

COLLEGE BOUND!

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Elementary through College

www.LegacyEarlyCollege.org

What Is Title I?

Beginning of Year Family Presentation
September 30, 2020



Introductions...

- ❖ *Virginia Burrows -Managing Director of Academics/Federal Programs Coordinator*
- ❖ *Elena Leon -Elementary Parent Coordinator*
- ❖ *Macy Ward/Leticia Martinez -Middle School Parent Coordinators*
- ❖ *D'Angelo Perez -High School Parent Coordinator*
- ❖ *Cathy Hall -Elementary Social Worker*
- ❖ *Javon Mattison -Middle School Social Worker*
- ❖ *Tonya Morton -High School Social Worker*



Federal Programs

- ❖ *Title I*
 - *Instructional, Professional Development, Technology, Parenting, Scholar Supports*
- ❖ *Title II*
 - *Professional Development*
- ❖ *Title III*
 - *ESOL*
- ❖ *Title IV*
 - *Safety and Scholar Supports*
- ❖ *IDEA*
 - *Special Ed*
- ❖ *CTE*
 - *High School CATE Classes*

Currently in Our Plans

- ❖ *Interventionists*
- ❖ *Parent Coordinators*
- ❖ *Instructional Coaches*
- ❖ *Extended Day and Summer Academies*
- ❖ *Dean of Culture and Behavior Interventionists*
- ❖ *Social Workers*
- ❖ *Technology and Software*
- ❖ *Curriculum Resources and other Instructional Materials*
- ❖ *Professional Development*
- ❖ *Parent Communication and Meetings*
- ❖ *Assessment Teams*
- ❖ *ESOL Support and Training*



Title I Expectations

→ School's Participation

- ◆ Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) *provides financial assistance to districts and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.*

→ Requirements

- ◆ providing an *enriched and accelerated educational program;*
- ◆ promoting schoolwide reform through schoolwide programs or through *additional services that increase the amount and quality of instructional time;*
- ◆ significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for *professional development;* and
- ◆ *affording parents meaningful opportunities to participate* in the education of their children at home and at school.

→ Parent's Rights to be Involved



Home-School Compact

Legacy Early College Family/Scholar Expectations Commitment Agreement

Legacy Vision: To see every child to and through college.

Legacy Mission: To offer a quality, rigorous, and relevant educational program leading to college graduation and empowering underserved urban students to become productive, healthy, principled citizens in a changing society.

Legacy Core Values: Perseverance, Respect, Integrity, Discipline, Excellence (PRIDE)



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To be successful, Legacy Early College Scholars must commit to LEC expectations with:

- **Exemplary Citizenship**

- to show **mutual respect** for other scholars and teachers through my words and actions.
- to **accept responsibility** for my words and actions, including accepting the consequences of my poor choices.
- to **expect cooperation and self-discipline** from myself and others.
- to **be introspective of my actions** in order to grow as a trusting peer and honorable scholar.

- **Academic Excellence**

- to **maintain 80% mastery in all classes that will prepare me to go to and through college graduation.**
- to **be engaged and actively participate** in all learning experiences.
- to come to school every day with all materials, **preparation and attitude** that are examples of habits of college-bound scholars.
- to arrive at school dressed appropriately according to the **dress code**, and adhere to the dress code during school hours and specified school events.
- to believe that uniforms serve the purpose of **producing respectable citizens striving for future college and career success.**
- to understand that **uniforms show school pride and create an environment that focuses on academics.**



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- **Health and Wellness**

- to recognize the importance of **excellent attendance and its impact on academic success.**
- to accept the responsibility to **be present** in class every day.
- to accept responsibility to **be on time** for school and classes every day.
- to **make up missed time and classwork** in order to grow as a learner.
- to accept responsibility for my body through **daily exercise and healthy eating.**
- to be **engaged in physical activity every day** through PE classes, recess, sports, clubs, etc.
- to only choose **healthy food items** for meals and snacks.
- to only **bring healthy items to campus.**

I am the **parent/guardian** of _____ and commit to supporting my scholar with the above expectations in preparation towards college graduation.

Parent/Guardian Signature _____ Date _____

I, _____ commit to the above expectations in my preparation towards college graduation.

Scholar Signature _____ Date _____



Parent & Family Engagement Policy

Legacy Early College
Title I Parent and Family Engagement Policy
2020-2021

Our mission: To offer a quality, rigorous, and relevant educational program leading to college graduation and empowering underserved urban scholars to become productive, healthy, principled citizens in a changing society.

Our vision: To see every child to and through college graduation.

Legacy Early College (LEC) recognizes that:

- a child's education is a responsibility **shared** by the school, family, and community during the entire time the child spends in school.
- in order to support the goal of the school to educate all scholars effectively, the school and parents must work as knowledgeable **partners**. Parents are an important component of a school's ability to provide for the educational success of their children.
- there is a need to meet the **diverse cultural and language needs of our parents and children**.
- engaging parents and families is essential to improve scholar achievement and that the school should foster and support **active parental involvement**.



