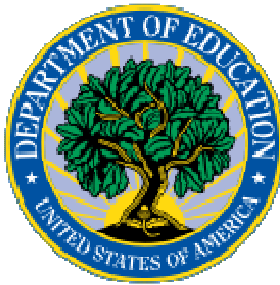


# TITLE 1 PLAN



## Allegheny-Limestone Central School District 2014-2015

# Table of Contents

Overview.....	3
Components .....	4
Student Achievement.....	5
Alignment with NYSED P-12 Common Core Learning Standards.....	5
Parent Involvement .....	6
Homeless Children and Unaccompanied Youth.....	7
Coordination and Integration of Title I, Part A services with other Educational services .....	7
Use of highly qualified professionals .....	8
Needs Assessments .....	9
Scope and duration of professional development .....	9
Collaboration.....	11
APPENDICES .....	12

## Overview

The Department of Education regulation on improving the academic achievement of the disadvantaged (<http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>) indicates:

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

## **Components**

The Allegany-Limestone Central School Plan for providing services to assure that all students have equal opportunity to learn includes the following components:

- Student Achievement
- Alignment with NYSED P-12 Common Core Learning Standards
- Parent Involvement
- Homeless Children and Unaccompanied Youth
- Coordination and Integration of Title I, Part A services with other Educational services
- Use of highly qualified professionals
- Needs Assessments
- Scope and duration of professional development
- Collaboration

## **Student Achievement**

Students are our first priority. In order to provide all students with an equal opportunity to learn, we strive to reach those with academic disadvantage through multiple means. Certified teachers provide intervention services to all qualifying students through the following venues: co-teaching in the classroom, working with targeted groups inside and outside the classroom, providing explicit instruction for those with greater deficits – inside the classroom and also in one to one settings. Data is collected through regular screening and progress monitoring protocols. Analysis of benchmark/formative assessment results provides information upon which these experienced teachers base future program decisions, in collaboration with the members of the literacy and numeracy data teams.

The Director of Instruction, impacts student achievement and equity of education in the following manner:

- By providing a district wide perspective on expectations for communication, support, teacher interventions, attendance issues, coordination of activities, integrated services, and data usage.
- By ensuring a deliberate attempt to include parents in decision-making, classroom activities, professional learning, special events and committee work done across the district.
- By reporting to our Board of Education the efforts made to reduce the gap separating low-income/minority students from others with respect to achievement. The attendance concerns we face because of a shift in our demographics necessitate that we reach out to families differently through our counselors and building administrators, and that we help teachers understand the changing dynamics under the leadership of our administrative team.

All new programs, materials, and professional development in this district are expected to be based on scientific research. We rely on both Cattaraugus BOCES and Erie 1 BOCES staff and services for assistance with this. We also, for example, rely on field work by local agencies such as our CTEA industry partners as we adopt programs. We expect selected activities to improve academic performance because they are carefully selected for that purpose. We monitor results and base continuance on expected growth measures. Current financial constraints heighten our awareness of this issue.

## **Alignment with NYSED P-12 Common Core Learning Standards**

All work done is tied to what our students need to learn. From lesson plans and individual curriculum documents which outline the connection to the NYS Learning Standards, to analysis of assessment results and successful pedagogic methodologies,

we always strive to help children achieve the skills and knowledge outlined in the NYS Standards. We are currently studying the common core standards in ELA and math. We feel that our current focus on literacy and math skills, along with civic responsibility, and improved data collection/analysis keep us in alignment with those Standards. Simultaneously, the vertical and horizontal alignment of our own curriculum frameworks is ongoing. Our foci for the coming year include (1) continued analysis of our frameworks for alignment with the NYS Common Core Learning Standards; (2) growth and development in our understanding of and ability to generate valid formative benchmarks; and (3) an increased awareness of the impact of technological tools on student learning in both developmental and intervention settings.

## **Parent Involvement**

The Allegany-Limestone District policy on parental involvement continues to serve as the framework for direction at each level of education we provide. We appreciate that our communities demand a high level of interaction related to the education of their children. We have support organizations comprised of parents. These include the parent-teacher organizations; booster organizations for each of these: academics, athletics, and the performing arts. Parent volunteers also assist in our elementary classrooms and collaborate in our secondary classrooms as special presenters, speakers, mentors.

Parents serve on our decision-making teams, our calendar committees, our special education teams, our comprehensive planning team, our strategic planning team, and some of our intervention teams. Students serve on many of these as well. Both help guide our planning and decision-making processes. Professional development opportunities often include parents and students. We value their input.

