

District: DILLON 04

1. Describe how this plan has been coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

Dillon School District Four will continue to coordinate efforts with other programs to provide the best instructional program for the children in this district. The district will consult with the First Steps Office, Adult Education, NCLB Title II, Title III, Title VI, and Title X. The district will make available to each of the offices a copy of the Local Education Title I Plan. The Title I office will invite participants from these offices to the Annual Parenting and Springfest school meetings. A continuous effort will be made to promote coordination through the attendance of a countywide interagency monthly meeting. The agencies will be consulted on an "as needed" basis.

2. Describe any high-quality student academic assessments, if any, to be used in addition* to the academic assessments described in the state plan under section 1111(b)(3), that the local educational agency and schools served under this part will use –

*(*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)*

a. to determine the success of children served under this part in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards described in section 1111(b)(1)(D)(ii);

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b. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet state student achievement academic standards and do well in the local curriculum;

Dillon School District Four will use the following to determine the success of students in meeting the State's student achievement academic performance. • Teacher-made Tests • State Benchmark Tests Reading/English Language Arts and Mathematics • Teacher observations • Measures of Academic Progress (MAP) Testing • Skills Bank Tutor • Other district assessments. A summary of these assessments will be disseminated to teachers, students and parents. The district and schools will also assist in analyzing, teaching and learning in the classroom by providing instructional coaches, an instructional consultant, comprehensive remediation in after school programs, homework centers, summer school and by offering ongoing Professional Development for teachers and other instructional staff members.

c. to determine what revisions are needed to projects under this part so that such children meet the state student academic achievement standards; and

AdvandED, Schoolwide, School Renewal and Program Improvement Plans will be revised and adapted to address the needs of the students. The district will assist schools to revise curricula and develop more effective classroom assessments. These revisions will be made based on the comprehensive needs assessment of each school.

d. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

• Screening Reading Assessment: The MAP Assessment is used to screen students who may be at-high risk and need further diagnosis of their instructional needs. The WIDA-ACCESS Placement Test(W-APT) and ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) are used for ESOL students. • Diagnostic Reading Assessment: The SRA Kit and W-APT are also used to diagnose strengths and weaknesses in reading. Based on these results, long range plans are developed as well as intervention strategies. Tests results are used as an integral part of the total assessment of students. ELA PASS results will be analyzed to identify students who are having difficulty reading. Other assessments will be analyzed and disseminated to classroom teachers. All students scoring below basic on the ELA PASS Test in reading will be screened by classroom teachers to determine reading level. Students are placed in special groups based on results from PASS scores. • Classroom-Based Instructional Reading Assessment Results from all assessments, including classroom and other teacher made assessments, will be properly utilized to identify weaknesses and to develop strategies to address these weaknesses.

District: DILLON 04

- 3. At the local educational agency's discretion, a description of any other indicators that will be used in addition* to the academic indicators described in section 1111 for the uses described in such section.**

*(*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)*

The state's definition of ESEA Waiver (AMO) will be used. No other indicators will apply.

- 4. Describe how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards.**

The district will provide additional funds to schools to assist in identifying and assisting students reading below grade level. Funds will also be provided for classroom sets of books and to initiate additional research based programs. Tutorial services will be provided through special PASS Pre-classes, five components of reading strategies and the homework centers. Summer school will be provided based on availability of state funds. Summer Reading Camps will be provided through state funds.

- 5. Describe the strategy the local educational agency will use 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 local educational agency level staff in accordance with sections 1118 and 1119.**

Dillon School District Four will continue to provide high-quality professional development that will provide opportunities for instructional staff to design strategies for accelerating student academic performance. District staff will assist Schoolwide administrative staff in the design and implementation of a school based staff development plan that will require extensive participation of all school staff. Dillon School District Four staff development will be research-based, ongoing and comprehensive. Each schoolwide professional development plan will be developed by an instructional planning team consisting of principal, teachers, instructional staff, support staff, and other stakeholders. Specific strategies may be found in activity pages of each schoolwide plan. District staff will engage in professional development by attending conferences and participating in appropriate schoolwide inservices. District staff will design and implement a parent oriented staff development plan to provide training for parents whose children attend schoolwide sites. The district will also provide parent training and other services through the Adult Education Program. The district will continue to provide professional development activities that have a positive impact on teacher performance and will contribute to continuous improvement in student performance. All teachers, administrators and instructional staff will be given inservice on how to identify and teach children with special needs. Each school will keep documentation of these activities. Ongoing professional development to recruit, retain and develop highly qualified teachers and paraprofessionals will include providing: • graduate courses for teachers to become fully certified • online recertification course for teachers and administrators • tuition and books for teachers with out-of-field permits to take courses leading to certification in areas of critical needs • test fee for teachers to take the required PRAXIS exams to become certified in critical areas of need • tuition and test fee for paraprofessionals to take courses leading toward the required two-year degree or 60 hours of graduate credits Title I, Title II, Title VI state and local funds will be used to fund these professional development activities.

