**LEA 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**

 Pitt County Schools uses a variety of assessments to measure student achievement.  Previously used assessments will continue to be used with increased data collection, analysis and monitoring, and new assessments will be implemented either system-wide, or in schools/grade levels that did not previously use them.

* Reading 3D will be used in grades K-3.  All students in grades K-3 will be assessed in reading to guide instruction.  Students are assessed multiple times, beginning, middle and end of academic year.
* 3-8 students are assessed using STAR Reading/Math
* Istation uses an initial placement test and regular progress monitoring to target specific skills for students in selected schools.
* District uses STAR Reading/Math as an universal screener
* Schools use the STAR assessment to determine proficiency within the academic performance.   The student’s progress is monitored consistently throughout the year.
* Study Island, Canvas and School Net (Home Base) will be available in schools within Pitt County. This data will be used to identify and target student needs to directly impact instruction.  District-wide monitoring will increase effective implementation through individual differentiation.
* K-2 Math assessments will be administered in all schools at the beginning, middle and end of an academic year.
* The WIDA ACCESS English Language Proficiency Tests are used to assess listening, speaking,reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12.
* Early Screening Profiles (EPS) cognitive screening is administered to all English speaking preschoolers seeking admission to the all **NCPK** Inclusive Programs. Children who do not speak English are screened using an interpreter. It is used to identify students below average in language and cognitive development.  It is also used at the end of the school year to determine proficiency in the language and cognitive development of all preschoolers served before they move into kindergarten.
* The High/Scope Child Observation Record (COR), an on-going assessment system, is used in all preschool classrooms to provide documentation of each student’s progress in six developmental indicators. For children functioning at a toddler level, the Infant Toddler COR is used. Anecdotal records and work samples are used as part of this on-going assessment progress to document student growth.
* Beginning, Middle, and End of Year Assessments on skills necessary for kindergarten are administered to NC Pre-K students to monitor growth and differentiated instruction.
* Teachers use small group instruction to target specific skills for students.
* Teachers of LEP students use a separate PEP designed to address specific needs for modification.
* Benchmark assessments and SchoolNets are available to schools to assist in development of Common Formative Assessment.
* Priority High Schools use Odyssey Ware, Apex Learning, and All in One Learning Assessment for benchmark and formative assessment (Home Base).

**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.**

 Pitt County Schools will continue to monitor previously measured indicators with increased data collection, analysis and monitoring.  Pitt County Schools measures, among others, the following indicators:

* Attendance:  K-12 Students must be present 160 days each academic year.
* Course Average:  A course average of 70 in the four core academic subjects—reading/language arts, mathematics, science, and social studies in grades 3-12.
* Graduation rate:  The percent of students who graduate in grade 12 with their cohort.
* Dropout rate:  The dropout rate for the district and for individual schools is computed annually (Power-School).
* Suspension rate:  The suspension rate for the district and for individual schools is computed annually (Power-School). Information can be viewed in Educator’s Handbook
* Retention rates
* Teacher Retention
* High Needs Schools Rubric
* Data Analysis Meeting

**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.**

* Each school develops a school improvement plan for assisting students who need additional help in meeting the academic achievement standards.  The plan is updated annually and posted each school’s individual website.
* Various schools will offer specific programming to enhance the curriculum; promoting interest and talent. ARTs integration, STEM for elementary, a STEM middle school, and a Global and Health focus will be implemented in different schools. These schools will allow parents to choose these schools for their students based on interest and talent and the students will be provided transportation if unable to provide that for themselves.
* A half time Career Development Counselor will be employed to work with high school students in an effort to address transition from high school to post-secondary education.
* Some schools offer after school programs or additional interventions during the regular school day to help students meet academic achievement standards, while other schools offer programs such as Saturday Academies to provide instructional assistance.
* Title 1 funds are used to provide extended day opportunities to include after school, Saturday School, summer camps, in-school tutoring, etc.
* Interpreters are utilized when needed at meetings where school teachers and principals discuss with parents the progress their children are making in meeting academic achievement standards; other interpreters in other languages are employed on an “as-needed basis.”
* Read To Achieve Summer Reading Program to assist students in grades 1-3 that are at risk.