Special project groups are integral to our operation and could not function without the parents who devote much time and energy to academic endeavors such as reading and literacy programs, family-connect events, service learning projects, student recognition events, local business mentoring programs, and more. Just a few of these are:

Allegany-Limestone Elementary ( Title I building: ) Parents as Reading Partners, Reading Across America, Parent –Teacher nights and conferences, St. Bonaventure Partners program, Literacy/math Centers

Middle/High School: Character programs such as Friends of Rachel, College Planning and Consortium events, and Senior Projects/Interviews. Parents are active in the support of our programs, staff, and students.

Communication with parents is also an important element in our efforts to provide services for all children. We offer information through our district newsletter, frequent mailings, and our website. All parents are encouraged to make contact with staff through scheduled conferences, as well as on-demand meetings, telephone calls and e-mail. Efforts include the use of our website for parent access

to information about their own children and increased access to educational materials to support learning at home. Parent meetings have also been instituted at the elementary level (Title I building) to ensure timely, supportive communication is happening between teachers, service providers, and parents. A literacy support program will train parents in the use of the electronic resources available to support young readers at home. Elementary teachers will also increase their use of our Student Management System so that data on students is readily available to them and to parents through the parent portal on our website. An additional module to organize and track data and interventions will be added to our intervention tracking and communication system.

Information about Title I and Academic Intervention Services is shared with parents through district newsletters, individual mailings, program information notices, and personalized meetings. The Fall Open House event offers information on services to parents, and annual planning includes parents to ensure we have an accurate perception of their information needs. Events are also designed which deal specifically with parent supports for our math and reading instruction. The annual information meeting will be held in the fall.

The district's written complaint procedure is outlined in the school newsletter/calendar and also is available in offices at each level. Further clarification questions or assistance requests would be forwarded from the specific instructional office (elementary/middle/secondary) to a district level office (Director of Instruction / Superintendent) as necessary.

Note: See Parent Involvement Policy and Compact in appendices of this document

## **Homeless Children and Unaccompanied Youth**

The Director of Instruction will collaborate with staff in the Superintendent's office as well as administrators/counselors at all levels (Title I elementary level, as well as both middle and high school non-Title I levels) to identify and serve homeless and unaccompanied youth. All homeless children currently living within the district, or who become homeless while living in the district, will be provided with the opportunity to enroll/continue to fully participate in the programs offered by the district, without barriers. These opportunities include providing transportation to/from school and participation in all otherwise eligible activities of the student body, in accordance with established regulations and guidelines.

## **Coordination and Integration of Title I, Part A services with other Educational services**

The position of Director of Instruction provides oversight for all programs associated with Titles I through IV, when funds are applied for. In addition, this position coordinates comprehensive planning efforts, professional development for the district,

the implementation and support of instructional technology, assessments and the data collection for both the district and New York State. Collaboration between this office and the others in the district will occur as an intentional component of the efforts previously listed here. Services and reporting for students, including those with disabilities, LEP students, homeless/unaccompanied youth, neglected or delinquent youth, or Indian, immigrant or migratory children, will be coordinated along with those for all other students through the support of an integrated approach by each of our district leadership team members. Regular, purposeful communication related to these services will continue through this venue.

## **Use of highly qualified professionals**

We are a ‘heterogeneously’ designed district. Administrative focus on our changing demographics complements our long-standing efforts to hire only qualified professionals. We operate on a belief that students with greater learning needs, including those of low-income families, most need our highly qualified, experienced teachers to support their learning. Specific teacher teams may be assigned to student clusters to assure that learning needs, as identified by student performance data and observations of emotional/social development, are being met.

Experience is viewed as a valued element in the development of the criteria chart redesigned for every position interviewed/filled in our district. While we would certainly not avoid a candidate who has little experience, we strive to hire the best candidate, and experience does impact the competency level of most educators. Criteria for excellence is established prior to candidate screening. The interview team (teachers, administrators and parents) is tasked to share specific questions centered around the key skills needed for the position being hired. All candidates are minimally asked those same questions. Questions are chosen to deliberately draw information about candidate strengths in working with all subgroups of children.

The interview/hiring process includes a thorough examination of the credentials of each candidate. Those not already holding current NYS certification are rarely offered an initial interview. In the extreme case of a shortfall of certified candidates in specific content areas, the district could place the best candidate into a temporary, per diem position while requirements are completed, or a certified person is found. Such staff would not only be targeted for the district-required mentoring program, but also an increased level of support and supervision. District office staff verify the certification status of all staff in the Fall of each year to avoid BEDS discrepancy reporting, and provide parents with necessary notification if applicable. In addition, the district has all new staff complete the High Objective Uniform State Standard of Evaluation form, as did *all* current staff several years ago.