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Goal #1: Improve Parent and Family Engagement

- Implement **shared expectations** with the LEC Family Scholar Expectations Commitment Agreement -parents commit to supporting scholars with all expectations **in preparation towards college graduation**
- Maintain a **Parent Center** at the elementary school for all 3 levels to encourage participation between our families and school/local community resources
- Continue expectations of our **Volunteer Policy**...
 - o Introduction... LEC believes that volunteer workers can make a significant contribution to the school and community by giving their time and sharing their skills and expertise with others. Volunteers have a **wide range of interests and abilities** that complement school programs, thus providing a wider range of interactions and experiences for scholars.
 - o **Definition of "Volunteer"**... A "volunteer" is any person who, without compensation or expectation of compensation, performs a task at the direction of and on behalf of the school. A volunteer must be officially accepted and registered by the school prior to performance of the task. Volunteers shall not be considered as employees of the school.
 - o **The School's Responsibilities**... LEC is committed to the Work, Safety, and Wellness Policies that have been put into place to protect the safety and welfare of all scholars and staff. The school accepts and affirms that this covers the practice of using volunteer workers within the school environment. Volunteers will only serve in the school after completing the volunteer approval process, participating in the Volunteer Workshop, and only in approved areas.



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Goal #2: Increase Communication between School and Families

- Legacy Early College is a Title I School. We receive extra support funding for academic initiatives/needs, as well as for technology, teacher professional development, and parenting programs. The current Title I **Plan is always available in our offices and on our website for review**. At least once a month throughout the year, parents can become **involved with Title I Meetings, various programs, and other special activities** that are guided with Title I initiatives and funding. All parents are welcome to all meetings and we encourage you to come be involved in planning every chance you have!
- LEC takes great **pride in communicating** news of interest and upcoming events and programs to our parents and community through a variety of venues. Some **examples of our communication home**:
 - o Marquee
 - o Texts/REMIND/Class Dojo
 - o Facebook... www.facebook.com/LegacyEarlyCollege
 - o Dry erase board out front
 - o Emails
 - o Website... www.legacyearlycollege.org
 - o Personal phone calls home
 - o School newsletters
 - o Report Cards and Interims
 - o All-Call phone system
 - o Class newsletters
 - o Daily progress charts
 - o Personal written notes
 - o Fliers and handouts
 - o Home visits
 - o Parent Conferences/Parent Meetings
 - o Catch parents in the car rider line
 - o Parent Portal



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- **A minimum of two conferences** between the child's teacher, child, and parent/guardian are scheduled during the school year. These are typically scheduled at the end of the nine-week reporting periods. As part of our Family/Scholar Expectations Commitment Agreement, all parents/guardians **MUST** attend these scheduled conferences. Some conferences will be **Scholar-Led Conferences** which provide an opportunity for the scholar to **share his/her Individual Learning Plan and overall progress in school**. Scholars are expected to attend the conference in dress code, conduct the conference seriously and share important information from their Individual Learning Plans and progress in school.
- **LEC 24 hour rule** -Our scholars are college bound and our scholars **need the support from all of our stakeholders**. No one group can do it alone, so we need to rely on scholars, teachers, support staff, administration, board members, parents, and other community members to help us achieve success. We are constantly asking our families how we can make Legacy a stronger school. Whether it be through parent meetings, suggestion boxes in the office, surveys, letters, phone calls/texts, or just allowing parents a minute to pull us aside to have a quick word. We strive to do whatever it takes. **Below is an example of how parent complaints are handled**, though each case may dictate a different process:
 - o 1. Receive the suggestion/concern from parent (through email, phone call, suggestion box, survey, etc.)
 - o 2. The teacher takes steps needed to address suggestions/concerns within 24 hours.
 - o 3. If the teacher is not the one who can address the suggestion/concern, he or she will make a member of the Scholar Services Team aware.
 - o 4. A member of the Scholar Services Team takes steps needed to address suggestions/concerns within 24 hours.
 - o 5. If the Scholar Services Team is not the one who can address the suggestion/concern, he or she will make the Administration and/or Executive Director aware.
 - o 6. The Administration and/or Executive Director, with support from the board, will move forward with final decisions and changes as needed.
- LEC will **share with our families every year their right to know** -parents may request information about the professional qualifications of scholar's teacher(s) and/ or paraprofessional(s).



