

Grant Details

Onslow County Schools (670) Regular Local School District - Onslow County - 2020 - Consolidated - Rev 0 - Title IA

**"LEA" = District, Charter School or Lab School**

**1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)**

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- Specialized Instructional Support Personnel
- Administrators (including administrators of programs described in other parts of this title)
- Parents of children in schools served under this part, and
- As appropriate, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- Other (e.g., Leadership of Tribal organizations) – indicate below

Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

01/31/2019, 03/11/2019, 04/04/2019, 04/31/2019

**2. Parent and Family Engagement (SEC. 1116 (a)(2))**

The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the URL (link) made available to the public for the LEA's written Parent and Family Engagement Policy:

The LEA Parent and Family Engagement Policy adopted November, 2018 is posted on the district website and can be viewed using the following link: <https://www.onslow.k12.nc.us/Page/25617>

### 3. Parent and Family Engagement – Use of Funds (SEC. 1112 (b)(7))

Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))
- Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

### 4. Carryover (Estimated as of June 30th)

2,572,687.23 A. Total Carryover from previous year's budget

71,873.39 B. Parent and Family Engagement Carryover – Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.)

1,500,000.00 C. Carryover for school allocation – Amount must be the same value as Line 16 on the Set Asides

Page

1,000,813.84 D. Remaining Carryover not included in B and/or C (Describe use of funds below)

The majority of carryover funds will be used to support school PPA allocations. Additional uses of carryover include the support of early intervention at the elementary level, Title I coaches for grades K-8, math professional development and curriculum support in conjunction with iReady, and EL support.

### 5. LEA/School Report Cards (SEC. 1111(h)(2))

The LEA distributes Annual LEA and School Report Cards in compliance with Title I requirements. Describe how the LEA ensures that the Annual LEA and School Report Cards are distributed in a language and format that is understandable to parents and families:

The LEA report card is printed and distributed annually to all students attending Onslow County Schools. The report card is readily available in English and Spanish. If translation into another language is necessary, Microsoft Translate can be used. A link to the LEA, school, and State Report Cards is available at <http://www.ncpublicschools.org/src> and <https://ncreportcards.ondemand.sas.com/src>.

### 6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)

A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

Direct Certification – Community Eligibility Provision (CEP)

Date(s) collected

Household Application

Date(s) collected

11/21/2018 - 04/02/2019

Other (please explain in text box, below)

Enrollment data was collected monthly between November 21, 2018 through April 2, 2019 using the Principals Monthly Report. Free/reduced lunch data was collected for each of the corresponding dates to calculate free/reduced percentages.

To determine Title I eligibility for the 2019-20 school year, the LEA utilized the free and reduced lunch household applications from 4-2-19.

B. Describe how the schools were identified and served in rank order. (SEC. 1113(a)(3))

Rank order was determined by dividing the number of students receiving free or reduced meals divided by the school's ADM for the same PMR month. Once a percentage was obtained for each school, the schools were ranked from the highest percentage of ED students to the lowest percentage of ED students. The LEA then identified all elementary and middle schools whose free/reduced percentage was equal to or great than 40% to be served during the 2019-20 school year.

## 7. Participation of Children Enrolled in Private Schools (SEC. 1117)

A. Select the box below that best describes your LEA:

Charter/Lab School (Move to Question 8)

A district with no private schools located within its attendance area. (If checked, no consultation forms are required.)

A district with one or more private schools located within its attendance area. (One consultation form for each private school must be uploaded to the Consolidated Related Documents page.)

B. Select one response for each of the statements below:

1) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

Yes

No or N/A

2) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

Yes

No or N/A

If YES is checked for either statement 1) or 2), above, the district is attesting that collaboration with other districts involved has and will continue to occur to ensure appropriate Title I-A equitable services are provided to eligible students.

### **8. Homeless Children and Youths Services (SEC. 1112(b)(6))**

Describe the services provided, including services with funds reserved under SEC. 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the LEA is providing under the McKinney Vento Homeless Assistance Act. Describe the rationale/method for determining the set aside amount.

The Division of Student Services oversees nurses, guidance counselors and social workers. The division assists students with school supplies, resources and clothes. That was never more needful in the aftermath of Hurricane Florence and its impact on our community. Social workers connect families with services through community partnerships. They refer homeless families to different agencies and conduct mental health referrals. The Chief of Personnel and Student Services, Dr. Brendan Gartner, annually applies for a sub-grant through the state of North Carolina since McKinney-Vento is state funded. Each county receives approximately \$30,000 annually through the subgrant. Part of the subgrant money funds an Administrative Assistant's salary. Typically 10% goes towards homeless transportation and the rest goes for supplies. Approximately 1,375 people were homeless during the last school year with 1,125 being homeless as the result of the impact of Hurricane Florence.

