



TITLE I, PART A IMPROVING BASIC PROGRAMS SCHOOL-LEVEL MONITORING

School: **Newberry Elementary School**

Date: **03/13/26**

Each schoolwide program has implemented a comprehensive school improvement plan (SIP) which addresses the 5 required elements:

- Opportunities for All Students
- Strengthening Academics
- Quality Learning
- Well-Rounded Education
- At-Risk Students

FAMILY ENGAGEMENT

Each Title I school has a written Family Engagement Plan which was developed by the school with full involvement of parents, agreed on with parents, distributed to parents, and the plan is being implemented.	FEP was distributed during registration, and it was also discussed and distributed during the Annual Title I meeting. It is posted on the website.
Parents, or an adequate representation of parents, are involved in an organized, ongoing, and timely way in planning, review, and improvement of the Parent and Family Engagement Plan.	✓ Family Engagement Plan ✓ Family Engagement Plan meeting invitation ✓ Family Engagement Plan meeting agenda ✓ Family Engagement Plan meeting sign-in sheets ✓ Plan is made available to the local community ✓ Plan is provided in a language parents can understand Evidence uploaded to Crate Evidence uploaded to Crate
Describe the types of support provided to students and families through community services and/or partnerships.	We have the following Adopters that help provide Items for our family engagement activities, provide resources for our school, help beautify the grounds, offer teacher and students Incentives. They are The Memphis Police Department. Father's First New Direction comes the first day of school and greets/cheers for scholars and frequently makes donations.



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The school provides parents with timely information about Title I programs.	Newberry sends out hard copies of flyers at least twice before an event. School Messenger phone calls, text messages, and emails are sent to parents to Inform them of the date and times of the event. Evidence • Flyers • agendas and Sign-In Sheets are uploaded to the Title Crate.
If requested by parents, the school provides opportunities for regular meetings to formulate suggestions, participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.	If requested by parents, the school provides opportunities for regular meetings to discuss and formulate suggestions regarding the education of their children. Parents are encouraged to participate in decisions related to their children's education during these meetings, including the Annual Title I Meeting and SIP Planning Meetings. The school strives to respond to any suggestions from parents as soon as practically possible, ensuring that their input is valued and addressed in a timely manner. These collaborative meetings serve as a platform to ensure continuous improvement in the educational experience for all students.
If the SIP is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the plan is submitted to the district.	If the School Improvement Plan (SIP) is not satisfactory to the parents of participating children, the school will submit any parent comments on the plan when the plan is submitted to the district. To gather feedback, the school provides multiple opportunities for parents to voice their concerns and suggestions, including: • An Online Survey distributed through the School Website, allowing parents to provide input at their convenience. • SIP Planning Meetings, where parents can attend and actively participate in discussions about the SIP. • Evidence collected from these feedback opportunities will be uploaded to Crate for documentation and review. Additionally, a picture or copy of the Parent Survey will be included to ensure transparency and that all parent feedback is considered when finalizing the SIP.



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Assistance is provided to parents in understanding topics such as: • State academic content standards; • The curriculum the school uses; • State and local academic assessments; • Proficiency levels students are expected to meet; • How to monitor a child's progress; and • How to work with educators to improve student achievement.	Specific opportunities for parents to receive this support include Literacy Night, Math and Science Night (coming soon), and Parent-Teacher Conference Nights. These events offer parents the chance to engage with educators, ask questions, and gain valuable information about their child's academic journey and how they can actively contribute to improving student achievement. .
Training and materials are available to parents and families regarding how to support their children.	Newberry provides training and materials to parents and families on how to support their children's academic success. These resources are made readily available through several channels: • Parent Resource Section in the Main Building, where parents can access informational materials and resources to assist with supporting their child's learning. • The Parent News Bulletin Board, which is regularly updated with helpful information, upcoming events, and tips for parents to use at home to reinforce their child's education. These resources are designed to empower parents to actively engage in their children's learning and help them achieve academic success.
With the assistance of parents, school staff members are educated regarding • The value and contributions of parents; • How to reach out to, communicate with, and work with parents as equal partners; • The implementation and coordination of parent programs; and • Building ties between parents and the school.	To ensure transparency and documentation of parent engagement, the following evidence will be uploaded to Crate: 1. September POW-Wow Parent Meeting ○ Flyer: Promotional material for the meeting ○ Agenda: Outline of the meeting's topics and discussions ○ PowerPoint Presentation (PPT): Slides presented during the meeting ○ Photos: Captured moments from the event to showcase parent involvement ○ Sign-In Sheet: Documenting parent attendance at the meeting 2. Growth Presentation: Muffins with Moms ○ Flyer: Advertisement for the event ○ Agenda: Details of the session's schedule and topics covered ○ PowerPoint Presentation (PPT): Slides used to guide the presentation ○ Photos: Images capturing the event and parent participation ○ Sign-In Sheet: Recording attendance to verify parent involvement