**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.**

* Pitt County Schools offers a district-wide professional development program for all teachers.  Professional Learning Communities (PLCs) form the backbone of the PCS PD plan.  Teachers are equipped to make data-informed decisions to guide both student remediation/enrichment and teacher professional growth.  One major focus of PD for the 2015-2016 SY is to provide support and resources for teachers to implement new content standards in every grade and every subject area.
* The focus of staff development is Learning Focused. LEARNING-FOCUSED is the instructional framework that provides a collaborative process of backward design planning of instruction to produce purposeful lessons. It streamlines the process of unpacking standards, mapping curriculum and embedding research-based and evidence-based instructional practices in every lesson so that achievement and growth is maximized for every single student.
* Key district stakeholders deliver professional development initiatives to ensure that a coordinated plan is developed and implemented.  Title II, and Title I staff development funds are utilized to provide the on-going training, and are supplemented with various grants that support teacher in reading and math.
* The Exceptional Children’s Program staff delivers on-going training for exceptional education teachers to support  the regular classroom setting.  Training may include Reading and/or Math Foundations, Language!, TransMath, Inclusion, Co-Teaching, Positive Behavior Intervention Support, Reading Mastery, Corrective Reading and Letterland.
* The Title 1 Program employs a Parenting Specialist to provide workshops geared especially to families.  Each school has a parent-student-principal compact that addresses roles for each to ensure student success.
* District funds (Title 1, EC, Title II, and Local) are designated to provide Professional Development Opportunities during the summer with the intention to include the different components:  The focus on professional development is on teaching participants to utilize effective reading and math strategies incorporating technology and integration of content area.  It will also include data analysis, critical thinking, student engagement, and PLCs.
* The district employs Master Teachers and Instructional Coaches in all K-12 schools to support and enhance the instructional programs and practices within their school.
* The district employs five Curriculum Specialists to work with administrators and teachers to provide instructional resources to enhance teacher.  Additionally, they conduct staff development based on school’s needs.
* The Title 1 Department has employed an Interventionist to help provide academic and behavioral interventions.
* PCS has Reading 3D in all K-5 schools– Professional development is provided to K-3 staff in the 5 components in Reading, and in the use and administration of assessments and in data analysis.  A variety of strategies are utilized in the delivery of professional development to include online professional development sponsored by the state Reading 3D initiatives.
* The LEA designates early release days, annually, for system-wide professional development.  These days enable the schools to provide training for teachers and paraprofessionals that meet specific school needs identified through the School Improvement Process.
* Preschool staff will continue to use the High/Scope Numbers Plus, Preschool Mathematics Curriculum in 2017-2018. Staff will learn how to support students’ math learning in five content areas; number sense and operations, geometry, measurement, algebra, and data analysis. This curriculum is aligned with the standards of the National Council of the Teachers of Mathematics.
* PCS utilizes My Learning Plan( Frontline) as its online catalog for staff development system for all certified employees.  The focus of this system is to ensure on-going monitoring and the quality of staff development provided within the district.
* **APs -**Professional development for the APs in the 17-18 school year will focus on providing the skills needed for APs to effectively match leadership style with the readiness level of the staff they lead. They will continue their focus on supporting the PCS instructional framework and deepening their understanding and use of collaborative skills based on the Adaptive Schools framework.
* **Teacher Leaders –**17-18 will include the beginning of the third cohort of the Teacher Leadership Institute, as well as the second year of the second cohort.  PD for the year will focus on helping the participants understand the mental dispositions beneficial for leaders, how to teach those dispositions to students, strategies for collaborative inquiry with their colleagues, and the completion of an action research/capstone project focused on solving a problem in education at the classroom, school, district, or state level.
* **Other Trainings Offered** - Training will continue to be offered for new instructional coaches, administrators, and other leaders in the district focused on building collaborative inquiry skills through adaptive schools model and developing skills to support teachers using cognitive coaching
* Other professional development activities include:
  + NCESS -The North Carolina Evaluator System
  + Beginning Teacher Training
  + Balanced Literacy
  + Cognitive Coaching
  + Learning Focused Training
  + Thinking Maps
  + Guided Reading
  + Adaptive Schools
  + Reading Mastery
  + Corrective Reading
  + MTSS Training
  + Project Based Learning
  + Tech Ventures & Other technology training
  + STAR Reading/Math
  + MCLASS/KEA
  + Additional training provided by District Curriculum Specialist

