

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: December 5, 2011

AGENDA ITEM No. 11-12-08

ACTION ITEM: (Y/N) Y

SUBJECT: Title I District Improvement Plan 2011-2012 - Revised

INFO. CONTACT: Dr. Denise Morton/Dr. Lisa Napp PHONE: 919-732-8126

- ATTACHMENTS:
1. Local Educational Agency (LEA) Revised Plan for 2011-2012
 2. Confirmation Signature Form
 3. Letter from Department of Public Instruction regarding LEA status

PURPOSE: To request that the Board of Education review and approve the revisions to the 2011-2012 Revised Title I District Improvement Plan. Additional elementary programmatic highlights will also be presented.

BACKGROUND: In October of 2011, the Orange County Schools District received a letter from June St. Clair Atkinson, State Superintendent, informing the district that OCS was in District Improvement. This letter stated that the district is in the corrective action phase of Title I District Improvement. The No Child Left Behind (NCLB) law (§1116(c)(7)(A); §200.52) requires that Orange County Schools 1) revise your district improvement plan; 2) reserve at least 10 percent of the district's Title I, Part A funds to provide for high-quality professional development for instructional staff in Title I and non-Title I schools; and 3) notify all parents, those with students in Title I and non-Title I schools, of your district's status. The state's corrective action will focus on professional development and a small portion of the district's 10 percent set aside for professional development must be allocated for the state's corrective action, according to (§1116(c)(10)(C)(i)).

FINANCIAL IMPACT: The district must set aside at least 10% of its Title I funds for a total of (\$84,113.70) to improve instruction and academic performance of all students in the Orange County School District.

RECOMMENDATION: The Superintendent recommends the Board of Education hear the ongoing improvement efforts and approve the Revised LEA Plan for the 2011-2012 school year.

**REVISED
LOCAL EDUCATIONAL AGENCY PLAN
LEA IMPROVEMENT**

LEA NAME and MAILING ADDRESS	Orange County Schools 200 East King Street Hillsborough, NC 20278	LEA CODE:	680
CONTACT PERSON, TITLE, TELEPHONE NUMBER, FAX NUMBER and E-MAIL ADDRESS	Lisa A. Napp, Ed.D. Director of Elementary Instruction/Title I 919-732-6137 ext. 15501 919-732-1137 lisa.napp@orange.k12.nc.us		

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. review and revise in consultation with parents, school staff, and others;
2. inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
3. provide technical assistance and support to school wide programs;
4. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting State student academic achievement standards;
5. fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
6. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
7. take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
8. (if applicable) ensure that early childhood development services provided to low-income children below the age of compulsory attendance comply with the performance standards established under section 641A(a) of the Head Start Act;
9. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
10. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
11. inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under title IX and to obtain waivers under the Education Flexibility Partnership Act of 1999;
12. coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
13. ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
14. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii);
15. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
16. assist each school served and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
17. participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

G. Patrick Rhodes

Name of Superintendent

Signature of Superintendent

Date

LEA IMPROVEMENT COMPREHENSIVE NEEDS ASSESSMENT

If in **LEA IMPROVEMENT**: summarize results from the LEA comprehensive needs assessment, address why the prior plan failed to bring about student achievement, and describe how parents, school staff, and others are involved in the review and revision of the LEA plan. Include LEA and SEA responsibilities for the plan.

Orange County Schools comprehensive needs assessment is the result of multiple meetings and focus groups with stakeholders’ representative of our diverse school community and county. Parent input is highly valued and gathered through site-based and district meetings, surveys, and workshops. Student growth data is analyzed through school-based PLC designed common assessments, district formative assessments, classroom observations as well as district leadership discussions. Purposeful dialogue focuses on best practices and considers reliable research literature to drive educational problem solving sessions at school-based and central office meetings.

The 2011-2012 LEA Improvement Plan focus for the district is to continue strengthening our school based and district professional learning communities, extend Orange County Schools comprehensive literacy model into Pre-Kindergarten settings, plan and prepare to implement the Common Core and North Carolina Essentials in 2012, expand needs based interventions in the areas of reading and math to support student growth in all sub groups, and support the growth of teacher leaders.

Based on the district’s data and the NC Report card, a list of strengths and weakness is identified below.