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To the extent feasible and appropriate, parental & family engagement activities are coordinated and integrated with parental involvement activities under other programs, such as Head Start and other preschool programs.	We Invite our preschool parents to all activities and events we have at our school. All flyers that we send out school wide are also given to our PreK parents and available on School Meet the Teacher Night – Parents meet teachers to discuss expectations for the school year.
Describe community engagement activities scheduled and held throughout the year.	Throughout the school year, Newberry Elementary offers several opportunities for parents and families to become actively engaged in their children's academic journey. These community engagement activities help ensure that parents are informed, supported, and involved in their child's education: 1. Curriculum Night/Title 1 Night: ○ Parents are informed about the academic status of Newberry Elementary, including updates on curriculum, Title 1 programming, and school performance. This night allows parents to understand how their children are progressing and how the school is meeting educational goals. 2. Two Parent-Teacher Conferences: ○ During these conferences, parents receive the Academic Scorecard, a detailed report on their child's academic performance, strengths, and areas of growth. These meetings allow for direct communication between parents and teachers about strategies for improving student achievement. 3. Literacy Strategies That Can Be Used at Home: ○ Throughout the year, parents are introduced to literacy strategies that can be implemented at home to support their child's reading and writing development. These strategies empower parents to create a literacy-rich environment and actively contribute to their child's learning. 4. Family Literacy Night & Read Across America: ○ On Family Literacy Night, both parents and students learn literacy strategies that can be used at home. This event focuses on fostering a love of reading and providing tools for parents to support their child's literacy development. During Read Across America, students and families participate in reading activities and celebrate the joy of reading. 5. Family STEM Night: ○ During Family STEM Night, parents and students explore math strategies that can be applied at home to strengthen math skills. This event encourages hands-on learning and allows families to engage in interactive math activities that align with classroom instruction, fostering a supportive learning environment. These activities serve as a bridge between home and school, helping parents become active participants in their child's education and creating a collaborative effort to improve student success.



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SCHOOL-PARENT COMPACT

School-Parent Compacts are developed, reviewed, and evaluated with families.

At Newberry Elementary, we work closely with families to develop, review, and evaluate School-Parent Compacts. These compacts outline the shared responsibilities of the school, parents, and students in supporting academic success. Each year, we discuss, distribute, and collaborate with families to ensure that the compact reflects their input and addresses the specific needs of students. Through regular discussions and evaluations, we keep the compact aligned with our goals for student achievement, ensuring that parents are actively involved in their child's education and are informed of their role in supporting learning at home and school.

REQUIRED PARENTAL NOTIFICATIONS

Parents of students in all schools receive written notification, at the start of each school year, of the Parents Right to Know policy.

At the start of each school year, parents of students in all schools receive written notification of the Parents' Right to Know policy. This information is distributed during the Annual Meeting, ensuring that parents are fully informed about their rights concerning academic information and resources available to them. The Parents' Right to Know policy is provided in both English and Spanish to ensure accessibility for all families. Evidence of this communication, including the flyer **and** sign-in sheets, is uploaded and listed in the School's Evidence Folder. Additionally, the policy is posted on the school website for easy access, ensuring that all parents can review the information at any time.

If applicable, the school provides to each individual parent timely notice that the parent's child has been assigned to or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (ESEA Section 1112©(B)(ii).

The school provided each individual parent with timely notice if their child has been assigned to or taught by a teacher who does not meet the applicable state certification or licensure requirements for the grade level and subject area. This notification was sent after the first 20 days of school to ensure that parents were informed as soon as possible. The letters outline the specifics of the situation and inform parents of their rights under the Parents' Right to Know policy. These communications are sent promptly to maintain transparency and keep families updated on their child's educational experience.

EQUIPMENT



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Equipment purchased with Title I funds must be essential to the purpose of the Title I program and used appropriately.	Newberry ensures that equipment purchased with Title I funds is essential to the Title I program and used appropriately. An APECS requisition approval page, along with justification for each purchase, is submitted as part of the process. The school has provided a list of equipment purchases, including APECS requisitions for 72200, which outlines the items acquired and demonstrates how they align with the goals of the Title I program. This process ensures that Title I funds are used effectively to support student achievement.
The school must maintain a database that contains the following data elements for equipment purchased with ESSA funds: ▪ Description of the item ▪ Serial number, ▪ Source of the property ▪ Titleholder ▪ Acquisition date ▪ Cost ▪ Percentage of federal participation in the cost, ▪ MSCS Asset Tag Number & Federal Award Identification Number (FAIN) ▪ Physical location of property, use /condition, and disposition data (date, method of disposition, sales price, if applicable) ▪ When property is retired from service.	To support effective inventory management, the following items must be uploaded: 1. School Inventory Spreadsheet: This document lists all equipment, technology, and other resources purchased with ESSA funds. It tracks essential details such as item descriptions, quantities, condition, and current status across the entire school. 2. Classroom/Teacher Inventory Sheets: These individual sheets are used for each teacher or classroom to track the equipment assigned. They include information on item use and condition, and a FAMS report is also maintained to provide additional details. 3. Requisition Page (APECS Requisition Approval): This page serves as the official record for requesting and approving ESSA-funded equipment purchases, detailing justifications for each acquisition.
Prior to taking action, the school contacts the Office of Asset Management regarding equipment being considered for disposition. Approval from the Federal Programs division is required prior to disposing of any equipment.	Since no disposals have occurred yet, you can document that Disposal Forms will be filed and uploaded to the Title I Crate once any equipment purchased with ESSA funds is disposed of. These forms will serve as official records for the disposal process, ensuring that all disposals are properly tracked and documented in compliance with Title I regulations. For now, the forms are not applicable, but they will be maintained and uploaded as needed in the future.
The school reports stolen equipment to the police and maintains a copy of the official <u>police report number</u> . The theft must be reported within one (1) day via Risk Management's Online Theft/Vandalism/Damage Reporting System.	No Items have been stolen.