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Goal #3: Provide Programs to Support our Families

- LEC plans a **variety of events and trainings** on each campus tailored to the needs of our families and scholars. Some offered include/but not limited to:
 - English Classes for our parents
 - Family Curriculum Nights
 - Parent Breakfasts/Dinners
 - Refresh,Renew (Laundry Program)
 - Trainings hosted by Bon Secour via partnership
 - Food Bag Programs
- **Curriculum and Instruction:** LEC is **committed to offering a rigorous and relevant academic program** designed to prepare our scholars to participate in college courses as part of our Early College High School. We are unapologetic in our level of rigor or our high expectations for scholar performance. We believe that all of our scholars can rise to this high bar given the correct support and our mission is to provide each scholar the quality education they deserve.
 - The 5k-12th grades curriculum at LEC is considered to be all the experiences that a scholar has while at school. Subject areas taught include: English Language Arts (English, reading, spelling, writing, and speaking), mathematics, science, social studies, health, art, music, and physical education. Special efforts are made to meet the individual needs of our scholars through individualized instruction, small group instruction, and the use of technological devices. Our school has clearly defined learning objectives following the South Carolina State Standards for College and Career Readiness. We will strive to create a school atmosphere in which every scholar can find success through hard work.
 - **Our core curriculum includes:**
 - - ELA- Expeditionary Learning -Elementary
 - - ELA- 2.0 Guidebooks -Middle and High
 - - Math- Eureka -Elementary through High
 - - Content- Science and Social Studies
 - - STEAM Lab- Provides hands on learning to connect classroom instruction to application
 - - Library- Provides expansion of topics and additional research blocks for more in depth exploration of content topics
- **Assessment:** LEC **believes in the power of assessments to inform instruction and gauge scholar expectations for at least 80% mastery** of grade level standards. The following assessments will be used throughout the year and scholar performance will be communicated to families through graded work, Powerschool gradebook, and parent conferences. Scholar performance on these assessments is one of the major determining factors in promotion to the next grade level as these data points show whether critical skills and grade level foundations have been mastered.
 - NWEA Measures of Academic Progress (MAP): Provides normative data on scholars' current skill levels in ELA and Math as compared to grade level peers
 - DRA2 (5K): Early literacy assessment for foundational literacy skills
 - Amplify Reading 3D and DIBELS/Running Records (Grades 1-4): Determines scholars' reading level based on Fountas and Pinnell reading continuum
 - Expeditionary Learning, 2.0 Guidebooks and Eureka Assessments: Provide authentic assessments on grade level standards based on the lessons taught in class
 - Interim Assessments (Mastery Connect): Assesses scholar mastery of standards taught throughout the school year and used to predict mastery level on SCReady
 - ACT and EOC (Middle and High)



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Procedures for Processing Parent Suggestions

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 - o The Administration and/or Executive Director, with support from the board, will move forward with final decisions and changes as needed.

Right to Know Notice – Professional Qualifications of Teachers and Paraprofessionals

In compliance with the requirements of the Every Students Succeeds Act, Legacy Early College would like to inform you that you may request information about the professional qualifications of your scholar's teacher(s) and/ or paraprofessional(s).

The following information may be requested:

- *Whether the scholar's teacher—*
 - *has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;*
 - *is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and*
 - *is teaching in the field of discipline of the certification of the teacher.*
- *Whether the child is provided services by paraprofessionals and, if so, their qualifications.*

If you wish to request information concerning your child's teacher and/or paraprofessional's qualifications, please contact the principal at your child's school



Non-Certified Teacher Letters

Parents Right to Know: The federal Every Student Succeeds Act (ESSA) of 2015 requires schools who receive Title I and Title II funds to notify parents or legal guardians when their child has been taught for 4 consecutive weeks by a teacher who is not considered “properly certified.” A teacher of a core academic subject is “properly certified” if he/she completed an approved educator preparation program resulting in a regular license to teach that subject. In some cases, Legacy has had to fill teaching assignments in core academic subjects with teachers on emergency licenses or permits when licensed teachers were not available to hire. In addition, the South Carolina Public Charter School law states that a charter school may, “in its discretion hire non certified teachers in a ratio of up to 25% of its entire teacher staff.” Please be assured that this does not mean a teacher is not qualified or effective in providing your child a quality education for this assignment. Given their professional experience and efforts to acquire full certification, we believe that your child is receiving a high-quality education.



Curriculum/Assessment

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Elementary School

- ❖ *Hispanic Heritage Month Sep 15 - Oct 15*
- ❖ *Red Ribbon Week Nov 17- Nov 20*
- ❖ *Literacy Night Nov 19, 2020*
- ❖ *Online Book Fair TBD*
- ❖ *Math Night TBD*
- ❖ *PRIDE Meeting every Monday*
- ❖ *Legacy Family Update (Classdojo / email) (Elementary newsletter every week)*



Middle School

- *Welcome Ms. Martinez to LECMS Family!*
- *Weekly Newsletters*
- *Events: Hispanic Heritage Month, Red Ribbon Week, Virtual Parent Nights*
- *SEL for Scholars Daily*
- *SEL for Staff every Thursday*
- *GTT created to emphasize the "To and Through College" Vision by educating staff, scholars, and parents on what it takes for a middle school scholar to gain access to the early college experience through Dual Enrollment*
- *Evening Learning Opportunities with Teacher Led Study Groups*



High School

- *Hispanic Heritage Week*
 - *Week of October 5th*
- *FAFSA Night (Seniors)*
 - *October 5th at 6pm*
- *College Application Day*
 - *October 23rd*
- *Coffee & Chat*
 - *October 13 at 8:30am*



Questions?

Virginia Burrows

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Survey to come...

Powerpoint will be posted on website