STRENGTHS	AREAS IN NEED OF IMPROVEMENT
Focus on Tier I Literacy Instruction using a Comprehensive Literacy program of study in Pre-K – 8 th grades;	3-8 grades reading growth/proficiency as evidenced by AYP sub group data reported for African American, Hispanic, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities;
Professional Development for teachers of K-12 Students with Disabilities in Reading Foundations offered by The Center for Literacy and Disabilities at UNC-CH;	
Whole To Part Literacy Intervention expanded to 1-2 Whole To Part and 3-9 Whole To Part;	10 th grade reading AYP sub group African American;
Professional Development for Pre-K Programs serving students with Title I, NC Pre-K and Head Start funding in comprehensive emergent literacy model offered by The Center for Literacy and Disabilities at UNC-CH;	
Focus on Tier I Math Instruction using Math Expressions to deliver a K-5 comprehensive program of study;	3-8 grades math proficiency as evidenced by AYP sub group data reported for African American, Economically Disadvantaged, and Students with Disabilities, Two or More;
Professional Development in Assessing Math Concepts Intervention expanded to all district elementary school teachers and appropriate resource staff in 2 nd and 3 rd grades;	

Title I LEA Plan

Comprehensive Math Instruction offered at all district middle schools;	
EVAAS data analyzed across all middle schools to increase advanced placement in middle school math across all AYP sub groups;	
Analyzed PLAN and ACT data to diagnose college and career readiness and differentiate accordingly;	
Utilize Algebra I Virtual High School course to increase proficiency rates for Students with Disabilities;	
Grade level and/or content area PLC teams in every school in the district ;	
School Board and district leadership support of Early Release Days offering school-based and district level PLC's time to plan high quality differentiated instruction;	
District Raise Achievement Close the Gap parent/administrator/faculty committee;	Increase AYP sub group proficiency as projected by Safe Harbor/Confidence Interval target goals;
Highly Qualified staff and National Board Certified Teachers;	
High School graduation rate above state average and dropouts well below the state average.	
Development of Curriculum Maps and Essential Learning Outcomes articulating Common Core and NC Essentials beginning at grade Pre-K – 12.	
District wide focus on transition to Common Core and North Carolina Essentials	

The LEA Improvement Plan has been revised incorporating data from a comprehensive needs assessment process that included input from a cross section of district parents, teachers, administrators, and community members. In May 2011 at New Hope Elementary School a district wide meeting was held to reflect on and analyze the needs of Orange County Schools. Breakout sessions and focus groups worked through district data and offered suggestions to increase student achievement and parent involvement.

Leadership and support for this plan will be evidenced by the Orange County School Board chair and Orange County Schools Superintendent's signature of approval for the plan, district level administrators focus on the LEA Improvement process through compliance monitoring, and district communication with parent groups as it relates to student growth and well being.

THE PLAN

In order to help low-achieving children meet challenging achievement academic standards, the plan shall include the following:

STUDENT ACADEMIC ASSESSMENTS Describe the high-quality student academic assessments, if any, **that are in addition** to the academic assessments described in the State plan. If in **LEA IMPROVEMENT**, include specific measurable achievement goals for each subgroup of students identified

Orange County School District received a letter from June St. Clair Atkinson, State Superintendent, informing the district that OCS was in District Improvement. Under the No Child Left Behind (NCLB) federal law parents are to be informed through written communication when the district enters into or continues in Title I District Improvement. The parents do not need to take action as part of the requirement. A letter was sent to all parents the week of **November 14th, 2011**. The Orange County School district continues in Title I District Improvement because the schools did not achieve Adequate Yearly Progress (AYP) targets in mathematics in its elementary, middle and high schools for at least two years in a row. Below are the Percent Proficient scores reported by Subgroups for 2010 -2011.

Grade	Subject	Subgroup	Percent Proficient	% With Growth	Met	Not Met	Met With Safe Harbor
3-8	Reading	African American	51.8%	56.1%		✓	
3-8	Reading	Hispanic	52.5%	58.1%		✓	
3-8	Reading	Economically Disadvantaged	56.2%	60.5%		✓	
3-8	Reading	Limited English Proficient	31.0%	38.0%		✓	
3-8	Reading	Students with Disabilities	38.2%	43.0%		✓	
3-8	Reading	White	83.6%	85.0%	✓		
3-8	Reading	Multi-Racial	71.1%	75.9%	✓		
3-8	Reading	All	74.2%	76.6%	✓		
3-8	Math	African American	70.0%	71.3%		✓	
3-8	Math	Hispanic	76.3%	78.5%			✓
3-8	Math	Economically Disadvantaged	73.2%	75.1%		✓	
3-8	Math	Limited English Proficient	71.7%	74.2%			✓
3-8	Math	Students with Disabilities	56.6%	58.4%		✓	
3-8	Math	Multi-Racial	81.9%	83.1%		✓	
3-8	Math	White	90.2%	90.9%	✓		
3-8	Math	All	84.9%	86.0%		✓	