- 6. Describe how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:**

- a. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and**

• First Steps, Head Start, state 4K program, other preschool programs, and Dillon School District Four will coordinate efforts with other educational agencies to provide smooth transition for identified children. The district will offer training for appropriate school staff and Head Start staff to ensure a smooth transition of students and records. The parent contacts will assist in the coordination of children transferring from day care centers in the attendance zone to pre-kindergarten. The district will facilitate the school parenting staff in establishing channels of communication among parents, Head Start and other early childhood development programs. District staff will also work with other local agencies in identifying and providing services to students in the attendance zone who may be eligible for Title I services including students with disabilities (physically, mentally, emotionally or socially).

- b. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;**

The district will serve children with limited English proficiency and other children identified under this section by hiring full time certified staff to work with these children and coordinate all instructional services with the regular classroom teachers. The number of staff members will be determined by the number of identified students.

District: DILLON 04

7. Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part. (This requires a consultation response.)

N/A

8. Describe the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

9. Describe how the local educational agency 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 who are selected to receive services under this part.

Dillon School District Four will follow the guidelines below to identify and serve Migrant/ESOL children who are eligible for services. The district/school staff will: • actively seek out Migrant/ESOL children residing in the attendance zone. • ensure that the needs of migrant/ESOL children are assessed and provide supplementary services including academic learning time. • Provide support services needed. • encourage parental involvement. • provide a positive learning environment. A variety of approaches will be used to coordinate instructional services for migrant students. The district will take a proactive, rather than a reactive approach; that is, provide advocacy, general assistance, and make referrals to all types of educational, health and social service agencies. The schools will also provide parenting classes, transportation, when needed, and will coordinate with other agencies to maximize the accessibility of services for Migrant/ESOL children and their families.

10. Describe, if appropriate, how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a sub-contract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

The State funds a 4 year-old child development program, which will serve preschool children. The district and Title I will provide parenting classes to parents of preschool children. These classes are designed to teach parenting skills and improve literacy.

District: DILLON 04

11. Describe the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 for school improvement.

The district will work closely with the specialists and consultants provided by the district and the state to provide technical assistance for the instructional staff. The district will hire outside instructional experts to advise the low-achieving schools in improving student achievement. The district staff will monitor the instructional program and additional resources will be provided as needed. Instructional and Literacy Coaches will work with staff to improve student academic performance.

12. Describe the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116, if applicable.

NA - Supplemental services will be offered to all eligible students receiving free or reduced lunch. The availability of services, the identification of providers with description of services, qualification and demonstrated effectiveness of each provider will be provided for parents. School choice will be offered when appropriate.

13. Describe how the local educational agency will meet the requirements of section 1119 regarding highly qualified teachers and paraprofessionals.

The district is engaged in a high profile search for highly qualified administrators, teachers and paraprofessionals. Middle and high school students are provided an opportunity to participate in pro-team and teacher cadet programs. Paraprofessionals are encouraged to return to school to obtain associate or bachelor degrees. Non-certified staff members with bachelor degrees are encouraged to return to college and become certified, and highly qualified teachers with leadership abilities are encouraged to become certified in administration. The district will pay tuition for teachers to get certified in critical needs areas that are hard to fill. The district has a recruiting team consisting of Assistant Superintendent of Personnel, Director of Student Services, Assistant Superintendent of Finance, classified staff members, board members and/or community persons. The district will continue to search for and recruit highly qualified teachers. Great efforts are also being made to retain highly qualified teachers. The district will use Title I and Title II funds to ensure that all teachers are highly qualified by: a. providing high quality inservice training and professional development; b. supporting Induction/PACE teachers; c. paying tuition for courses needed for proper certification and advanced degrees d. paying the cost of the PRAXIS exam fees; and e. funding recruitment efforts and activities Teachers working in classrooms without-of-field permits or waivers will earn six hours each year until hours for proper certification are completed and will also take the required PRAXIS Exams. Teachers with other substandard certificates will take the required courses and PRAXIS Exams to complete the requirements of being highly qualified.

District: DILLON 04

14. Describe the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113 (c)(3)(A).

The district will make an effort to identify homeless children in the attendance zone. Funds will be reserved at the district level to provide the necessary services for homeless children. The district will also buy clothing, replace textbooks, and other instructional materials to burnout homeless children.

15. Describe the strategy the local educational agency will use to implement effective parental involvement under section 1118.

