

Approved
6-30-19

Carolina Forest International Elementary School

Schoolwide Title I Program Application & Planning Document 2019-2020

**Due to Title I Office
By June 15, 2019**

**Dwayne Snowden
Director of Federal Programs**

**Tanya Smith
Administrative Assistant**

**Elementary and Secondary Education Act
TITLE I APPLICATION - 2019-2020
IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

School Name:	Carolina Forest International Elementary School
Mailing Address:	141 Carolina Forest Blvd Jacksonville, NC 28546
Contact Person:	Leanne Ervin
Title:	Principal
Telephone Number:	910-347-1778

CERTIFICATION

Carolina Forest International Elementary School hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application.

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the school named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the school's meeting held on July 9, 2019 (Month/Day/Year)

STATEMENT OF ASSURANCES

Assurances are hereby provided to the Local Education Agency (LEA) that Carolina Forest International Elementary school will:

1. make provisions to implement schoolwide programs in accordance with section 1114.
2. use Federal funds under this part to supplement not supplant State and local funds.
3. comply with comparability requirements specified in section 1114.
4. maintain and account for property and equipment purchased under this title consistent with the requirements of GEPA.
5. be responsible for repayment of Title I funds in the event of an audit exception. (GEPA)
6. incorporate this plan into the school's Strategic Plan.
7. ensure that the comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and will conduct a comprehensive needs assessment in accordance with ESEA section 1114 (b)(6).
8. make provision that through the needs assessment, it will consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114 (b)(2))
9. attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (ESEA section 1114 (b)(2))
10. prepare a comprehensive schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA Section 1114 (b)(7))
11. make sure that the schoolwide plan includes a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students, particularly the lowest achieving students (ESEA section 1114 (b)(7)(A)(i)(iii))
12. ensure the plan contains descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114 (b)(7)(A)(ii)).
13. ensure that the plan results in progress towards addressing the needs of the school and include benchmarks for the evaluation of program results.

14. evaluate the schoolwide plan annually, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students. (ESEA Section 1114 (b)(3))
15. annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA Section 1114 (b)(3))

Leanne Ervin
Name of Principal (please print)

Leanne Ervin
Signature of Principal

7-10-19
Date Signed

George Snider
Ouslow County Director of Federal Programs

6-30-19
Approval Date

SEC. 1118. PARENT AND FAMILY ENGAGEMENT

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a **written parent and family engagement policy, agreed on by such parents**, that shall describe the means for carrying out the requirements of subsections (c) through (f).

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(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.

(d) 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 this part 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 State'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 the 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 use of 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.

(e) **BUILDING CAPACITY FOR INVOLVEMENT**- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with 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, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY-- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

An assurance is hereby provided to the Local Education Agency (LEA) that the School will ensure that each of the required components referenced above shall be included in the School Parent Involvement Policy.

Principal Signature: Leanne Erwin

Date: 7-10-19

Title I Staff Positions and Program Organization

School Carolina Forest International Elementary

Salaried Staff Positions (include teachers, assistants, and any other employee whose pay is based on the salary schedule)

Name	Position (see below)	Percent Employed	Grade(s) Served	Setting (see below)	Description of Duties (see below)
Jackie Moore	Instructional Coach	100%	K-5	PO/IC	Provide instructional support staff and admin, assessment support, target needs of at-risk students, small group
TBD	Teacher Assistant	100%	K-5	IC	Provide support to students and teachers in classroom setting

*Positions should not contain Title I in the position name. Examples of possible positions include classroom teacher, resource/enrichment teacher, reading teacher, math teacher, teacher assistant, literacy/instructional coach, etc.

**To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.

***Please note, a job description must be on file in the Title I office for each position listed.

Project Settings:

- PO Pull-out
- IC In class
- Rep Replacement

- CSR Class Size Reduction
- E Extended Learning
- O Other

Title I Staff Positions and Program Organization

School Carolina Forest International Elementary

Part-time/Hourly Positions (includes tutors and all other employees paid by the hour)

Name	Position (see below)	Hour per Week	Hourly Rate	Grade(s) Served	Description of Duties (see below) (if not employed for full year, please include start date)
TBD	ELA/Math tutor	16	\$25	K-5	Tutor at-risk students Oct.1, 2019-May 30, 2020
TBD	ELA/Math tutor	16	\$25	K-5	Tutor at-risk students Oct.1, 2019-May 30, 2020

*Positions should not contain Title I in the position name. Examples of possible positions include reading tutor, math tutor, and parent liaison.

**To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.

***Please note, a job description must be on file in the Title I office for each position listed.

****Please remember, all hourly employees must complete and submit a monthly time sheet.

Spring Needs Assessment

1. Please list the top three prioritized areas of need identified in the Spring Needs Assessment that are addressed in the 2019-2020 Title I Application and Planning Document.
 - 1) Increase proficiency and growth in the academic areas of math, reading and science.
 - 2) Provide professional development for instructional staff across all content areas: OCS Instructional Framework, Data Teams, Priority Standards and math adoption program
 - 3) Increase use of differentiated, small group instructional strategies to include purposeful integration of technology, global awareness and high yield, inquiry-based strategies

2. Please list all data sources used in determining the initial list of prioritized needs in completing the 2019-2020 Title I Application and Planning Document
 - 2017-2018 EOG test data grades 3-5 Math, ELA and Grade 5 Science
 - EOY iReady Math Diagnostic Growth Report Grades K-5
 - iReady Math Diagnostic Proficiency Report Grades K-5
 - 2018-2019 CFIE Teacher Inventory Survey
 - 2018-2019 CFIE Climate & Culture Teacher Survey
 - 2018-2019 CFIE Student Inventory Survey
 - 2018-2019 CFIE Climate & Culture Student Survey
 - 2018-2019 CFIE Climate & Culture Parent Survey

3. List any other factors that were considered when determining the list of prioritized needs for the 2019-2020 Title I Application and Planning Document.

In the 2018-2019 Strategic Plan, CFIE targeted school-wide positive behavior and culture as an area to develop further. Systems in place during the 2018-2019 school year showed positive results in the parent/teacher/student climate & culture surveys as well as the data collected from the use of Class Dojo and ABE referral/reporting system. CFIE will continue to work on reinforcing the positive climate to further aid in the academic and social success of students served. Additional factors considered include preliminary EOG test scores, K-2 assessment data, benchmark assessments, teacher feedback and formal/informal observations of teachers.

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS (Required)

Homeless Children Attending Non-Title I Schools

1. Are there homeless children attending your school? YES NO

2. How many students are identified as homeless? *16
*number subject to change in the 19-20 school year-was primarily due to displacement from the hurricane in October 2018

Migrant Children Attending Title I Schools

3. Are there children of migrant workers, or children of former migrant workers, attending Title I schools? YES NO

4. How many students are identified as children of migrants? 0
(Attach a list of students)