Title I LEA Plan

Grade	Subject	Subgroup	Percent Proficient	% With Growth	Met	Not Met	Met With Safe Harbor
10	Reading	African American	58.2%	58.2%		✓	
10	Reading	Hispanic	68.6%	68.6%	✓		
10	Reading	Economically Disadvantaged	58.6%	58.6%			✓
10	Reading	Limited English Proficient	*	*			
10	Reading	Students with Disabilities	34.7%	34.7%			✓
10	Reading	Multi-Racial	*	*			
10	Reading	White	83.6%	83.6%	✓		
10	Reading	All	76.6%	76.6%	✓		
10	Math	African American	80.8%	80.8%	✓		
10	Math	Hispanic	78.4%	78.4%	✓		
10	Math	Economically Disadvantaged	82.6%	82.6%			✓
10	Math	Limited English Proficient	*	*			
10	Math	Students with Disabilities	58.0%	58.0%			✓
10	Math	Multi-Racial	*	*			
10	Math	White	94.0%	94.0%	✓		
10	Math	All	89.2%	89.2%	✓		

<http://app.ncpublicschools.org/2011/app/nclb/AYPDetail.cgi>

Orange County Schools continues the process of revising the LEA District Improvement Plan with participants from the community, schools, parents, teachers and administration. The focus of this process is to improve upon the student achievement data cited above and to continue and strengthen the areas of student achievement that meet or exceed target goals. The continuous improvement process informs the selection and continuance of best practices implemented to increase the performance of African American, Hispanic, Limited English Proficiency, Economically Disadvantaged Students, Students with Disabilities and Academically Gifted students. School based and district level Professional Learning Communities routinely meet to develop formative and summative common assessments. The district currently utilizes Thinkgate, a 3rd – 8th grade system-wide Benchmark software to increase the reliability and validity of formative data as district and school based student proficiency of the North Carolina Standard Course of Study is assessed and responded to with effective and timely interventions and strategies. Currently, high school content area PLC's design formative common assessments to ascertain and respond to student growth and achievement needs in an effective time frame. The LEA Improvement plan has the following goals for each subgroup of students identified. The goals are:

1. African American students in reading grades 3-8 will increase their academic performance from 51.8% to 56.7% based on the End of Grade Test in May of 2012.
2. Hispanic students in reading grades 3-8 will increase their academic performance from 52.5% to 57.3% based on the results of the End of Grade Test in May of 2012.
3. Economically Disadvantaged students in reading grades 3-8 will increase their academic performance from 56.2% to 60.6% based on the End of Grade Test in May of 2012.
4. Limited English Proficiency students in reading grades 3-8 will increase their academic performance from 31.0% to 38.0% based on the End of Grade test in May 2012.
5. Students with Disabilities will increase their academic performance from 38.2% to 44.4% based on the End of Grade-Test in May of 2012.
6. African American students in math grades 3-8 will increase their academic performance from 70% to 73% based on the ABC's End-of-Course Test in May of 2012.
7. Hispanic students in math grades 3-8 will increase their academic performance from 76.3% to 68.5% based on the ABC's End-of- Grade Test in May of 2012.
8. Economically disadvantaged students in math grades 3-8 will increase their academic performance from 76.3% to 78.7% based on the End of Grade Test in May of 2012.
9. Limited English Proficiency in math grades 3-8 will increase their performance from 71.7% to 74.6% based on the End of Grade Test in May of 2012.
10. Student with Disabilities in math grades 3-8 will increase their academic performance from 56.6% to 61.0% based on the ABC's End-of-Grade Test in May of 2012.
11. Students with Disabilities in grade 10 will increase their academic performance from 34.7% to 41.3% based on the End of Course Test in May of 2012.
12. Student with Disabilities will increase their participation from 58.0% to 62.3% by the end of May 2012.

OTHER INDICATORS At the LEA's discretion, describe any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section.

For the 2011-2012 school year the Orange County Schools district will also address the following goals:

1. Reduce the number of In-School Suspensions and Expulsions by 10%.
2. Reduce the number of Out-of-School Suspensions and Expulsions by 10%.
3. Increase student attendance by 10% across the district.
4. Decrease student tardiness by 10% across the district.

PROVISION OF EDUCATIONAL ASSISTANCE Describe how you will provide **additional** educational assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. If in **LEA IMPROVEMENT**, include actions with greatest likelihood of improving achievement of participating children in meeting the State's academic standards. Incorporate scientifically- based research strategies.

