provide educational resources to support instruction
- *foster teacher efficacy, autonomy, and empowerment to lead
- *foster an environment of collaboration, fun, and excitement
- *exude parent engagement and excitement about learning
- *create a fun and exciting learning and work environment
- *embrace innovation and risk taking
- *maintain a safe learning environment with supports for students who struggle socially, emotionally, and academically

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		X			
	Strategy 2		X			
	Strategy 3		X			
	Strategy 4		X			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. See Parent Involvement Plan as well as Annual Objective 2

Component 7

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on the strong start.

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					
	Strategy 2		X			
	Strategy 3		X			
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: This is the second year that CES has the CES Pre-School. This is an inclusive program with students who qualify via the IEP process and the NCPK program as well as typically developing peers who are "pay" slots. These students can qualify from 3-5 years old students who benefit from developmentally appropriate curriculum as well as expose to the arts.

CES conducts a "Ready Set Grow" camp each summer for upcoming kindergarten students. Students are provided learning opportunities to prepare and excite them about kindergarten. Students learn about the school campus, kindergarten behavioral expectations, routines, and academics. Parents are provided a 1/2 day of training on how to prepare and support students as they prepare for kindergarten.

Siblings are invited to all CES PTO/School events. Pre-Schoolers benefit from expose to these rich experiences.

Parents, many of whom will have pre-schoolers in additional to school age children, will participate in the Parenting Partners training.

Component 8

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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					
	Strategy 2	X				
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:
Read to Achieve Training

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	X				
	Strategy 2	X				
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
 CES uses the SST process.
 LLI is used for students who qualify for additional Tier 3 intervention in reading.

Component 10

Coordination and integration of Federal, State, and local services and programs: School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

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					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Carthage Elementary School utilizes various funds (state, local, and federal) to support the multiple instructional support programs for our school. Many of the funds are used as focused intervention for the at risk students in reading. Supplemental teaching staff is provided using Title I funds.

Title I Parent Involvement School Plan
2014-2015

Carthage 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