### **9. Early Childhood Education Programs (SEC. 1112(b)(8))**

## A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

The Onslow County School System operates a blended early childhood program of which Title I provides approximately 29% of the funding. Title I funds are combined with Head Start funds, NC Pre-K funds, and Exceptional Children funds to ensure a quality program. As part of the program, our early childhood center offers a Transition Fair for the parents of all students served through the program. In addition, transition sessions are held between pre-k teaching staff and district kindergarten teachers. Individual schools also develop their own transition programs to kindergarten ranging from orientations to summer kindergarten transition camps. Thompson Early Childhood Center, our pre-school center, has a family specialist/family services facilitator that can provide teachers and parents with information about available community services. Finally, the LEA partners with the Onslow County Partnership for Children to host a kindergarten readiness fair for all families in the community who have a child who will be entering kindergarten during the upcoming school year.

Indicate any/all partners that assisted with the development of transitions plans:

- NC Pre-K
- Exceptional Children
- Head Start
- Private Childcare
- Other (Describe below)

The Onslow County Schools Early Childhood Program serves students through Title I, Head Start, NC Pre-K, and Exceptional Children. Therefore, each of these programs are an integral part of planning transition activities as children and families prepare to transition to kindergarten. The LEA partners with the Onslow County Partnership for Children to host a kindergarten readiness fair for all families in the community who have a child who will be entering kindergarten during the upcoming school year. Several community agencies participated in the first annual kindergarten readiness fair including the YMCA, Jacksonville Parks and Recreation and the Onslow County Public Library. In addition, the LEA had representation from transportation, child nutrition, and language immersion programs, as well as several kindergarten teachers who were available to answer questions and speak with parents and students. Families from all private childcare agencies receiving NC Pre-K funds were invited to participate in this community event.

**B. LEA Preschool Programs (check all that apply)**

None – This option is available ONLY to charter schools. Move to section 11.

Title I Preschool

Preschool set asides (line 10 on the Set Asides page)

School Allocation funds per schoolwide decision process

Exceptional Children

Head Start

NC Pre-K

Other (describe below)

**C. Title I Full-Eligibility Preschool Classrooms**

This is a preschool classroom that meets all the following conditions:

- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?

No – Move to Part D

Yes – Complete the following:

Total number of children in full-eligibility classrooms

Total number of Title I children in full-eligibility classrooms who also qualify for NC Pre-K

Total amount of Title I funds, allocated to full-eligibility classrooms

NC Pre-K funding per child, per month allocated to full-eligibility classrooms

#### D. Title I Blended-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?

No – Move to section 10

Yes – Complete the following:

Total number of children in blended classrooms

Total number of Title I children in blended classrooms

Total number of Title I children in blended classrooms who also qualify for NC Pre-K

Total amount of Title I funds, allocated to blended classrooms

NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

% Title I



11 % NC Pre-K  
10 % Exceptional Children  
50 % Other (describe below)

Head Start

### 10. Coordination Requirements (SEC. 1119(a)-(b))

A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

- Check if LEA has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Enter the effective dates for the MOU/MOA:

Start Date:

7/25/2019



End Date:

6/30/2020



### 11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education:

The Onslow County School System incorporates the strategy of using new and existing programs and partnerships to foster college and career readiness. Among the activities under this strategy to facilitate effective transitions for students from middle grades to high school and from high school to post-secondary education include utilizing flexible

time in school schedules to focus on college readiness and accessibility to Career and College Promise, re-establishing high quality freshman and other major transitional programs, ensuring that every high school campus has credential opportunities and certification opportunities. Another strategy focuses on using individualized approaches in blended, personalized, and standards based instruction. Activities underlying this strategy include creating transition plans for students at-risk of academic failure to prepare for major transitions and strengthening instructional transitions. In addition, individual middle and high schools hold orientation sessions and open houses in both the Spring and Fall to support students' transitions to middle and/or high school. The school system has also created a secondary course guide which outlines all courses offered at the middle school and high school levels, as well as various program and graduation requirements. This course guide is available to all students and parents within the school system. Finally, Onslow County Schools is an AVID district, with the majority of middle and high schools offering an AVID elective and using school-wide AVID practices, with the goal of providing students with strategies and skills to be successful at current and future levels of education.

including, if applicable:

A. through coordination with institutions of higher education, employers, and other local partners; and

School guidance counselors ensure that students in high schools and middle schools are aware of the requirements for entering traditional two and four year college and university programs. Students at the high school level participate in job shadowing opportunities in order to know what qualifications and skills are needed in the job market. The Onslow County School System sponsors two annual College Fairs for middle and high school students. The Onslow County School System also partners with Coastal Carolina Community College to provide students with an Early College opportunity. Beginning with the 2019-20 school year, the system has also partnered with Coastal Carolina Community College to offer two college courses at one of the district high schools.