The district is in LEA Improvement for the fourth year based on a letter received from Dr. June Atkinson. Each school developed individual intervention plans based on the needs of their school. The following strategies include:

- Each school continues to train in Professional Learning Communities strategies with a focus on the continuous improvement of instructional delivery and student learning ;
- Each school has developed a common planning for PLC's to meet at least once a week to create and/or refine common assessments, analyze student growth/achievement data, and develop fluent needs based student groups;

- District formative assessments will be given at grades 3-8 at least two times during the 2011-2012 school year. Teachers will use data to monitor and revise instruction for students, communicate student progress with parents, articulate grade level needs to school based leadership;
- District formative assessments will be analyzed at the district level to inform district level discussions of school based needs and create open dialogue between school based leaders and district leadership with a focus on continuous improvement strategies;
- Creating nine week Essential Learning Outcomes based on the Common Core in K-12 Literacy and Mathematics; Creating nine week Essential Learning Outcomes based on the North Carolina Essentials in K-12 Science and Social Studies;
- Curriculum Maps updated and/or created based on the nine week Essential Learning Outcomes referenced above;
- Early and sustained response to student literacy needs throughout K-12 settings;
- Early and sustained response to student mathematical thinking needs throughout K-12 settings;
- Technology infused exemplar lesson created and posted to a central web-based Site;
- Increased utilization and analysis of EVAAS, PLAN, and ACT data as appropriate to insure students are college and career ready upon graduation from high school;
- District wide focus on preparing K-12 students to be college and career ready through a newly developed partnership with the College Board entitled "Own the Turf".

PROFESSIONAL DEVELOPMENT. Describe the strategy to be used to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA staff in accordance with sections 1118 and 1119. If in **LEA IMPROVEMENT**, assure that the LEA will spend not less than 10% of the funds received by the LEA for the professional development needs of the instructional staff serving the agency.

The process that the district will use is:

- Identify the needs of teachers, staff, principals, support staff and administrators from a district wide survey with input from principals and district staff;
- Use student test data results as part of the identification of needs;
- Utilize High Five training in Student Motivation, Professional Learning Communities, and Differentiation;
- Support K-8 Literacy Coaches and reading resource teachers with embedded professional development training;
- Provide professional development in Assessing Math Concepts intervention for 2nd and 3rd grade classroom teachers and support staff;
- Contract with teacher leaders to create Common Core and More curriculum documents;
- Provide resources to teachers and staff to develop a Tier Two Math Intervention;
- Conduct school based Raise Achievement Close (AMC) the Gap parent focus groups and activities;
- Survey Pre-K – 12 parents/families and provide parent/family nights based on needs identified;
- Update district and school based web pages to communicate district and school initiatives and progress;

COORDINATION OF SERVICES Describe how you will coordinate and integrate services under this part with other educational services at the LEA or individual school level. These services could include the following:

- Even Start, Head Start, Reading First, and other preschool programs, including plans for transition of participants in such programs to elementary school programs
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, etc.

Services that will be offered by district in partnership with other organizations or groups will be:

- Pre-K Programs in partnership NC PRE-K, Orange County Partnership for Young Children and Chapel Hill Head Start ;
- Adult English Language Learners programs in partnership with Orange County Literacy Council;
- Homeless services in partnership with the Orange County Department of Health and Human Services;
- Family Specialists in partnership with Orange County Department of Health and Human Services;
- Child development workshops in partnership with Duke Incredible Years Project;
- Community gardens at 3 elementary schools in partnership with Hillsborough Master Gardeners;
- Environmental education in partnership with Orange County Forestry Superintendent;
- Partnership with Northern Orange Task Force to provide after-school programs for students at New Hope Elementary School, Central Elementary School, Efland-Cheeks Elementary School;
- Community Learning Centers at Mount Zion and Gravelly Hill with 21st Century Grant for middle school grades;
- Summer Enrichment Program for 3 high poverty elementary schools;
- Partnership between CTE students and Habitat for Humanity;
- K- 12 district and school based partnerships with UNC-CH Center for Literacy and Disabilities, Elementary Education Department of Mathematics;
- High school partnership with Hill Center, reading strategies;
- NC Drug Free Families and counseling for students;
- DARE with the Orange County Sheriff's Department;
- Back Pack Buddies for Central and Efland Cheeks in coordination with Health and Human Services;
- Saturday Academy offered at different sites;
- RSVP Tutoring/Mentoring Programs at elementary and middle schools;

POVERTY CRITERIA Describe the poverty criteria that will be used to select school attendance areas under section 1113.

The poverty criterion reported in the Orange County Schools LEA Improvement Plan is the National Free and Reduced for the month of May, 2011. The month of May, 2011, is the time period reported in the current Title I Plan on file with NCDPI Title I office and must be the same time period used in the LEA Improvement Plan.