**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:**

* Head Start, 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, Immigrants , neglected or delinquent youth, homeless children, etc.
* The Title 1, NC Pre-K and EC Preschool programs have blended funds to provide inclusive preschool classrooms.  Universal applications are used for all preschool enrollments.
* The programs under ESSA include several Title 1 programs in our district.  Title 1, Part A supports Schoolwide Programs in all elementary schools.  Middle schools having more than 75% of their students eligible for FRL will also receive services.
* PCS works in conjunction with NC Pre-K and private sector providers and Head Start to facilitate transitions to public schools.
* PCS collaborates with private providers who access NC Pre-K funds to provide Highly Qualified professional development and educational support for staff in those classrooms.

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

* The Child Nutrition Department provides the Title 1 Program with the numbers of students who qualify for free and/or reduced price meals on the last day of March.  The PowerSchool System (Home Base) collects the official number of students attending each school on the fifth of each month.  The Title 1 Program uses the information collected the first week of April (representing the previous month) as the date for collecting enrollment.
* Each school’s free/reduced percentage is calculated and schools are ranked from highest percentage of students qualifying for free/reduced meals to lowest in the district.  Any school whose percentage is 75% or greater is served regardless of grade-span grouping.
* A school whose free/reduced percentage is above 35% technically qualifies for Title 1 funding; however, the LEA targets the K-5 and K-8 grade-span for Title 1 service.  The per pupil allocation is derived and that figure is multiplied by the number of students receiving free/reduced meals at each eligible school.   Once the K-5 and K-8 schools are listed in rank order—from high to low—the average poverty for those schools is calculated.  Schools whose free/reduced percentage is at/above the district average (of schools receiving Title 1 funds) receive an additional allocation on a per pupil basis.  The allocation of funds will be based on economically disadvantaged percentage and poverty bands.

**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.**

* Pitt County Schools has no students attending institutions for neglected and delinquent children at this time.
* Pitt County Schools will continue to implement Title 1 services by providing the in-class and pullout models in the schools.  Title 1 teachers provide additional assistance such as individual help, more in-depth explanation, or more instruction in reading and math.  The regular classroom teacher teaches the identified students and the Title 1 teacher, who has developed lesson plans with the regular teacher, works with students during independent work time or when the student is working in a content area such as social studies or science.
* Collaboratively Achieving Reading Excellence (CARE) is a programming option that is being used in selected elementary schools for students most in need of reading intervention.
* “Thinking Maps” is a school-wide approach to making content accessible for all students.  The use of graphic organizers to organize and define content makes it possible for students at risk of failure to understand and use subject matter.
* Partnership for Progress is a collaborative arrangement between the United Way, the Pitt County Schools Educational Foundation, East Carolina University, Parents for Public Schools, Early Literacy Coalition, STEM East, Pitt Community College, Vidant, STEM-Corps East and other community organizations.

The Community Schools Program offers after school programming which includes a homework component.  Students spend part of their time, after school, working on homework under the supervision of a paraprofessional.

* Some schools use community volunteers, such as retired community leaders or members of civic clubs, to tutor students.  Some community churches provide after school tutoring at their churches for students identified by the schools as needing assistance.
* Pitt Academy is a program that not only help challenging students, but it also help students to go through Credit Recovery to graduate.
* Go Grow Program to motivation students to use their creating thinking. The goal of this type of service is to draw out and nurture the students’ intellectual and/or academic potential.

**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.**

  Pitt County Schools will continue to set aside Title 1 funds to provide preschool programming.

