



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Carthage Elementary School	Number:	316
School Address:	312 Rockingham St. Carthage NC 28327		
Plan Year(s):	2015-2016		
Date prepared:	9/10/15		
Principal Signature:			
Local Board Approval Signature:			Date
			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- 3rd grade	Lisa Moore	Kindergarten Grade Teacher	Andrea Faulkner
EC Teacher	Rachel Perlstein	2nd Grade Teacher	Amber Vernon
3rd Grade Teacher	Selena McNeil	4th Grade Teacher	Denise Brown
5th Grade Teacher	Summer Thomas	Instructional Assistant	Sue Phan
Specials	Deanna Drummonds	Principal	Debbie Warren
Assistant Principal	Judy Heffner	Instructional Coach	Mindi Kelso
1st Grade Teacher	Fran Daley	Social Worker	Linda Evans
Counselor	Michelle Scott		

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 2014-2015		
Students	Numbers	Percentages
Hispanic/Non-Hispanic		
Hawaiian/Am. Indian		
Multi-racial		

Free/Reduced Lunch Profile 2014-2015 Percentage:		
Total Students	Reduced Students	Free Students

Disaggregated Data Chart EOG Reading 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

Disaggregated Data Chart Math 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

Lexile Data 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

mClass (% below proficient) 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

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

Based on EOG data, our economically disadvantaged students in all grade levels scored almost as well as their peers in reading and math.

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

Based on EOG data, our students with disabilities in all grade levels scored significantly lower than their peers in reading and math. In addition, our black students scored lower than our white students and our economically disadvantaged students in reading and math. SRI data from 2013 BOY also shows the same trend, except in 4th grade. Based on overall BOY 2013-2014 mClass data, 45% of white students are scoring proficient and above, whereas 33% of black students are scoring proficient and above, showing the same trend.

Based on data from SRI from 2012-2013, the following information was gathered:

24/58 students or 63% of 3rd graders made one year of growth.

34/75 students or 45% of 4th graders made one year of growth.

31/53 students or 58% of 5th graders made one year of growth.

This averages to 89/166 or 53% of 3rd-5th graders made one year of growth in the 2012-2013 school year.

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

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.

1. Close the gap between students with disabilities and regular education students. Students with disabilities scored lower than the overall average scores of students in all grades.

2. Close the gap between black students and white students. Black students scored lower than white students in all grades.

3. Focus on and monitor growth goals for SRI and mClass for all students, and celebrate growth in our students to provide motivation. 53% of students in grades 3-5 made one year of growth based on SRI data from 2012-2013.

School Improvement Plan

School: Carthage Elementary School

Principal: Debbie Warren

Pathway:	Critical Element:	Current Growth Stage:	
X Learning	Differentiation	Beginning	X Progressing
Culture		Advancing	Excelling
Community Leadership			

What data provides evidence of current growth stage?

SRI Proficiency Summary based on BOY 2015-2016:

mClass TRC Proficiency data based on BOY 2015-2016:

EOG proficiency levels based on 2014-2015:

READING

3rd Grade - CCR- 50% GLP- 61.76%

(3 students did not show proficiency in Read to Achieve - are in a transitional 4th grade)

The 2015-2016 results of the RtA BOG shows 17 out of 60 students have shown proficiency in Reading.

4th Grade - CCR-49.35% GLP - 59.74%

5TH Grade - CCR- 56.36% GLP- 63.64%

MATH

3rd Grade - CCR- 48.53% GLP- 55.88%

4th Grade - CCR- 38.96% GLP- 49.35%

5th Grade - CCR 58.93% GLP- 66.07%

Annual Objective:

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

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

<p>Strengthen a school wide 60 minute Balanced Math Framework that includes the Engage NY pacing and the Eight Mathematical Practices so that students receive targeted instruction in the area of math.</p>	<p>Certified Staff</p>	<p>Professional Development Topics and focus of feedback and coaching</p> <p>*Aligning NCSCOS, MCS adopted Engage NY Pacing Guide.</p> <p>Whole group, small group, and independent assignments during math instruction.</p> <p>Utilize Engage NY vocabulary.</p> <p>*Providing abundant, immediate, and descriptive feedback.</p> <p>Utilize individuals from MCS math curriculum team to provide professional development of math expectations.</p>	<p>Debbie Warren, Judy Heffner, and Mindi Kelso</p>	<p>*SMI Goal progress and Growth data</p> <p>K-2 Assessments in Math</p> <p>*Interim Benchmark assessments from MCS</p> <p>*Weekly Math Framework feedback from Debbie Warren, Judy Heffner and Mindi Kelso</p>	<p>*Method of reporting for MCS.</p> <p>Assessment dates according to the MCS Testing Calendar</p>	<p>June, 2016</p>	
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<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.</p>	<p>Certified Staff</p>	<p>Professional Development Topics</p> <ul style="list-style-type: none"> *Analyzing SRI to determine appropriate Lexile ranges and identifying qualitative and quantitative aspects of "just right texts" for students. *Utilizing mClass data to diagnose and prescribe aligned instruction and assignments to meet growth goals. *Analyze, Set, and track student growth goals using SRI growth goal reports and student conferencing. *Implementing classroom ideas to publicize growth progress. *Create and manage a interactive data wall to track 	<p>Debbie Warren, Judy Heffner, and Mindi Kelso</p>	<ul style="list-style-type: none"> *SRI Growth Goal Reports *mClass Growth Reports *School wide reading celebrations. *Student growth goals and records of growth on student goal cards. 	<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> <p>School Wide Celebration Dates and Events</p>	<p>June, 2016</p>	
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Imagine Learning Intervention	Certified Staff	Development throughout the year to improve the delivery/data collection and usage of the program.	Lisa Moore, Deanna Drummonds, Whitney Sanders, Rachel Perlstein, Ashley Luersman, Debbie Warren, Judy Heffner, and Mindi Kelso.	Improvements in student data. Data review points Areas to be addressed as prescribed by IL.	Aug. 21, 2015 Oct. 16, 2015 Dates as needed throughout the year.	June, 2016	
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	Lisa Moore Selena McNeil Dana Phillips Debbie Warren Judy Heffner Mindi Kelso	Benchmark assessments mClass data SRI Lexile Growth Chart Fluency Chart	Daily	June, 2016	
Increase the levels of male students receiving 3s, 4s, and 5s in Reading, Math, and Science as measured by the 2015-2016 NC End of Grade Test.	Debbie Warren Judy Heffner Mindi Kelso Sheila Self Sylvia Honeycutt	Leveled Readers Intervention Time Imagine Learning mClass SRI NC EOG Test	Lisa Moore Angela Jones Summer Thomas Debbie Warren Judy Heffner Mindi Kelso	mClass BOY, MOY, EOY, and Progress Monitoring data SRI data (3 - 5 times per year) NC EOG data	August 2015 September November January 2016 March May	June 2016	

School Improvement Plan

School: Carthage Elementary School

Principal: Debbie Warren

Pathway:	Critical Element:	Current Growth Stage:	
Learning	Emotional Safety	Beginning	X Progressing
X Culture		Advancing	Excelling
Community Leadership			

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 as measured on the OCR survey.
- 100% of all staff members will show that they understand each of the areas of the Teacher Working Conditions Survey.

Mid Year Target:

Action Steps/Strategies	Implementation	Monitoring	Completion
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	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 will experience lessons in guidance to discuss bullying and the positive expectations at CES. Outside resources will be utilized to assist with the discussion of bullying. The continued utilization of PBIS will be implemented with validity.	Certified Staff Guidance Social Worker Guidance Counselor PBIS team	OCR results Character Education Guidance lessons Friend to Friend presentation of Bullying. PBIS members	Grade level chairs Guidance Counselor Social Worker Administrators PBIS team	Discussion from each grade level will produce positive discussions/outco mes Participation of students in the PBIS incentives	monthly PBIS scheduled incentive programs	June, 2016	
Establish a student council that will meet every other week. (grades 3-5)	Staff Administration	Student councils of NC	Debbie Warren Social Worker Guidance Counselor	Established meetings every other week with students.	Every other week throughout the year	June, 2016	
Students in 4th/5th grades will visit middle/high schools to understand the resources available to them.	Administrators Social Worker Guidance Counselor	Middle School High School Deanna Drummond - research based approach	Staff Social Worker Guidance Counselor Debbie Warren	Positive discussion of careers observed	2nd Semester	June, 2016	
Students will utilize community resources to understand more about careers. Students will display what they have learned in a student led career fair.	Certified staff Administrators	Guidance Counselor lessons Administrators	Administrators Guidance counselor social worker Media specialist	Lesson Plans Student Surveys Career fair outcome	1st semester 2nd semester	June, 2016	

<p>Each month in PLCs teachers will have discussion of each area of the TWC: Facilities and Resources, Teacher Leadership, School Leadership, Professional Development, Instructional Practice and Support.</p>	<p>Certified staff</p>	<p>staff Administrators</p>	<p>staff Administrators</p>	<p>Discussions/questions/ concerns</p>	<p>Each month</p>	<p>June, 2016</p>	
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School Improvement Plan

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Principal: Debbie Warren

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Learning		Beginning
Culture		Advancing
Community Leadership		Progressing
		Excelling

What data provides evidence of current growth stage?

Annual Objective:

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

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Annual Objective:

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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

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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 addition 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.

Targeted Assisted Schools Only

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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 support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

Title I Parent Involvement School Plan
2015-2016

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.

6. 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.

7. 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.

11. 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