School	Name	Low Income/Membership	% Eligible
304	A.L. Stanback Middle School	247/607	40.69
308	Cameron Park Elementary	226/629	35.93
310	Cedar Ridge High School	231/978	23.60
312	Central Elem Elementary	178/267	66.66
316	C.W. Stanford Middle School	193/558	33.28
324	Efland – Cheeks Elementary	259/445	58.20
327	Gravelly Hill Middle School	206/509	40.47
328	Grady A. Brown Elementary	204/517	39.46
329	Hillsborough Elementary	83/413	16.46
330	New Hope Elementary	321/580	55.34
332	Orange High School	394/1167	33.76
335	Partnership Academy Alternative	15/22	68.18
336	Pathways Elementary	224/481	46.56

STUDENT IDENTIFICATION Describe how teachers, in consultation with parents, administrators, and pupil services personnel in *targeted assistance schools* will identify (a) the eligible children most in need of services and (b) participants served under this part.

The district will not use targeted assistance schools. The district analyzes data NCWise data and National Free and Reduced data to identify schools with poverty rates of 50% and above.

PROGRAM DESCRIPTION Provide a general description of the nature of programs to be conducted by participating schools and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children.

N/A

PARTICIPATION OF MIGRATORY CHILDREN Describe how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children selected.

N/A

PRESCHOOL PROGRAMS If appropriate provide a description of how you will use funds under this part to support preschool programs for children.

Orange County Schools currently has four blended Pre-K classrooms open to children who score below the 50% on the preschool screening instrument (Dial 3) and live at or below the poverty line as indicated by income verification. Funding is provided from Exceptional Children, Title I, and NC PRE-K sources. The program is designed to provide a quality Pre-K experience to children with the greatest need. Children in the program may also have a language deficit or developmental delays. Children attend based on the regular school calendar for a full day of service (7:30 to 2:00). There is also a parent training program available to families based on identified needs. The curriculum adopted is the High Scope, Second Step and Early Kindergarten Literacy Program (K.L.P.) The program is built around the developmental characteristics of four-year-olds who are typically active, playful, curious, imaginative, and social. Children in the program are provided with breakfast and lunch at no charge to the parents. Classrooms are located at Pathways Elementary School, Central Elementary School, Efland-Cheeks Elementary School, and New Hope Elementary School.

SCHOOL IMPROVEMENT Describe the action the LEA will take, if applicable, to assist its low-achieving schools identified under section 1116 as in need of improvement.

N/A

SCHOOL CHOICE Describe the actions the LEA will take, if applicable, to implement public school choice and supplemental services, consistent with the requirements of section 1116.

In 2011-2012 Orange County Schools opted into the Supplemental Education Services pilot program at Central Elementary School and Efland-Cheeks Elementary School. A letter was sent home to the parents/families of students attending both schools to inform them of the pilot program and the reason the pilot program was being offered. A list of SES providers approved by NCDPI was contacted by the district Title I office. Interested SES providers attended a district mandatory meeting in September 2011 and agreed to a set of criteria to offer services in the district. Letters were sent home in English and Spanish to all parents informing them of the time and place for a SES provider fair. Alert Now messages, flyers, school and district web sites were also utilized to communicate with parents and families. A SES Provider fair was held in October and a brochure explaining the SES services offered by each provider was given to parents/families in both English and Spanish. Parents/families applied for SES services and all applications were screened for Title I eligibility using the Cayen software system purchased by the Title I office. SES after school tutoring services are offered Monday and Wednesday from 3:00 – 4:00 at both Central and Efland-Cheeks Elementary schools. Currently, there are 20 students enrolled in the SES tutoring programs offered at Central Elementary School and 30 students enrolled in the SES tutoring programs at Efland-Cheeks Elementary School. Another round of communication for SES tutoring services will be sent home beginning in December, 2011 for SES tutoring sessions to begin at the end of January 2012. The DPI Title I office has allotted each participating student a maximum of \$824.00 in SES tutoring services. SES services end when the amount has been expended or the end date in May 2012 has been reached.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS Describe how you will meet the requirements of section 1119.

Teachers and Paraprofessionals meet the requirement for NCLB.

HOMELESS CHILDREN If applicable, describe the services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A).

Children are identified through a state approved questionnaire and are referred to the Director of Title I programs to secure the appropriate services. Children who meet the criteria as homeless may receive services through one or a combination of local, state, and federal funding sources. When appropriate and feasible local transportation funds are utilized to ensure that a student does not have to transition out of their original attendance zone. Social Workers and/or Family Specialists identify funding sources that help with child nutrition services, school supplies and basic hygiene needs. Title I set aside funds and other district sources are accessed if the student has an area of academic need and is eligible for After-School care or tutoring. Currently Orange County Schools has 80 students who are receiving service under the Homeless Education Act/McKinney Vento Law.

PARENTAL INVOLVEMENT Describe the strategy the LEA will use to implement effective parental involvement under section 1118. Submit the district parental involvement policy as

required by subsection 1118(a)(2). If in **LEA IMPROVEMENT**, describe how the LEA will increase parental involvement to support the academic success of the identified subgroups.