The district's Parent Involvement Policy has been developed jointly with, agreed upon with, and distributed to, parents of participating children. This policy establishes the expectations and provides a description of parent involvement in the district. The district will: a. Involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116; A variety of meetings at the school level will be held to involve parents in the planning process as well as the review of school performance. Parents will be involved in the development of strategies to address identified weaknesses. b. provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. The district Parent/and or Title I Coordinator will serve as a liaison between school, parents, community, and State Department of Education. c. build the schools' and parents' capacity for strong parental involvement as described in subsection (e); The district will require each school receiving Title I funds to solicit parent input in the development of the school-parent compact that outlines how parents, the school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's standards. d. coordinate and integrate parental involvement strategies under the part with parental involvement strategies under other programs, such as Head Start, state 4K program, Even Start, parents as Teachers, and Home Instruction Program for preschool youngsters, and State-run preschool programs; The district will continue to encourage collaboration and communication with other agencies such as Alcohol and Drug Abuse, Department of Social Services, Department of Health and Environmental Control, the district's Adult Education Program, and other programs to provide the most comprehensive service possible for the parents. e. conduct, with involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement. The district will create an environment conducive to parental input. Parents will be encouraged to visit the schools, complete surveys and participate in the Octoberfest, as well as the Springfest. Other participation includes home visits, parental school visitation programs and parent-teacher organizations. Parent volunteer programs are also encouraged at each school. f. involve parents in the activities of the schools served under this part. The district supports effective communication among schools and parents. Schools are encouraged to involve parents in the development and implementation of strategies to increase parental involvement and student achievement. Schools are charged with the responsibility to inform parents on children's progress in a language that parents can understand. Parents will be invited and encouraged to participate in parent/teacher conferences. An explanation of the district's testing programs including PASS will be provided for all parents including parents of ESOL students. Parents will also be given an opportunity to participate in decision-making regarding how Title I funds are allocated for parental involvement activities. Dillon School District Four shall also implement, if and when appropriate, the following provisions set forth in the No Child Left Behind Act of 2001. Highly qualified Teachers – Parents have a right to ask the school administration if a teacher possesses proper certification to teach the grade and content area he or she has been assigned. Parents also have the right to be notified if their child is taught more than four consecutive weeks by a teacher who is not highly qualified. Parental Choice – Parents may remove their children from schools that are “persistently dangerous” based on a pattern of incidents of violence or where a student has been the victim of a violent crime. Parents have the option of placing their children in safer school environments when applicable. Dillon School District Four will provide each parent with a copy of the district's Parent Involvement Policy. Each school shall have a parent contact person. The district parent involvement team will consist of the school contact persons, The First Steps Home Visitors, the parent facilitators, teachers, district staff, principals, and Title I facilitators. The purpose of this team is advisory. Each primary school will be assigned a First Steps Home Visitor and or / a parent contact person. The First Steps Home Visitor will visit and train parents of children ages two and three years old. The parent contact will serve as a liaison between home and school and participate in training parents. Transportation will be provided when necessary for parents to visit the schools to attend PTA meetings, training sessions and annual parenting meetings. Transportation will also be provided for parents to participate in academic conferences with teachers. Each school shall develop and implement strategies for improving parental involvement. Each school will provide a summary at the end of the school year indicating the effectiveness of its parental involvement strategies. Timely information about meetings, conferences and programs will be provided for parents. Opportunities will be made available for parents to make suggestions, share ideas and experiences with other parents, and participate in making decisions. A description and explanation of the schools curriculum and assessments used to measure student achievement will be made available to parents. Parents will also assist in the development of the Parent-School Compact. c. build the schools' and parents' capacity for strong parental involvement as described in subsection (e); The district will require each school receiving Title I funds to solicit parent input in the development of the school-parent compact that outlines how parents, the school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's standards. d. coordinate and integrate parental involvement strategies under the part with parental involvement strategies under other programs, such as Head Start, Even Start, parents as Teachers, and Home Instruction Program for preschool youngsters, and State-run preschool programs; The district will continue to encourage collaboration and communication with other agencies such as Alcohol and Drug Abuse, Department of Social Services, Department of Health and Environmental Control, the district's Adult Education Program, and other programs to provide the most comprehensive service possible for the parents. e. conduct, with involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement. 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visits, parental school visitation programs and parent-teacher organizations. Parent volunteer programs are also encouraged at each school. f. involve parents in the activities of the schools served under this part. The district supports effective communication among schools and parents. Schools are encouraged to involve parents in the development and implementation of strategies to increase parental involvement and student achievement. Schools are charged with the responsibility to inform parents on children's progress in a language that parents can understand. Parents will be invited and encouraged to participate in parent/teacher conferences. An explanation of the district's testing programs including PASS will be provided for all parents including parents of ESOL students. Parents will also be given an opportunity to participate in decision-making regarding how Title I funds are allocated for parental involvement activities.

16. Describe, where appropriate, how the local educational agency will use funds under this part to support after-school (including before-school and summer school) and school-year extension programs.

The district provides after school instruction through the state supported homework centers, if funds are available. A comprehensive instructional summer program will be provided for students in need of academic assistance, if funds are available.