All staff hired are expected to be and remain highly qualified. The Director of Instruction’s office work together to monitor the NYSED TEACH system for certification verification, and to confirm/record the qualifications of



paraprofessionals. As CIO/DDC for the district this administrator also validates BEDS data.

## Needs Assessments

Past needs assessments have been re-visited. We instituted a practice of gathering information from present and past graduates to secure feedback on our programs and instructional strategies. Teachers at all levels, K-12, participated in a review of performance data to assess needs for instruction and assessment. A study continues regarding our dropout population based on a Quality Improvement Plan including an in-depth look at our student data and an assessment of our fragile areas. Our Comprehensive Plan Team has and will again survey staff and collect data to support the focus on these identified areas of need: character education and social skills, early literacy, dropout prevention, and district practices which promote success for all students. We recognize the need to improve our collection and understanding of data. School Building Improvement Teams will use their data analysis training to study recent trends, areas of success and pockets of need in student achievement. Recognizing best practices for improving student behavior, and making improved attendance a priority will continue to be tasked to all staff. Plans will be developed to implement positive behavior support programs, and strategies to identify early intervention needs. The Director of Instruction position will provide support to all building principals as they pick up more direct responsibility for this growth.

## Scope and duration of professional development

Professional development activities which will support the above include, but are not limited to the following:

*Early literacy* – Literacy block, Teacher Data Teams, Math Curriculum alignment and block development (all elementary grade levels, monthly).

*Dropout Prevention* – Objective Data Interpretation (secondary teachers, two times annually), Attendance Awareness (all district, semi-annually).

*Successful practices* – Data Driven Decision-making (all district, through C/A BOCES and faculty meetings throughout the year)

*i-Ready* – training in online use for benchmarking student growth (RtI staff, one day, with quarterly follow-up).

*NYS Common Core Curriculum* - ELA and math rollouts, gap analysis (leveled teacher teams two plus days in summer through CA BOCES, all teachers two days throughout the year).

*Formative assessments development* – creation and redesign of assessments and parallel tasks to align with the NYS Common Core/PARCC (all teachers, three times through in-service days, faculty and team meetings).

*Technology integration* – instruction on the use of mobile devices and their place in the classroom (tech team and intervention teams, two days in summer; all teachers and aides, two days plus ongoing small group meetings by topic throughout the year).

Oversight and decision-making responsibilities for professional development are assigned to the Director of Instruction. This administrator facilitates the work of the comprehensive planning team in parameter setting for professional development opportunities. Recently developed Board of Education goals are reviewed and plans made by this team for the achievement of those goals. Focus is placed on related support for staff learning. Ongoing needs assessments impact the delivery of staff training. Support for the work of the building principals in identifying gaps in learning and designing routine data analysis processes is provided. In addition, the role of liaison with BOCES and local institutions of higher learning for high quality teacher training is being strengthened.

Professional development and training that focuses on understanding data related to early literacy, dropout prevention and successful practices will help address the needs of all students with particular emphasis on those with special learning needs, learning disabilities, limited English proficiency, or unique learning styles.

Professional development and training that focuses on character education, social skills, and successful practices will support improvement in student behavior and civic responsibility. Regular, sustained support by school administrators will enable teachers to provide timely and appropriate interventions that may increase learning time on task for students.

Providing a focused effort on improved attendance is expected to impact our dropout rate. Research and our own local data tell us that this is a primary red flag. Involving parents and teachers in this effort will initiate a more personal relationship between staff, students and parents as well as the one between people and program. Engaging parents in the education of children is essential; increasing the contributions of an already actively involved community is a challenge to be taken on.

Understanding and using data and assessments to improve classroom practice and student learning is the ultimate focus identified by our comprehensive plan team for this year. It is our intent to bring in BOCES instructional support staff as well as outside agency partners to increase our knowledge base on the tools and information associated with data.

All professional development activities in the District fall under the direction of the same administrator. All such events and activities, whatever the funding source, are expected to help us achieve our goals of:

- Promoting inquiry, adaptability, creativity, character
- Establishing a system that defines and develops district success at all levels
- Developing/promoting a culture of respect and responsibility
- Reaching all learners and maximizing their individual potential
- Providing students with a vision of life beyond high school

All staff who participate in any professional development activity have the obligation to document the learning through a reflection process that includes responses on:

- Actual learning that occurred
- Anticipated impact on student learning
- Expected next steps

While there are no longer funds available through Title IID for technology training integration, the training is imperative for the teaching of 21<sup>st</sup> century learners. The administration responsible for oversight of professional development is also the director for technology purchases, planning and training in the district. Current foci in this domain include uses of electronic student management/data systems, classroom tools, as well as communication and presentation vehicles.