Due to the growing number of ESL students in the county, Orange County Schools developed a partnership with Orange County Literacy Council to provide English Language classes for our parents who only speak and understand Spanish. Title I provides the child care and supplies and The Orange County Literacy Council provides the teachers. Additionally the district strives to meet the needs of our ELL families and students by providing a contact list of approved translators for school based documents, parent involvement events, parent teacher conferences, and IEP meetings.

A district committee has been convened for four years to focus on Raising Achievement Closing the Gap and individual schools develop yearly plans focusing on creating inclusive parent/family communities.

The district believes that the transition years are critical for students and parents/families and outreach activities are designed to help parents/families understand the transition between Pre-K and Kindergarten, 2nd grade and 3rd grade, 5th grade and 6th grade, 8th grade and 9th grade, and finally high school to college and career readiness.

This is the html version of the file

http://www.orange.k12.nc.us/policy/policies/1000/1310_Parental_Involvement.pdf

Google automatically generates html versions of documents as we crawl the web.

Orange County Schools Board of Education Policies addressing Parental Involvement

The board recognizes the critical role of parents in the education of their children and in the schools. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the district and his or her own child's progress. The board also encourages parents to participate in activities designed by the schools to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each school to develop a **parental involvement** plan as a part of the school improvement plan. This plan must include, at a minimum, the board directives provided below in letters A-E. In addition, the plan must include ways to enhance **parental involvement** in the following areas:

- meaningful two-way communication between home and school;
- promotion of responsible parenting;
- involving parents/guardians in student learning;
- promotion of volunteering;
- involving parents/guardians in school decisions that affect children and families;
- **parental** training;
- community collaboration; and
- promotion of student health awareness.

The superintendent and each school may provide further direction on **parental involvement**.

This **policy** applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married. The **policy** also applies to parents, legal guardians and legal custodians of students who are served in the exceptional children program.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages regular contact with parents by school personnel for commendation as well as for notification of concerns. Schools will plan for periodic communications with parents. Teachers are responsible for scheduling conferences with parents.

B. TITLE I PARENT CONSULTATION POLICY

The Title I program offers assistance to meet specific educational needs of educationally and economically disadvantaged children according to federal guidelines. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children.

An annual meeting will be held for parents of all eligible Title I children to discuss the Title I funded programs and activities. In addition to the annual meeting, the board encourages parents to confer with their child's Title I teacher on a regular basis.

Each school will annually notify parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program of the following:

ORANGE COUNTY BOARD OF EDUCATION

Page 1 of 3

PARENTAL INVOLVEMENT

*Date Reviewed/Approved: 03/05/2007 **Policy Number: 1310***

*Rescinds **Policy Number: BBFA***

Issued: 2/23/87, 12/06/2004

Page 2

PARENTAL INVOLVEMENT

Policy Number: 1310

- reasons for the identification;
- level of English proficiency;
- methods of instruction;
- how the program will help the child;
- if the child has a disability, how the language instruction educational programs meets the objectives of the child's individualized educational program (IEP); and
- any other information necessary to effectively inform the parent of the program.

C. ANNUAL NOTIFICATION

Each school must ensure that parents are effectively notified each year of the following:

- parental rights related to student records;
- **parental** rights related to student surveys;
- the approximate dates of any non-emergency, invasive physical examination that is: (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of students; and their right to opt their child out of any such examination;
- the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use;
- student behavior policies and school standards and rules;
- permissible use of seclusion and restraint in the schools
- Sexual Harassment Complaint Procedure for Students;
- Student and Parent Grievance Procedure;
- grading practices that will be followed at the school and, in the high schools, the means for computing the grade point averages that will be used for determining class rank, and the final exam exemption **policy**;
- a description of the curriculum being offered ;
- performance standards of the board and school district (policies in the 3400 series);
- a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school district and teacher qualifications;

- the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child; (Title I schools only)
- if the student has been assigned or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act (Title I schools only);
- the results of the LEA's yearly progress review of each school;
- if the school is identified for improvement and fails to make adequate yearly progress by the end of the first full year after being so identified, notice of the availability of supplemental services, a description of the supplemental services, the names of supplemental services providers and other necessary information;
- sports and extracurricular activities available for students;
- supportive services available to students, including guidance and health services;
- information about meningococcal meningitis and influenza, including the causes, symptoms, vaccines, how the diseases are spread and places where additional information and vaccinations may be obtained;
- how to reach school officials in emergency situations during non-school hours; and
- the school's written **parental policy**, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

ORANGE COUNTY BOARD OF EDUCATION

Page 2 of 3

Page 3

PARENTAL INVOLVEMENT

Policy Number: 1310

D. OPPORTUNITIES TO WITHHOLD CONSENT

As a part of the annual notification described above, parents will be effectively notified that **parental** consent may be withheld for the following:

- release of student directory information about his or her child for school purposes or to outside organizations;
- student's participation in curriculum related to (1) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), (2) the avoidance of out-of-wedlock pregnancy, (3) abstinence until marriage or (4) comprehensive sex education. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office.
- student's use of guidance programs for individual counseling, small group counseling related to addressing specific problems, or referral to community resources in accordance with board **policy** 3610, Counseling Program. **Parental** notification and permission is not required for large group sessions, initial consultations intended to identify the student's needs, or counseling where child abuse or neglect is suspected.
- student's participation in non-Department of Education funded surveys concerning protected topics. Any parent or legal guardian wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or an activity is presumed. After the annual notification, the school is not required to provide further notice to the parent as to the manner in which student directory information is used, the curriculum is provided, or the guidance programs are made available.

E. PARENTAL PERMISSION REQUIRED

Written **parental** permission is required prior to the following activities:

- medicines administered to students by employees of the school district;
- any release of student records that are not considered directory information unless the release is allowed or required by law;

- off campus trips;
- participation in high impact or high risk sports or extracurricular activities, such as football or mountain climbing;
- **parental** permission as required by law for exceptional children;
- **parental** permission as required by law for certain health services; and
- surveys concerning protected topics that are funded by the Department of Education.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Strengthening and Improvement of Elementary and Secondary Schools Act, 20 U.S.C. 6318; No Child Left Behind Act of 2001; G.S. 90-21.1, 115C-47(45), -81(e1), -307(c), -47(44), State Board of Education Parent and Family **Involvement Policy** FCB-A-000.

ORANGE COUNTY BOARD OF EDUCATION

Page 3 of 3

Below is the Title I Parent Involvement Policy posted on the Orange County Schools website:

2011 – 2012 ORANGE COUNTY SCHOOLS TITLE I PARENT INVOLVEMENT

SYSTEM EXPECTATIONS

Each school system must establish the system's expectations for parental involvement.
(Section III8(a)(2), ESEA.)

DISTRICT PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

1. **Orange County Schools** will take the following actions to involve parents in the development of its district parental involvement plan:

The Orange County School System will have a Title I District Parent Advisory Council (DPAC) consisting of representative Title I school parents. The Title I DPAC will meet during the school year to discuss and update system policies and review the Title I program.

2. **Orange County Schools** will provide appropriate supports to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Title I schools will conduct at least four parent training sessions each school year at their individual schools.

3. **Orange County Schools** will build the schools' and parents' capacity for strong parental involvement, to insure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school system will, with the assistance of its Title I schools, provide assistance to parents of children served by the school system or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards
- the state's student academic achievement standards
- the requirements of Title I
- how to monitor their child's progress, and
- how to work with educators

This information will be reviewed with parents at Parent Orientation Night held in the fall at meetings throughout the school year, and through individual conferences.

B. The school system will, with the assistance of its Title I Schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by providing:

- Parenting workshops aligned with what students are doing in class, to include comprehension tips, writing, literacy strategies, and technology training on website resources

Title I LEA Plan

Take home math homework tips for all students who are served in Title I schools

C. Orange County Schools will, with assistance of its Title

I schools and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by hosting a district parent focus group each spring

D. Orange County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Title I pre-K 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 by:

Offering parent resources with different types of materials available for parent use. Information will include take home reading and math materials. Materials will inform parents of the No Child Left Behind law.

E. Orange County Schools will ensure that Title I information related to school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Orange County Schools' website
- Individual school websites
- Phone calls- translator available
- Alert Now phone system will call district parents with reminders for district and site-based meetings and activities
- Parent communication logs
- Invitations sent home for training sessions
- Use brochures available from US Department of Education-NCLB

www.ed.gov/nclb

4. **Orange County Schools** will coordinate and integrate parental involvement strategies involving NCPK , Title I and Exceptional Children preschool programs. School readiness and Kindergarten Transition activities will be hosted in each elementary school housing Pre-K programs

5. **Orange County Schools** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools: All parents who have children served in Title I will complete an assessment evaluating the program. This assessment will be shared with the district advisory council.

6. **Orange County Schools** will take the following actions to involve parents in site based school review and improvement processes:

- Representative parents will serve on the district Title I Parent Advisory Continuous Improvement Focus Group.
- Representative parents will serve on School Improvement Advisory Committees formed at each Title I school.
- Parent meetings will be documented and parent input will be shared with the Title I District Director and District Chief Academic Officer
- The school and district parent involvement policies will be reviewed at the beginning of each school year during Title I Parent Night held at each Title I school.