B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The Onslow County Early College High School opened in 2017-18 with 54 freshmen. Students in that inaugural group took one college class and three high school classes each semester during their freshman and sophomore year. As they become juniors in 2019-20, they will take college courses and will work with the school counselor, college liaison and Principal to determine the best college transfer pathway. The Onslow County Schools Virtual Academy received a \$1.5 million grant written by the Deputy Superintendent, Dr. Beth Folger, and her team. The initiative is a 5-year process aimed at offering greater choice, flexibility, and a student friendly virtual learning environment. The Onslow Virtual Academy is available to high school students who are enrolled or will be enrolled in the Onslow County School System. Under the leadership of the Career and Technical Education Division, the Eastern North Carolina Regional Skills Center will open August 2019 and give students from Onslow County,

Lejeune High School, Jones County and Duplin County the opportunity to prepare for careers in automotive and collision technology, culinary arts and hospitality, information technology, cyber security, networking and welding which will prepare them for the international, national, regional and local workforces. Each year, the CTE division sponsors our Career Fair for all 8th grade students to attend. Students also participate in CTE courses throughout middle school to explore career possibilities. Additionally, counselors at all high schools work with students to ensure they are aware of requirements for admittance into college or workforce and also work with students to develop a plan of action based on the students' interests and needs.

## **12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))**

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

One of the strategies of the Onslow County School System is to implement a multi-tier system of support (MTSS) to provide differentiated academic and behavior instruction. Among the activities the district has focused on include the requirement that every school have a research-based, uniform behavior support and behavior modification plan and to identify and utilize Tier II and III resources to best identify interventions for individual student's behavioral and academic needs and for the creation of necessary intervention plans. Another activity is to create alternatives to suspension. The hope is that through an integrated instructional and behavior framework, the district and schools will work to create effective learning environments and implement highly-engaging instructional strategies. The more engaging the instruction, the less aversive discipline practices are needed. In addition, schools across the district are implementing a PBIS or similar model to enhance the discipline programs at the schools. The school system is also providing virtual learning opportunities that will allow students who may be out for classroom for disciplinary reasons to continue his/her education in a virtual learning environment.

The Onslow County Preschool program implements the SEFEL/PYRAMID framework to address all behavior and discipline needs that may arise. This tiered framework of evidence-based practices promotes healthy social-emotional development for children birth through age 5 years. Using this framework of strategies allows our teaching staff to build positive relationships with children and one another, create a supportive learning environment, teach children to understand and express their emotions, and how to solve social problems. The framework focuses on the prevention of problem behaviors, explicit teaching of strategies for emotional-social development, data-based decision making, and administrative participation and support. It also places more emphasis on the role of the adults supporting children in managing their own behavior, given that the preschooler's brain is still developing self-regulation. Our

federal Head Start Program Standards prohibit and severely limit the use of suspension due to a child's behavior, and may only be used as a last resort in extraordinary circumstances where there is a serious safety threat. Therefore, it is highly imperative that our focus remain on prevention of challenging behaviors and promotion of appropriate social behaviors using the tiered framework with fidelity.

**13. Comparable Services (SEC. 1113(b)(1)(D))**

THIS ONLY APPLIES TO DISTRICTS (Charter/Lab Schools, skip to section 14)

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

Note: Approval for skipping schools is contingent upon the LEA's provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost:

List the skipped schools. For each one, calculate the amount of Title I funds the school would receive if it had been included in Title I, given its position in rank order. The amount is determined by multiplying the PPA the school would have received by the number of low-income students.

Name of school(s) skipped:	PPA Based on Inclusion:	Number of LIS*:	Amount of funds for school:
▼	\$		\$

**\*Low-Income Students**

**Description of Comparable Services (Describe each school separately):**

Provide a brief description of the comparable services to be offered. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program

No eligible schools are skipped in the allocation of funds.

**14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)**

If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

No eligible schools follow the targeted assistance model. All eligible schools follow the school-wide model.