## **Collaboration**

Collaboration will occur for completing the application and preparing for activities through the district comprehensive planning team. This team consists of all district administrators, representative teachers from each of the three instructional levels (elementary, middle, secondary), support staff, parents, and members representing special education, the Board of Education, and post-secondary institutions.

## APPENDICES

- A. District Title 1 Parent Involvement Policy
- B. ALES Title 1 Parent Involvement Plan
- C. ALCS Title I School-Parent Compact
- D. Current Narrative for Consolidated Grant Application

APPENDIX A  
**ALLEGANY-LIMESTONE CENTRAL SCHOOL  
TITLE I PARENT INVOLVEMENT POLICY**

The Board of Education recognizes the rights of parents/persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. Therefore, the Board of Education encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of district programs, as well as activities and procedures that are designed to carry out No Child Left Behind (NCLB) parent involvement goals.

**District-Wide Parent Involvement Policy**

In order to facilitate parental participation, in accordance with NCLB requirements, as outlined in the Elementary and Secondary Education Act Section 6318(a)(2), the District shall:

- a) Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the District will submit any parent comments to the State Education Department along with the District's plan;
- b) Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities;
- d) Coordinate and integrate parental involvement strategies under Title I with those of other programs which help improve student academic achievement and school performance;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the District and school levels;

- f) Involve parents in the activities of the Title I schools;
- g) Involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement activities are spent;

### **School-Level Parent Involvement Plan**

In accordance with Section 6318(c), the Board of Education directs each school receiving Title I funds to ensure that a building level parental involvement plan is developed with the participation of that school's parents. In addition to the goals stated above, each school building level plan will describe the details to:

- a) Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting,
- b) Offer a flexible number of meetings, such as meetings in the morning or evening; and may provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement;
- c) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy.
- d) Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- e) Develop a school-parent compact jointly with parents that outlines how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.
- f) The compact must include:

1. A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards.
2. A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
3. Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
  - (a) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - (b) Frequent reports to parents on their children's progress; and
  - (c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community in order to improve student academic achievement, the District and each school shall:

- a) Provide assistance to parents of children served by the District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- b) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- c) Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- d) Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children;
- e) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

In addition to the above activities which are required for the District and each school, the District and each school:

- a) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- b) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- c) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- d) May train parents to enhance the involvement of other parents;
- e) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- f) May adopt and implement model approaches to improving parental involvement;
- g) May establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- h) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and



- i) Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

In carrying out the parental involvement requirements, the District and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 6311 of the Elementary and Secondary Education Act in a format and, to the extent practicable, in a language such parents understand.

### **Procedures for Filing Complaints/Appeals**

The District will disseminate free of charge to parents of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001  
20 United States Code (USC) Sections [6318 and 6321](#)  
34 Code of Federal Regulations (CFR) [Parts 74-86 and 97-99](#), and [200](#)

Source:

<http://www.p12.nysed.gov/nclb/programs/titleia/pdfs/OverviewofESEANCLBTitleI.pdf>

APPENDIX B  
**ALLEGANY-LIMESTONE ELEMENTARY SCHOOL  
TITLE I PARENT INVOLVEMENT PLAN**

**School-Level Parent Involvement Plan**

The Board of Education recognizes the rights of parents/persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. Therefore, the Board of Education encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of district programs, as well as activities and procedures that are designed to carry out No Child Left Behind (NCLB) parent involvement goals.

In accordance with Section 6318(c), the Board of Education directs each school receiving Title I funds to ensure that a building level parental involvement plan is developed with the participation of that school's parents. In addition to the goals stated above, Allegany-Limestone Elementary School shall:

- a) Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting,
- b) Offer a flexible number of meetings, such as meetings in the morning or evening; and may provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement;
- c) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy.
- d) Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- e) Develop a school-parent compact jointly with parents that outlines how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and

parents will build and develop a partnership to help all children achieve the state's standards.

- f) The compact must include:
1. A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards.
  2. A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
  3. Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
    - (a) Parent-teacher conferences at Allegany-Limestone Elementary School, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - (b) Frequent reports to parents on their children's progress; and
    - (c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities through such opportunities as class newsletters, classroom volunteers, "Centers" work, email, gator program, website, parent portal for student management system, class daytime presentations.