OTHER SCHOOL LEVEL REQUIREMENTS

ENGLISH LANGUAGE ACQUISITION

The Home Language Survey is administered during enrollment.	The Primary Home Language survey is required of all new-to-MSCS students during the registration process and placed in the cumulative files.
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EDUCATION OF HOMELESS CHILDREN AND YOUTH

Staff members (administrators, teachers, and other staff in the schools) receive training related to the statutory requirements and educational needs of homeless children and youth.	✓ McKinney Vento presentation ✓ McKinney Vento training agenda ✓ Attendance Roster(s) ✓ Posters advertising the homeless program are displayed in a high traffic, visible area of the school.
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TEACHER COLLABORATION, INPUT, AND PLANNING

Describe how school schedules allow for planning times, department meetings, and grade-level collaboration.	The school master schedule allows for teachers to have the same planning time every day so they can meet as a team 5 days a week. If needed, attend weekly PLCs, and grade-level collaborative planning. See uploads in One Drive for DOI and PLC Agendas as well as Data Trackers. Upload Master Schedule.
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PROFESSIONAL DEVELOPMENT

Provide some examples of opportunities for professional learning for school leaders.	The Admin Team participates in key professional development opportunities, including the Summer Leadership Symposium, monthly LDW (Leadership Development Workshops), and Zone Meetings. These events provide ongoing learning and collaboration, ensuring that leadership practices are aligned with district goals and strategies. LLT Teacher Leads attend the monthly LDW and Content Academy, engaging in targeted professional development focused on enhancing their instructional leadership and content expertise. These sessions support their role in leading instructional improvements across the school. For the LDW Week, updates have been made, and transcripts from the sessions have been uploaded for documentation and review. These transcripts provide a record of the professional development activities attended, capturing key takeaways and the team's ongoing commitment to growth and improvement.
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Describe the types of professional learning opportunities for educators at the school level.	At the school level, educators participate in several professional learning opportunities: 1. Aggressive Monitoring PD focuses on improving classroom monitoring and adjusting instruction to support student success. 2. TEM Look Fors training helps educators understand effective teaching practices aligned with the Tennessee Educator Evaluation Model. 3. Instructional Practices 1-4 PD refines core strategies for engaging students, differentiating instruction, and assessing learning. 4. Effective PLCs encourage collaboration among educators to share best practices, analyze data, and set goals for student achievement. Documentation for these opportunities includes agendas, sign-in sheets, and meeting minutes to ensure the learning is tracked and aligned with school goals.
Highly effective teachers are leveraged to support, coach, and mentor new or struggling teachers.	New or struggling teachers are paired with a highly effective teacher, PLC Coach, Literacy Coach, or Instructional Facilitator for coaching and mentoring, in addition to the school-assigned mentor. Our ILT members conduct informal visits and provide follow-up suggestions to improve instruction. New teachers are also paired with teacher mentors. CAL forms have been uploaded.

SCHOOL IMPROVEMENT PLANNING

Parents, or an adequate representation of parents, are involved in an organized, ongoing, and timely way in planning, review, and implementation of the School Improvement Plan.	Parents, or an adequate representation of parents, are actively involved in the planning, review, and implementation of the School Improvement Plan in an organized, ongoing, and timely manner. This collaboration is facilitated through regular School Improvement Planning meetings, where parents contribute valuable input. Documentation of their participation includes minutes from SIP meetings, meeting invitations, agendas, and sign-in sheets, ensuring transparency and accountability in the process. The School Improvement Plan itself reflects the collective efforts of the school community, with parent involvement integrated throughout.
Work schedules for teachers and paraprofessionals with appropriate service (instructional assignments) and transition times (all Title I-funded employees)	Schedules Instructional Facilitator is uploaded to the Title I Crate. S. James



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ANNUAL TITLE I MEETING

The school has convened an annual parent meeting to inform parents about Title I and the right of the parents to be involved. The school offers the annual parent meeting in the morning and evening.	Uploaded documentation of Annual Meeting in Annual Meeting Documentation folder and Parent & Family Folder in the Title I Crate. Date and times of the Annual Title I Meeting: August 27, 2025 at 9:30 AM and 4:30 PM Evidence uploaded to Crate ✓ Annual Title I Meeting Detailed Report ✓ Annual Title 1 Meeting Invitation ✓ Annual Title I Meeting Agenda ✓ Annual Title I Meeting Sign-In Sheets ✓ Annual Title I Meeting PPT Presentation ✓ Annual Title I Meeting Minutes
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Federal Programs Signature/Date

School Level Signature/Date

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