**15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.**

No Title I funds are identified as unbudgeted reserve.

**16. District-wide Instructional Initiative and/or Professional Development for Teachers Set Aside**

If setting aside funds (Line 6 – Professional Development and/or Line 12 – District-Wide Instructional Initiative on Set Asides page), describe initiative(s):

- Support for math curriculum implementation and professional development
- Support for OCS Instructional Framework
- Provide 1/2 time coaches to all Title I schools who support literacy and math instruction
- Support for EL program
- Early intervention
- Family and community engagement

**17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))**

The LEA attests that district reservation of state and local funds are used in a Title I neutral manner.

A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Onslow County Schools allocates State and local funds to each school on a formula basis utilizing the average daily membership of the school to ensure that each school receives all the State and local funds it would otherwise receive if it were not receiving the applicable federal assistance.

State Funds

Nursing supplies-\$100 to every K-12 School

PSAT-Schools are typically reimbursed for PSAT expenditures. This year Onslow County Schools did not participate due to Hurricane Florence.

School#	School	ADM	Textbooks	Supplies	At-Risk	Copier

304	Bell Fork E	599	\$14,496.00	\$13,531.00	\$8,243.00	\$7,416.00
308	Blue Creek E	486	\$11,761.00	\$10,979.00	\$7,395.00	\$6,017.00
310	Carolina Forest E	871	\$21,078.00	\$19,676.00	\$10,283.00	\$10,783.00
312	Clyde Erwin E	425	\$10,285.00	\$9,601.00	\$6,938.00	\$5,262.00
314	Dixon E	1084	\$26,233.00	\$24,488.00	\$11,880.00	\$13,420.00
318	Dixon M	1001	\$24,224.00	\$22,613.00	\$11,258.00	\$12,392.00
320	Dixon H	897	\$21,707.00	\$20,263.00	\$10,478.00	\$11,105.00
321	Hunters Creek E	618	\$14,956.00	\$13,961.00	\$8,385.00	\$7,651.00
322	Hunters Creek M	757	\$18,319.00	\$17,101.00	\$9,428.00	\$9,372.00
323	Jacksonville Commons E	634	\$15,343.00	\$14,322.00	\$8,505.00	\$7,849.00

324	Jacksonville H	1208	\$29,234.00	\$27,289.00	\$12,810.00	\$14,955.00
325	Jacksonville Commons M	1059	\$25,628.00	\$23,923.00	\$11,693.00	\$13,110.00
329	Meadow View E	722	\$17,472.00	\$16,310.00	\$9,165.00	\$8,938.00
330	Morton E	686	\$16,601.00	\$15,497.00	\$8,895.00	\$8,493.00
331	New Bridge M	522	\$12,632.00	\$11,729.00	\$7,665.00	\$6,462.00
332	Northwoods E	479	\$11,592.00	\$10,821.00	\$7,343.00	\$5,930.00
333	Northside H	1171	\$28,338.00	\$26,453.00	\$12,533.00	\$14,497.00
335	Queens Creek E	649	15,706.00	\$14,661.00	\$8,618.00	\$8,035.00
336	Northwoods Park M	674	\$16,311.00	\$15,226.00	\$8,805.00	\$8,344.00
337	Heritage E	868	\$21,006.00	\$19,608.00	\$10,260.00	\$10,746.00



338	Parkwood E	517	\$12,511.00	\$11,679.00	\$7,628.00	\$6,400.00
339	Richlands E	812	\$19,650.00	\$18,343.00	\$9,840.00	\$10,053.00
340	Richlands H	892	\$21,586.00	\$20,150.00	\$10,440.00	\$11,043.00
341	Sand Ridge E	633	\$15,319.00	\$14,299.00	\$8,498.00	\$7,837.00
342	Silverdale E	455	\$11,011.00	\$10,278.00	\$7,163.00	\$5,633.00
343	Southwest E	818	\$19,796.00	\$18,479.00	\$9,885.00	\$10,217.00
344	Southwest H	734	\$17,763.00	\$16,581.00	\$9,255.00	\$9,087.00
345	Southwest M	565	\$13,673.00	\$12,763.00	\$7,988.00	\$6,995.00
346	Summersille	569	\$13,770.00	\$12,854.00	\$8,018.00	\$7,044.00
347	Stateside E	677	\$16,383.00	\$15,293.00	\$8,828.00	\$8,381.00



with a 50% AIG Specialist. High schools are provided with an AIG point of contact.  
EC 1:12 in elementary and 1:14 in middle school and high school  
ESL 1:30