* Students are screened for identification using the Early Screening Profiles as well as parental checklists to identify students in greatest need for early intervention.
* Title 1, NC Pre-K, and Exceptional Children’s funds will be used to provide a blended program for students with the most need during the school year.  All NC Pre-K classrooms are inclusive.
* All preschool (Pre-K) programs operate on a 5-day, full day schedule, except for one classroom of very young three year olds with IEPs who attend two sessions per week.
* PCS preschool program provides Letterland instruction to both students and preschool staff to assist in phonemic awareness and early literacy development**.**

**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.**

* Pitt County Schools currently has **4 Priority School and 7 Focus Schools and 8 Low Performing Schools. All of these schools will use NCStar to implement and assess their School Improvement Goals.**
* Pitt County Schools identifies schools that do not meet proficiency standard each year based on state determined criteria (EOG).  These schools are provided assistance from Educational Programs and Services and Curriculum Specialists.
* The LEA continues to offer technical assistance as the school assesses its Comprehensive School Plan.  Teachers and principals will receive quality staff development to build capacity on using assessment data to redirect the instructional focus in the classroom and using scientifically based strategies in reading and math.  The technical assistance will include:
* Professional development related to reading, math and science
* Assistance in selecting curriculum materials
* Assistance in selecting teachers to implement more effective curriculum
* Assistance in providing training for parents
* Review and approve the School Improvement Plan with by the Board of Education
* Assistance in the use of EVAAS as well as the disaggregation of data from the Test and Assessment Department personnel.
* All K-8 School administrators report and use data to impact instruction at the beginning, middle and end of the year.  These schools use common Math and Reading assessment tools which monitor progress of essential learning.

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

 Pitt County Schools will continue to follow the requirements of NCLB and employ a “highly qualified” staff.  All Title 1 teachers meet the definition of “highly qualified” under NCLB and State of North Carolina requirements.

* 100% of paraprofessionals are highly qualified upon employment.
* To address any teachers who are not highly qualified, we will continue to provide tuition reimbursement and Praxis support.
* Principal Attestation statements are completed at each Title 1 school.  Copies are filed at school and at Federal Programs Office.
* Parents in schools that receive Title 1 funds are notified that they have the right to request information about the qualifications of their child’s teacher and teacher assistant.
* The HR Department will continue to collect and disseminate data to all schools to inform them of the current certification status of all teachers.

**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).**

* Pitt County Schools will continue to reserve funds annually to provide assistance to students identified as homeless.  Such assistance will include—but not be limited to—transportation to school, acquisition of eyeglasses, dental services, clothing (uniforms), textbooks, basic necessities, and medical services.  All homeless students, regardless of which schools they attend, will be eligible for services provided under this plan.

 WILL INSERT REVISED POLICY/PROCEDURE FOR PARENT ENGAGEMENT

**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.**

**Pitt County Schools will continue to employ previously used strategies for encouraging effective parental involvement:**

* Parent Involvement Policies will be distributed to all parents of Title 1 identified students.  This policy outlines the parents’ right know if/when schools are identified for School Improvement, the credentials  of classroom teachers and paraprofessionals, ways parents can become meaningfully involved in their child’s education, and other pertinent information about their child’s education.

 Parents will be informed annually if their child is identified for Title 1 services.  The notification will inform parents how their children will be served.  If the parents choose to decline Title I services for their child they will complete a form for documentation.

* Parent Involvement Coordinator has paired up with NC Public School Parent Advisory and PEP (Parent Engagement Program) to ensure there is an open line of communication.

 All parents of Title 1 students will sign a school/parent/student compact that outlines the duties and obligations of each party to ensure that students reach high academic standards.  This annual compact will be maintained in the school’s official Title 1 documents.

  Progress reports and folders will be sent home for parents to review, sign and return to teachers. These folders include: student work, student behavior reports and teacher observations.

 Title 1 schools will update their Parent Engagement Plans each year.

* CONNECT 5  is a phone system used to notify parents about school events.  This system can also interpret and deliver messages in different languages.
* Schools use a variety of resources to connect home and school: websites, translated documents, newsletters, meetings, and technological programs.
* Preschool families receive “Learning at Home Bags” each month with ideas for activities they can work on with the student. The finished products are often displayed in the schools. High quality children’s books from classroom lending libraries are sent home each week with bilingual (Spanish/English) activity sheets for the families. Preschool staff plan and provide monthly Family/Child Activities at each school, where family members and preschoolers work side by side on a learning activities together. All preschool families receive at least one home visit each year, usually before the child begins school to assist with transitioning into the classroom. In addition, each preschool child will select a high quality paperwork book monthly to take home and add to their book collection.
* All preschool forms and documents are available in Spanish and English. The preschool program has several bilingual staff members to assist Hispanic families with conferences, family activities, and communication between home and school.
* Parents will have an opportunity to attend parent-teacher conferences at least twice per school year to monitor student process.