Adopted/Revised: September 2011

http://www.orange.k12.nc.us/academic_dept_pages/elem_ed_links/elem_ed_documents/TitleI_Parent_Involvement.pdf

The above LEA District Improvement Plan is the result of a collaborative effort between parents, community members, educators, and university partners. Student growth and achievement is the focus of the plan. Areas of strength and areas of improvement were synthesized from

Title I LEA Plan

quantitative and qualitative data gathered through our district comprehensive needs assessment process. In the final analysis Orange County Schools values a continuous improvement model for both student and adult learners.

**No Child Left Behind (NCLB)
Non-Title I Schools not making AYP for two years in the same subject in 2010-11**

**Confirmation Form For
Amended School Improvement Plans
(Duplicate the form as necessary)**

When all non-Title I schools have amended their school improvement plans as required:

1. List the schools' names below
2. Obtain superintendent and local board chair's appropriate signatures
3. Submit Confirmation Form as instructed below

LEA Code	LEA Name
680	Orange County Schools
School Code	School Name
304	A L Stanback Middle School
310	Cedar Ridge High School
316	Charles W Stanford Middle School
327	Gravelly Hill Middle School
332	Orange High School
335	Partnership Academy

The submission of this form with required signatures confirms that the school improvement plan for each of the listed schools has been amended to include strategies that address the academic performance of subgroups not making Adequate Yearly Progress (AYP).

_____ **Superintendent's Signature** _____ **Date**

_____ **Local Board Chair's Signature** _____ **Date**

Return on or before January 12, 2012 to
Susan Auton, Executive Assistant
Academic Services and Instructional Support
6368 Mail Service Center
Raleigh, NC 27699-6368
FAX: 919/807-4065



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

October 24, 2011

TO Mr. Patrick Rhodes, Superintendent
Orange County Schools

FROM June St. Clair Atkinson *JSA*

Our department looks forward to working with you in this school year to strengthen and improve student performance in your schools and in the state. Below are reminders about what you must do to remain in compliance with state and federal regulations pertaining to school and district performance.

Your school district is in the corrective action phase of Title I District Improvement. The No Child Left Behind (NCLB) law (§1116(c)(7)(A); §200.52) requires that you 1) revise your district improvement plan; 2) reserve at least 10 percent of the district's Title I, Part A funds to provide for high-quality professional development for instructional staff in Title I and non-Title I schools; and 3) notify all parents, those with students in Title I and non-Title I schools, of your district's status. The state's corrective action, according to (§1116(c)(10)(C)(ii)), will focus on professional development for implementing a curriculum aligned to the Common Core State Standards and Essential Standards.

District Improvement Plans

Your district must revise its existing district improvement plan. The plan must address the fundamental teaching and learning needs of all of the schools in the district, especially the academic problems of low-achieving students. Completed plans must be maintained on file at the local level and made available during Title I monitoring reviews. Specific components that must be included in the plan are outlined on the template available on the Web at <http://www.ncpublicschools.org/nclb/district/improvement/>.

Parent Notifications

The attached letter, which meets requirements for compliance under NCLB (§1116(c)(6)), is for distribution to parents in your district regarding your status in Title I District Improvement. The letter must be sent to parents no later than November 28, 2011.

As written, this letter meets specific NCLB legal requirements. Therefore, please do not change the content except to customize the letter by completing the highlighted areas with the correct information as it applies to your district and by adding your signature.

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

Rebecca Garland, Ed.D, *Chief Academic Officer* | rebecca.garland@dpi.nc.gov
6368 Mail Service Center, Raleigh, North Carolina 27699-6368 | (919) 807-3200 | Fax (919) 807-4065

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Reimbursement procedures for copying and mailing costs are outlined on the Web at <http://www.ncpublicschools.org/nclb/district/faqs/>. The letters do not have to be mailed via the US Postal Service, although that is the method preferred by the US Department of Education. Carefully document the parent letter distribution process and file so that documentation is available for future monitoring.

Planning for Non-Title I Schools Not Making AYP for Two Years in the Same Subject

Non-Title I schools that do not make Adequate Yearly Progress (AYP) in the same subject for two consecutive years must amend their school improvement plans to address their failure to make their targets in reading/language arts and/or math. The list of these non-Title I schools is available on the Web at <http://ayp.ncpublicschools.org/>. After school-level planning procedures are completed, the local superintendent and board chairperson must sign the attached form acknowledging awareness of the school improvement amendments and submit it to Susan Auton, NCDPI, 6368 Mail Service Center, Raleigh, NC 27699-6368 no later than January 12, 2012.

I hope that this letter has been helpful to your staff and you in complying with state and federal requirements. I appreciate all of your efforts in this regard. We look forward to meeting with you in the near future.

- c: Local Board Chairperson
- LEA Title I/Federal Program Director
- Donna Brown
- Charlotte Hughes
- Pat Ashley
- Rebecca Garland