**Joint Responsibilities of the District and Allegany-Limestone Elementary School:**

- a) Provide assistance to parents of children served by the District or school, in understanding such topics as:
  - a. the State's academic content standards and State student academic achievement standards, State and local academic assessments, and
  - b. how to monitor a child's progress and work with educators to improve the achievement of their children; or
  - c. where to look for private tutoring (ex.: St Bonaventure programs)

Venues for this assistance might include: PTO presentations, Parent Partners programs, Literacy Night, mailings, district newsletter, Gator Bytes (for parents), website, Math Night

- b) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Such materials and training might include: Parent Partners programs, mailings, district newsletter, Gator Bytes (for parents), parent information programs.

- c) Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

This could include professional development topic at staff inservice day, faculty and team meeting discussions, ABC/PTO presentations.

- d) Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

Examples:

- Strengthen partnership with local pre-school/day care centers
- Encourage growth in partnership with PTO and ABC
- Include the above in professional development - district planning events
- Solicit parent membership on district teams
- Parent volunteer program; Parent "centers" program

- e) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format as outlined in the School-Parent Compact and, to the extent practicable, in a language the parents can understand.
- f) In carrying out the parental involvement requirements, the District and Allegany-Limestone Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 6311 of the Elementary and Secondary Education Act in a format and, to the extent practicable, in a language such parents understand.
- g) Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

**Discretionary Requirements of the District and Allegany-Limestone Elementary School:**

- a) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

- b) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- c) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- d) May train parents to enhance the involvement of other parents;
- e) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- f) May adopt and implement model approaches to improving parental involvement;
- g) May establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; such as the Title I Planning Team.
- h) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- i) Shall provide such other reasonable support for parental involvement activities under this section as parents may request throughout the year or in an annual survey.

### **Procedures for Filing Complaints/Appeals**

Allegany-Limestone Elementary School will disseminate free of charge to parents of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001  
 20 United States Code (USC) Sections [6318 and 6321](#)  
 34 Code of Federal Regulations (CFR) [Parts 74-86 and 97-99](#), and [200](#)

Source:

<http://www.p12.nysed.gov/nclb/programs/titleia/pdfs/OverviewofESEANCLBTitleI.pdf>

APPENDIX C  
**ALLEGANY-LIMESTONE CENTRAL SCHOOL  
TITLE I SCHOOL-PARENT COMPACT**

This compact is developed jointly with parents of Title 1 students served by the district. Descriptors below outline how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

I. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards. At ALCS, this is accomplished through various means, some of which follow:

- Periodic review of Board adopted curriculum materials – ALCS uses Scott Foresman Reading Street for reading instruction, and Houghton Mifflin's Math In Focus for mathematics instruction
- Alignment of program with the NYS P-12 Common Core learning Standards
- Use of 30 minute literacy and math blocks designed as a supplement to the core reading and math instruction, for small group instruction/reinforcement of concepts, based on individual student needs
- Periodic assessments and quarterly screening with i-Ready and/or DIBELS tools assist staff in monitoring growth
- Assignment of highly qualified staff to work with students both inside and outside the regular classroom on skills deficit areas
- Initial parent-teacher communication within the first four weeks of a child's entry into the program; followed by regular (at least quarterly), direct contact with parents of these Title I students

II. Each parent will be responsible for supporting their children's learning. This means:

- Supervisory duties such as monitoring attendance, homework completion, television watching;
- Participatory duties like volunteering in their child's classroom and collaborating, as appropriate, in decisions relating to the education of their children; attending pre-set parent-teacher conference meetings and communicating with teachers on a regular basis in person, by telephone or electronic mail
- Supportive duties which assist their children developing good habits and in positive use of extracurricular time

III. Communication between teachers and parents on an ongoing basis is a vital element in their joint efforts to help children succeed. Examples of such communication include, but are not limited to:

- Parent-teacher initial communication in elementary schools, within the first four weeks of service, during which the compact shall be provided as the compact relates to the individual child's achievement
- Parent-teacher conferences in elementary schools, at least annually, during which the individual child's achievement/growth will be discussed
- Frequent reports to parents on their children's progress through in-person meetings, telephone calls, or electronic mail messages, as well as written reports of progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Specific tools used for communication at ALCS
  - District newsletter, report cards and progress reports, class newsletters, classroom volunteers, "centers" work, email, website, parent portal for student management system, class daytime presentations for families, parent-teacher conferences, and annual Title I Math and Reading Informational Meetings

We understand that is our joint efforts which can make a difference in our children's learning. We acknowledge our responsibilities as outlined above and agree to work together to maximize the successful academic growth of our children/students.

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Signature of Title 1 Director of Instruction

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Date

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Signature of Building Administrator

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Date

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Signature or representative Title 1 Teacher

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Date

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Signature of representative Parent Member

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Date

APPENDIX D  
**Current Narrative for Consolidated Grant Application**