**Title 1 schools will use several additional techniques for encouraging effective parental involvement.  Included are:**

* The LEA Parenting Specialist will continue to hold at least three training sessions each year at each Title 1 School.  Training sessions occur at various times during the year and day to enable maximum parental participation. The training at each school specifically addresses ways parents can help their children be more successful in school.

* Schools receiving Title 1 funds inform parents of the Title 1 programs and services offered at that school at the beginning of the year meeting. Parents also have the opportunity to meet the Title 1 teachers and view samples of student work.  All Title 1 schools offer 5 or more workshops during the year.
* Parent Involvement Coordinator has paired up with NC Public School Parent Advisory and PEP (Parent Engagement Program) to ensure there is an open line of communication.

* The normal parental activities, such as PTA/PTO, carnivals, meetings, holiday events, will continue to be held at each school on a regular basis.

* The LEA employs a Bilingual Family Liaison to provide services for Hispanic families and employs interpreters for other languages on an as-needed basis.  Schools are encouraged to communicate with parents in a language that parents understand as much as possible.

**Attached is the Pitt County Schools District Parent Involvement Policy:**

**Pitt County Schools Title 1 Parent Involvement Policy---**

The Pitt County Title 1 Program recognizes the value and necessity of a parent’s involvement with their child’s education.

I. To that end, parents must receive information related to:

Ø  The School Improvement Plan identifies the efforts by the school to improve student performance and to reach the educational goals of the Board of Education.

Ø  Teacher’s and Paraprofessional’s credentials.

1. Information concerning the School Improvement Plan will include an explanation of the following:

·         What “identification” means and how the school compares to others

·         The reasons for the identification

·         What the school is doing to address the problem of low achievement

·         What the LEA and SEA are doing to help the school

·         How the parents can become involved in addressing the school’s academic problems

·         What options the parents have regarding their right to seek a transfer of their child or to seek supplemental services

1. Information concerning the professional qualifications of the classroom teachers will include an explanation of the following:
2. Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching
3. Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived
4. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree
5. Whether the child is provided services by paraprofessionals and, if so, their qualifications

II.   To that end, parents must be welcomed and encouraged to be involved in their child’s education.  They must learn techniques to permit them to be effective supporters at home and at school.

Each school will:

* Have an annual meeting to explain the Title 1 Program to parents and inform them of their right to be involved in the program
* Offer a flexible number of meetings, and use Title 1 funds to pay related expenses, such as child care, transportation, or home visits
* Provide opportunities to involve parents in planning, review and improvement of the Title 1 programs and respond promptly to parent suggestions
* Provide information about the Title 1 program including the curricula, student assessments and proficiency levels students are expected to meet

Each LEA and school will:

* Provide information about how parents can monitor their child’s progress and work with educators to improve their academic skills
* Provide materials and training, such as literacy training and technology training, to help parents work with their child to improve achievement
* Educate teachers, pupil services personnel, principals and other staff of the value and utility of the contributions of parents, and advise them how to reach out to, communicate with, and work with parents as equal partners, in order to implement and coordinate parent programs and build ties between parents and the school
* Coordinate and integrate parental involvement programs with preschool programs, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their child
* Ensure that information related to school and parent programs and activities is sent to the parents of participating children in a format and language that the parents can understand
* Provide other reasonable support for parental involvement activities as parents may request

**EXTENDED EDUCATIONAL SERVICES:  If appropriate, describe how the LEA will use funds under this part to support after school (including before school and summer school) and school year extension programs.  If in LEA IMPROVEMENT, describe specific programs and activities that will be offered through extended educational opportunities for each subgroup identified.**

* In addition, selected School Improvement Schools may continue to offer Summer Reading/Mathematics Programs for identified Title 1 students in all subgroups.  Regular classroom teachers provide instruction in an effort to help students maintain their prior learning and ensure that students are ready to begin the next year.  Transportation and materials are provided for all students.  The length of the day and the number of days may vary from school to school.